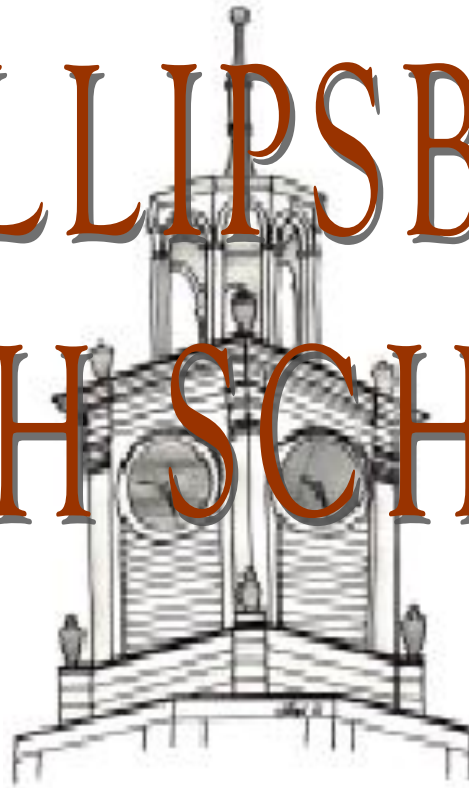


# PHILLIPSBURG HIGH SCHOOL



## Course of Study 2012-2013

**Phillipsburg High School**  
**200 Hillcrest Boulevard**  
**Phillipsburg, New Jersey 08865**  
**Main Office:**  
**(908) 454-6551**  
**Guidance Office:**  
**(908) 213-2420**

*Home of the Stateliners*





# Phillipsburg High School

200 Hillcrest Boulevard, Phillipsburg, New Jersey 08865-1585 (908) 454-6551

Dear Parents:

On behalf of the entire staff and student body at Phillipsburg High School, it is my sincere pleasure to extend this welcome to the “**Class of 2016**”.

Enclosed you will find all the necessary materials to complete the scheduling process for the 2012-2013 school year. As you review this information, you will find a curricular program that is comprehensive and meets your child’s academic needs. I encourage you to review and discuss your child’s course selections with his/her teachers and counselor. Be sure to have your child discuss his or her goals and interests with the school counselor. If your child is planning to attend college, it is essential to create a four-year plan that will best qualify him or her for college admissions. While our high school graduation requirements are rigorous and meet state requirements, colleges often have additional requirements and will consider your child’s academic record from freshman year through senior year. Colleges will also be interested in participation in extracurricular activities.

Course selection is a process that requires students and parents to make thoughtful and realistic course choices that address goals, abilities, interests, and past performance. Our course offerings provide a wide variety of learning opportunities and, therefore, require students to make decisions that will have great impact on their educational development. It is imperative that you carefully review the Course of Study and mutually select courses that are in the best interest of your child.

As you begin this process, please pay particular attention to the “General Information” section that follows this letter. You will find graduation requirements and minimum required courses, as well as other pertinent information that is extremely important to your child’s high school career. A detailed list of course offerings listed after the General Information section gives a snapshot of the grade level prerequisites. Finally, use the “Course Selection Worksheet” on page 40 to draft the desired courses for the 2012-2013 school year.

We at PHS wish you the best of luck as you plan for the future. If you have any questions or concerns regarding the scheduling process, please feel free to contact your child’s counselor. A breakdown of counselor assignments can be found on page one of this book.

I look forward to working with each of you in the Fall of 2012.

Sincerely,

*Gregory A. Troxell*

Gregory A. Troxell, Principal

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# ***PHILLIPSBURG HIGH SCHOOL***

## **ADMINISTRATIVE TEAM**

Principal	Mr. Gregory A. Troxell
Assistant Principal	Mrs. Janice Trent
Assistant Principal	Mrs. Kathleen Troxell

## **GUIDANCE DEPARTMENT**

For immediate assistance, call 908-213-2420

Director of Guidance Services	Mr. Robert Feltmann
Secretary	Mrs. Lynn Garrison
Secretary	Mrs. Lisa Honey

## **SCHOOL COUNSELORS**

Mr. Albert Augelli <i>augelli.albert@pburgsd.net</i>	A-DA (11 and 12) A-CO (9 and 10)	908-213-2422
Mrs. Terri Castagnoli <i>castagnoli.terri@pburgsd.net</i>	DB-HI (11 and 12) CR-G (9 and 10)	908-213-2428
Mr. Brandon Beahn <i>beahn.brandon@pburgsd.net</i>	HJ-MI (11 and 12) H-MA (9 and 10)	908-213-2423
Ms. Sarina Insalaca <i>insalaca.sarina@pburgsd.net</i>	MJ-SH (11 and 12) MC-SA (9 and 10)	908-213-2425
Mrs. Sharon Andrews <i>andrews.sharon@pburgsd.net</i>	SI-Z (11 and 12) SC-Z (9 and 10)	908-213-2439
Mrs. Jan Swick <i>swick.jan@pburgsd.net</i>	Student Assistance Counselor	908-213-2421

## **CURRICULUM DIRECTORS**

English/ESL/Fine Arts/Library Media	Mr. Ryan Ditze
Mathematics/Science	Ms. Michelle Chipaloski
Physical Education/Health/Nurse	Mr. Thomas Fisher
Social Studies/World Language/Career & Tech	Mr. James Gonzalez

# GENERAL INFORMATION

## I. GRADUATION REQUIREMENTS

Local high school graduation requirements include completion of **125 credits** in courses designed to meet all of the Core Curriculum Content Standards, including but not limited to the following:

Core Curriculum Content	Minimum Course & Credit Requirement
Language Arts Literacy (English)	20 credits aligned to grade 9 to 12 standards, including English 1, 2, 3, and 4
Mathematics	15 credits including Algebra 1 content, Geometry content (effective with the class of 2014), and a third year of math that builds upon Algebra 1 and Geometry and prepares students for college and 21st century careers
Science	15 credits including laboratory Biology; Chemistry, Environmental Science or Physics (effective with the class of 2014); and an additional lab/inquiry-based science (effective with the class of 2016)
Social Studies	15 credits including histories and integrated civics, economics, geography, and global content
Economics	2.5 credits in financial, economic, business and entrepreneurial literacy (effective with the class of 2014)
World Language (French, German, Spanish)	At least 5 credits
Visual & Performing Arts (Art, Music, Theater, Dance)	At least 5 credits
Career & Tech, Consumer, Family & Life Skills	At least 5 credits
Health, Safety, & Physical Education	At least 5 credits for each year of enrollment

## II. STATE ASSESSMENT REQUIREMENTS

All students must demonstrate proficiency in all sections of the New Jersey High School Proficiency Assessment (HSPA), which is administered in the spring of the junior year. In addition, students may be required to take and pass end of course assessments, as determined by the New Jersey Department of Education. These include the American Diploma Project Algebra 1 End-of-Course exam upon completion of Algebra 1 and the Biology Competency Test upon completion of Biology.

## III. MINIMUM REQUIRED COURSES PER GRADE LEVEL

To meet minimum graduation requirements, the following basic curriculum should be followed:

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
English 1	English 2	English 3	English 4
Math	Math	Math	
Environmental Science	Biology	Science	
U.S. History 1	U.S. History 2	World History	Economics
Health & Phys. Ed. 1	Health & Phys. Ed. 2	Health & Phys. Ed. 3	Health & Phys. Ed. 4
World Language			
Electives	Electives	Electives	Electives
Study Hall	Study Hall (recommended)		

## IV. GRADING

**Grading on the report cards will be numerical:**

100—90	A—Superior
80—89	B—Above Average
70—79	C—Average
60—69	D—Below Average
59 and below	F—Failing

**The only grades that are not numeric:**

I	Incomplete Grade
P	Pass (Pass/Fail courses only)
F	Fail (Pass/Fail courses only)
WF	Withdraw Failing
WP	Withdraw Passing
ME	Medical Excuse

**Grade Recording** –Each marking period represents 20% of the final grade. The Midterm Exam and the Final Exam are each 10% of the final grade. In a half-year course, each marking period represents 40% of the final grade and the Final Exam is 20%.

**\*\*\*In full-year courses, students must pass at least one of the final two marking periods (3<sup>rd</sup> or 4<sup>th</sup>), as well as achieve a numerical average of at least 60%, in order to receive credit in that course.**

**V. COURSE LEVEL DESCRIPTIONS**

**Course Levels** - All courses offered have been classified into four levels according to the degree of difficulty. Numerical grades achieved for these respective levels will be weighted using the following chart:

Numerical Grade <i>Will appear on Report Card</i>		AP Quality Points	Honors Level 2	College Level 1	Other Level 0	Numerical Grade <i>Will appear on Report Card</i>		AP Quality Points	Honors Level 2	College Level 1	Other Level 0
A (90-100)	100	6.40	6.00	5.00	4.00	C (70-79)	79	5.30	4.90	3.90	2.90
	99	6.35	5.95	4.95	3.95		78	5.25	4.80	3.80	2.80
	98	6.30	5.90	4.90	3.90		77	5.20	4.70	3.70	2.70
	97	6.25	5.85	4.85	3.85		76	5.15	4.60	3.60	2.60
	96	6.20	5.80	4.80	3.80		75	5.10	4.50	3.50	2.50
	95	6.15	5.75	4.75	3.75		74	5.05	4.40	3.40	2.40
	94	6.10	5.70	4.70	3.70		73	5.00	4.30	3.30	2.30
	93	6.05	5.65	4.65	3.65		72	4.80	4.20	3.20	2.20
	92	6.00	5.60	4.60	3.60		71	4.70	4.10	3.10	2.10
	91	5.95	5.55	4.55	3.55		70	4.60	4.00	3.00	2.00
B (80-89)	90	5.90	5.50	4.50	3.50	D (60-69)	69	1.90	1.90	1.90	1.90
	89	5.85	5.45	4.45	3.45		68	1.80	1.80	1.80	1.80
	88	5.80	5.40	4.40	3.40		67	1.70	1.70	1.70	1.70
	87	5.75	5.35	4.35	3.35		66	1.60	1.60	1.60	1.60
	86	5.70	5.30	4.30	3.30		65	1.50	1.50	1.50	1.50
	85	5.65	5.25	4.25	3.25		64	1.40	1.40	1.40	1.40
	84	5.60	5.20	4.20	3.20		63	1.30	1.30	1.30	1.30
	83	5.50	5.15	4.15	3.15		62	1.20	1.20	1.20	1.20
	82	5.45	5.10	4.10	3.10		61	1.10	1.10	1.10	1.10
	81	5.40	5.05	4.05	3.05		60	1.00	1.00	1.00	1.00
80	5.35	5.00	4.00	3.00	F (59 & below)	59	0.00	0.00	0.00	0.00	
						0	0.00	0.00	0.00	0.00	

Students taking Level “2” (AP/Honors) level courses will confront a broader scope, a more in-depth investigation of topics, and a more intensive workload than those taking Level “1” or Level “0” courses. Students taking AP/Honors level courses may have assigned summer work as part of the course requirements. The Level “2” and Level “1” courses will prepare students for a post high school education. Level “0” courses are designed for students who may wish to enter directly into a career path or study in a post-secondary certification program.

**LEVELS OF RANKED COURSES**

**ADVANCED PLACEMENT LEVEL (AP LEVEL)**

<p><b><u>ENGLISH</u></b> AP English Language &amp; Comp. AP English Literature &amp; Comp.</p> <p><b><u>FINE ARTS</u></b> AP Studio Art AP Music Theory</p> <p><b><u>WORLD LANGUAGE</u></b> AP Spanish Language AP French Language</p>	<p><b><u>MATHEMATICS</u></b> AP Calculus AB AP Calculus BC AP Statistics AP Computer Science</p>	<p><b><u>SCIENCE</u></b> AP Chemistry AP Biology AP Physics B AP Physics C AP Environmental Science</p>	<p><b><u>SOCIAL STUDIES</u></b> AP U.S. History AP Government &amp; Politics AP European History AP World History</p>
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**HONORS (LEVEL 2)**

<p><b><u>ENGLISH</u></b> English 1,2,3,4 H</p> <p><b><u>WORLD LANGUAGE</u></b> French 2,3 H Spanish 2, 3 H German 3 H</p>	<p><b><u>MATHEMATICS</u></b> Algebra 1 H Algebra 2 H Pre-Calculus H Geometry H</p>	<p><b><u>SCIENCE</u></b> Environmental Science H Biology H Anatomy &amp; Physiology H Chemistry H Physics H</p>	<p><b><u>SOCIAL STUDIES</u></b> U.S. History 1 H U.S. History 2 H World History H Pre-AP US History 1 American Law Studies</p>
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**COLLEGE (LEVEL 1)**

<p><b><u>ENGLISH</u></b> English 1,2,3,4 CP Journalism 1 Reading and Writing in Modern Society</p> <p><b><u>FINE ARTS</u></b> Drama</p> <p><b><u>WORLD LANGUAGE</u></b> French 1,2 CP Spanish 1,2 CP</p>	<p><b><u>MATHEMATICS</u></b> Algebra 1 CP Algebra 2 CP Pre-Calculus CP Geometry CP Calculus CP Statistics CP</p>	<p><b><u>SCIENCE</u></b> Environmental Science CP Biology CP Chemistry CP Physics CP Earth-Space Science Animal Behavior Marine Biology Genetics Forensics</p>	<p><b><u>SOCIAL STUDIES</u></b> U.S. History 1 CP U.S. History 2 CP World History CP Economics Mythology Sociology</p>
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**APPLIED (LEVEL 0)**

<p><b><u>ENGLISH</u></b> English 1,2,3,4 ESL 1,2,3,4</p> <p><b><u>WORLD LANGUAGE</u></b> Spanish French</p>	<p><b><u>MATHEMATICS</u></b> Foundations of Algebra Algebra 1 Algebra 2 Geometry Integrated Math 3 Consumer Math</p>	<p><b><u>SCIENCE</u></b> Environmental Science Biology Chemistry Meteorology Geology Astronomy</p>	<p><b><u>SOCIAL STUDIES</u></b> U.S. History 1 U.S. History 2 World History</p>
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**VI. RECOMMENDATION FOR LEVEL PLACEMENT**

- a. When scheduling students into academic classes for the next school year—level placement will be determined by student performance in the same academic program. Placement will be based upon student grades at the time of scheduling.
- b. In order to move up an academic level, the student will need to earn a 90% average or higher (or receive teacher recommendation) in current level class at the time of scheduling.

**Example:**

1. Student is in CP History and wants to move to Honors History for the next school year. Student is earning an 82% average at the time of scheduling—student will need current teacher to recommend the move into Honors History for the next school year.
2. Student is in Honors English and wants to move to AP English for the next school year. Student is earning a 94% average at the time of scheduling—student may move into AP English for the next school year.

- c. In order to stay at the same academic level, the student will need to earn a 75% average or higher (or receive teacher recommendation) in current level class at the time of scheduling.

**Example:**

- 1. Student is in CP Math and wants to remain in CP Math for the next school year. Student is earning a 67% average at the time of scheduling—student will be moved into general level Math for the next school year.
  - 2. Student is in CP Math and wants to remain in CP Math for the next school year. Student is earning a 74% average at the time of scheduling—if the student has teacher recommendation to stay in CP Math, the student will remain in CP level Math for the next school year.
- d. Movement up two levels is generally discouraged and will only be considered as a result of teacher recommendation.
  - e. Students may petition to move up at the end of the school year, if their performance in that course has improved to the necessary grade averages.
  - f. **Parents may opt to complete “Parent Request for Override”—requesting their child be placed into an academic level course despite Phillipsburg High School’s recommendation. The Guidance Office will consider a “Parent Request for Override” only after completion of the third marking period. In this case, the parent understands that the student will be held accountable for the grade he/she earns. In Addition, the parent assumes responsibility if the student is unable to withdraw from this course due to scheduling constraints.**

## **VII. RANKING AND HONORS DESIGNATION**

- a. Phillipsburg Board of Education requires that a full-time student at Phillipsburg High School maintain a minimum of thirty-five (35) credits each school year. The high school principal may grant an exception to this regulation.
- b. Individual student averages will be calculated for each school year based on grades received in English, World Language, Mathematics, Social Studies and Science.
- c. Student averages are calculated by multiplying credits attempted times the quality points earned for each course elected. The total quality points for the year, divided by the credits attempted that year, equals the yearly average. The total accumulated quality points, divided by the total accumulated credits, equals the student’s accumulated average. All averages will be rounded to the fourth decimal point.
- d. Grades received for Industrial Technology, Agriculture, Business, Fine Arts, Family & Consumer Science, Music, Physical Education, and courses graded as Pass/Fail will not be included in the averaging process.
- e. Class rank will be calculated at the end of each year, and again at the end of the third marking period of the senior year based on the student’s final grade. Class rank will be determined by placing the cumulative average from highest to lowest.
- f. The student with the highest academic average will be declared the Valedictorian for the class. The student with the second highest average will be declared the Salutatorian for the class. In the event of a tie for the highest cumulative average, the student that has achieved the most credits in the highest level courses will be declared the Valedictorian. To be declared Valedictorian or Salutatorian, the student must be in residence for the entire senior year.
- g. Students will be eligible for the quarterly honor roll if they earn no grade lower than an 80% in each subject during the course of one complete marking period. Students will be eligible for the quarterly high honor roll if they earn no grade lower than an 90% in each subject during the course of one complete marking period.
- h. A ranking average of 4.5 will be used to establish a candidate list for the National Honor Society. A ranking average between 4.5 - 4.9999 will be given honor graduate recognition. A ranking average of 5.0 and above will be used to establish a candidate list for high honor graduate recognition.

## VIII. ACADEMIC ELIGIBILITY

- a. To be eligible for athletic competition and/or to hold office in any student organization during the fall semester (September 1 to January 31) of the 10<sup>th</sup> grade or higher, a student must have earned 30 credits during the preceding academic year.
- b. All 9<sup>th</sup> grade students are automatically eligible for athletic competition or to hold an office in any student organization during the fall semester.
- c. A student who is eligible during the fall semester but is not passing 15 credits at the conclusion of the fall semester becomes ineligible the rest of the year (February 1 through end of the school year).
- d. Student athletes who are eligible to participate at the beginning of their respective seasons shall be permitted to complete that season.
- e. An athlete cannot participate in interscholastic athletics if he or she has reached the age of nineteen (19) prior to September 1st of any year.

## IX. COLLEGE ADMISSIONS POLICIES

All colleges require students to have a strong preparatory curriculum in high school. Students must successfully complete a minimum of 16 academic units of high school course work in college preparatory subjects. An academic unit is a full year academic college preparatory or honors level course. A strong academic transcript should include (but is not limited to) four units in English, three units of Mathematics (Algebra I & II and Geometry are suggested), three units of Social Studies (U.S. History I, II and World History), three units of laboratory science (Biology, Chemistry, and Physics are suggested), and at least 2 units of World Language (consecutive years of the same language are preferred).

## X. NCAA ELIGIBILITY REQUIREMENTS

In order to be eligible to play sports in a Division I or II University or College, you must graduate from high school and complete a curriculum of at least 16 core courses for Division I or 14 core courses for Division II. Required courses are listed on the NCAA Eligibility Center website which can be accessed at [www.ncaa.org](http://www.ncaa.org) under resources. Any student who intends to participate in college athletics is recommended to visit this website and download the current year Guide for the College-Bound Student-Athlete. This document and website give very clear explanations of the responsibilities and requirements for Division I, Division II, and Division III athletics as a college freshman. Any student who intends to participate in Division I or Division II athletics must register and be certified by the NCAA Initial-Eligibility Clearinghouse. Please contact your counselor if you have questions about this process.

## XI. CRITERIA FOR CHANGING STUDENT SCHEDULES

Because of the complexity of the schedule, it is difficult to accommodate schedule changes. **Therefore, students should make careful and thoughtful decisions when choosing all courses, including electives and alternate choices.**

Schedule changes will be considered only for the following reasons:

- a. The correction of a clerical error in the schedule (i.e. a missing course, a conflict between two or more courses, or not having the appropriate prerequisite).
- b. A recommendation from the Child Study Team.
- c. A recommendation from a building administrator for disciplinary, attendance, or instructional reasons.
- d. A student is repeating a course with the same teacher he/she previously had.
- e. A student wishing to take additional courses, which do not entail the dropping of any other courses.
- f. A recommendation from a teacher for a level change.

Scheduling changes will not be considered for any of the following reasons:

- a. Course content or standards differing from student expectations.
- b. Dropping a course because it is not needed for graduation.
- c. Inability of a student to relate well to a given teacher.
- d. Preference for some other subject.

## **XII. CRITERIA FOR DROPPING OR ADDING A COURSE**

Changing courses after a course has begun can be very disruptive to a student's schedule. Course changes that meet the criteria listed above need to be completed according to the following schedule:

- Half-year courses may be changed up until the **3<sup>rd</sup> day of the course (after the 1<sup>st</sup> four-day rotation)**.
- Full year courses may be changed up until the **6<sup>th</sup> day of the course (after the 2<sup>nd</sup> four-day rotation)**.

Level changes will be accommodated at the discretion of the teacher and curriculum director. Please note: when calculating a final average, the **exact** numerical grade from the previous course will be averaged with the grades from the new course.

**\*\*Any course changes made after this deadline will require Administrative review. One of the following grades: "WP" or "WF" may be placed on the report card, depending on the current grade in the course being dropped.**

## **XIII. LOSS OF CREDIT/ATTENDANCE APPEALS**

Students are expected to be in attendance on all days school is in session. Students who exceed the number of (unexcused) absences listed below are subject to loss of credit in the class.

<b>Half Year Courses - 5 Unexcused Absences</b>	<b>Full Year Courses - 10 Unexcused Absences</b>
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Students who exceed the allowable absences in a course and lose credit will have the opportunity to complete an appeal form and submit it to the Attendance Committee. **Appeals must be submitted to the counselor within 10 days following the completion of the course. No appeals will be considered after the 10 day deadline.**

## **XIV. COURSEWORK TAKEN PRIOR TO HIGH SCHOOL**

High School level courses taken prior to grade 9 may be used to meet prerequisites or advancement in a particular subject area. However, because graduation requirements may only be met by courses taken in grades 9-12, high school level courses taken prior to grade 9 are not included in GPA or credits earned, nor are these listed on the high school transcript. Grade 9 begins upon graduation from grade 8.

## **XV. INDEPENDENT STUDY**

An Independent Study is meant to broaden our curricular offerings and to resolve personal or schedule conflicts that prohibit the attainment of a complete and well-balanced program of study. It is not meant to replace an existing course in the Course of Study. The goal is to develop self-directed learners, which can be an academically enriching experience for both the student and the teacher. An Independent Study will receive a Pass/Fail grade, which will be recorded on the transcript but not calculated into the GPA. An Independent Study will be for a term of one semester.

Independent Study credit is available to students who meet the following prerequisites:

- a. Completed 60 credits toward graduation.
- b. Achieved a grade of "C" or better in all available courses in the subject requested.
- c. Completed an application, which has been signed and approved by the student, parent, independent study teacher, department director, and counselor.

# *Phillipsburg High School Senior Learning Experience*

The Phillipsburg High School Senior Learning Experience Program is an initiative of the New Jersey Department of Education that provides eligible students the opportunity to utilize their last year of high school to gain purposeful real-life experiences. This program allows seniors who have passed the High School Proficiency Assessment (HSPA), and who are in good academic standing, to focus on their interests and abilities and serves as an alternative to high school classes. The program emphasizes, creates, maintains, and encourages diverse and multiple paths for student success. It is designed to clarify career goals, explore career possibilities, develop employment skills, or make the transition between school and employment or further education and training.

Students attend classes at Phillipsburg High School for half of the school day and are engaged in one of the following self-designed option programs the remaining part of the day:

- **Warren County Community College Enrollment**  
*Students enroll at Warren County Community College on a part-time basis. Three credit hours per semester may be paid by Phillipsburg High School. Students may enroll for more than three credits at their own expense.*
- **Dual Enrollment - Warren County Community College**  
*Students in this program must be enrolled in a Phillipsburg High School Advanced Placement course. Tuition will be waived and credits may be transferred to most two- or four-year colleges.*
- **Art Experience at Lafayette College**  
*Students attend an art enrichment program at Lafayette College.*
- **Structured Work Experience (out-of-school/in-school)**  
*Students gain valuable experience at a paid work experience at a business within the community or a paid/unpaid work experience within the school. Students are responsible for obtaining employment and providing evidence of that employment to school officials.*
- **Self-Designed Experiences – Internship, Volunteerism/Community Service, Mentorship, Apprenticeship, Independent Study**  
*Students may design their own alternative educational experience. This experience is subject to guidance counselor and administrative approval.*

## ***Grading***

Students successfully enrolling in and completing a Senior Learning Experience will receive a Pass/Fail grade and 5 credits per semester.

## ***Academic Requirements***

- 100 credits by the end of the Junior year.
- Proficient on both sections of HSPA.
- Cumulative 2.5 GPA at the end of the Junior Year.
- No out-of-school suspension incidents during the preceding two marking periods.
- No more than 6 lates to school or 5 unexcused absences during the preceding two marking periods.

## ***Student Responsibilities***

Student agrees to:

1. Maintain a 2.5 Grade Point Average during the Senior Learning Experience.
2. Arrange school schedule to be available to leave campus early or arrive late.
3. Arrange own transportation (Transportation is solely the responsibility of the student).
4. Maintain regular attendance both in school and at the Senior Learning Experience. This includes notifying the school when unable to report to the Senior Learning Experience.
5. Demonstrate honesty, punctuality, courtesy, cooperative attitude, proper health and grooming habits, appropriate dress and willingness to learn.
6. Talk to counselor about any difficulties arising during the Senior Learning Experience.

**\*\*\*Please contact your counselor if you are interested in this exciting opportunity\*\*\***

# COURSE DESCRIPTIONS

## ENGLISH

### THE ENGLISH RECOMMENDED COURSE SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English 1 English 1 CP English 1 H	English 2 English 2 CP English 2 H Journalism	English 3 English 3 CP English 3 H AP English Language & Comp. Journalism Reading & Writing in Modern Society	English 4 English 4 CP English 4 H AP English Literature & Comp. AP English Language & Comp. Journalism Reading & Writing in Modern Society

#### 108 READING WORKSHOP

Grades 9-10

2.5 CR (Level: 0)

*Students who score below the New Jersey Department of Education proficiency level on NJASK will be enrolled in course.*

This course will prepare students to successfully meet the academic demands of high school curricula, as well as state testing. This course provides students with multiple opportunities to practice and master reading skills that are applied across content areas. Specifically, this unit of study is designed to support student achievement and serve as a bridge to success. Special emphasis is placed on the development of critical reading strategies to aid in comprehension and analysis of increasingly challenging texts. Students will analyze literary works from the following genres: short story, novel, poetry, and drama.

#### 110 ENGLISH 1

Grade 9

5.0 CR (Level: 0)

*Students who score below the New Jersey Department of Education proficiency level on NJASK 8 will be enrolled in this course.*

This course is designed to help students develop literacy skills by actively engaging in reading, writing, listening, speaking, and viewing activities. This course places special emphasis on the reading and writing skills needed for successful performance on the High School Proficiency Assessment. Thematic literature study is supplemented by a heavy emphasis on refining reading and writing skills. The students will demonstrate proficiency in writing narrative, persuasive, descriptive and comparison-contrast expository essays. The students will be taught strategies that will assist them in editing text for spelling, grammar, mechanics and punctuation. The students will learn the skills associated with Internet and text research for formulation of a research project.

#### 112 ENGLISH 1 CP

Grade 9

5.0 CR (Level: 1)

This course is designed to help students develop and refine literacy skills by actively engaging in reading, writing, listening, speaking, and viewing activities. Specific emphasis is placed upon effective composition, analytical response to literature, collaboration and discussion techniques. The students will explore a variety of writing discourses such as persuasion, cause/effect, compare/contrast, problem/solution as well as research based projects. The students will explore a variety of literary genres that include poetry, short stories, non-fiction, drama and novel. The student will learn to respond analytically, personally, and imaginatively to literature to discover connections between literature and the world outside the classroom. This class will also address study skills, grammar and usage, vocabulary development and research procedures.

#### 114 ENGLISH 1 H

Grade 9

5.0 CR (Level: 2)

This course is designed to challenge the highly motivated and academically skilled students. The students will develop and refine literacy skills by actively engaging in reading, writing, listening, speaking, and viewing activities. Specific emphasis is placed upon effective composition, analytical response to literature, collaboration and discussion techniques. The students will explore a variety of writing discourses such as persuasion, cause/effect, compare/contrast, problem/solution as well as research based projects. The students will explore a variety of literary genres that include poetry, short stories, non-fiction, drama and novel. The student will learn to respond analytically, personally, and imaginatively to literature to discover connections between literature and the world outside the classroom. In addition, vocabulary development and grammar study will be included in the course of study. *This course will place rigorous demands upon students in terms of study skills, homework and independent projects.*

**120 ENGLISH 2****Grade 10****5.0 CR (Level: 0)**

This course further enriches students' growth acquired in English 1. This course continues the emphasis on the reading and writing skills needed for successful performance on the High School Proficiency Assessment. The thematic approach of the program incorporates exercises in critical reading, writing, listening and speaking in a variety of contexts. Thematic units of study will include "Diversity," "Contemporary Issues," "Relationships and Love" and "Conflict and Resolution." The students will practice all stages of the writing process including: prewriting, drafting, revising, editing, and post writing. The student will respond analytically, personally, and imaginatively to literature and make connections between literature and the world outside the classroom. The class will also address study skills, grammar and usage, vocabulary development and research procedures.

**122 ENGLISH 2 CP****Grade 10****5.0 CR (Level: 1)**

This course further enriches students' growth acquired in College English 1. The thematic approach of the program incorporates exercises in critical reading, writing, listening and speaking in a variety of contexts. Thematic units of study will include "Diversity," "Contemporary Issues," "Relationships and Love" and "Conflict and Resolution." The students will practice all stages of the writing process including: prewriting, drafting, revising, editing, and post writing. The student will respond analytically, personally, and imaginatively to literature and make connections between literature and the world outside the classroom. The class will also address study skills, grammar and usage, vocabulary development and research procedures.

**124 ENGLISH 2 H****Grade 10****5.0 CR (Level: 2)**

This course is designed to challenge the highly motivated and academically skilled students. The thematic approach of the program incorporates exercises in critical reading, writing, listening and speaking in a variety of contexts. Thematic units of study will include "Diversity," "Contemporary Issues," "Relationships and Love" and "Conflict and Resolution." The students will practice all stages of the writing process including: prewriting, drafting, revising, editing, and post writing. The student will respond analytically, personally, and imaginatively to literature and make connections between literature and the world outside the classroom. The class will also address study skills, grammar and usage, vocabulary development and research paper.

**130 ENGLISH 3****Grade 11****5.0 CR (Level: 0)**

This course offers an intense HSPA review and organizational strategies for writing. The course provides students with a solid foundation in American Literature that explores thematic units including: "The Journey," "Progress and Social Maladies," "Good, Evil, and Innocence" and "Trials, Tribulations, and Adversity" in American Literature. The students will respond persuasively, analytically, personally and imaginatively to literature. The course will prompt students to make connections between their lives and literature. The class will also address grammar and usage, vocabulary development and research procedures.

**132 ENGLISH 3 CP****Grade 11****5.0 CR (Level: 1)**

This course focuses on the American tradition in literature through a thematic approach incorporating exercises in critical reading, writing, listening and speaking in a variety of contexts. Thematic units include: "The Journey," "Progress and Social Maladies," "Good, Evil, and Innocence" and "Trials, Tribulations, and Adversity." Students will respond persuasively, analytically, personally and imaginatively to literature. The course prompts students to make connections between their lives and literature. The class also addresses grammar and usage, vocabulary development and the research paper.

**134 ENGLISH 3 H****Grade 11****5.0 CR (Level: 2)**

This course is designed to challenge the highly motivated and academically skilled students. Honors English 3 focuses on the American tradition in literature through a thematic approach incorporating exercises in critical reading, writing, listening and speaking in a variety of contexts. Thematic units include: "The Journey," "Progress and Social Maladies," "Good, Evil, and Innocence" and "Trials, Tribulations, and Adversity." Students will respond persuasively, analytically, personally and imaginatively to literature. The course prompts students to make connections between their lives and literature. The class also addresses grammar and usage, vocabulary development and the research paper.

**140 ENGLISH 4****Grade 12****5.0 CR (Level: 0)**

*Students who score below the New Jersey Department of Education proficiency level on HSPA will be enrolled in this course.*

This course focuses on the British tradition in literature. Students will examine several time periods in British Literature with a concentration on Anglo-Saxon, Medieval, Renaissance and Victorian periods. The thematic approach of the program incorporates exercises in critical reading, writing, listening and speaking in a variety of contexts. The students will respond persuasively, analytically, personally and imaginatively to literature. The course prompts students to make connections between their lives and literature. The class will also address grammar and usage, vocabulary development and the research paper.

**142 ENGLISH 4 CP****Grade 12****5.0 CR (Level: 1)**

This course focuses on the British tradition in literature. Students will examine several time periods in British Literature with a concentration on Anglo-Saxon, Medieval, Renaissance and Victorian periods. The thematic approach of the program incorporates exercises in critical reading, writing, listening and speaking in a variety of contexts. The students will respond persuasively, analytically, personally and imaginatively to literature. The course prompts students to make connections between their lives and literature. The class will also address grammar and usage, vocabulary development and the research paper.

**144 ENGLISH 4 H****Grade 12****5.0 CR (Level: 2)**

This course is designed to challenge the highly motivated and academically skilled students. Honors English 4 focuses on the British tradition in literature. Students will examine several time periods in British Literature with a concentration on Anglo-Saxon, Medieval, Renaissance and Victorian periods. The thematic approach of the program incorporates exercises in critical reading, writing, listening and speaking in a variety of contexts. The students will respond persuasively, analytically, personally and imaginatively to literature. The course prompts students to make connections between their lives and literature. The class will also address grammar and usage, vocabulary development and the research paper.

**146 AP ENGLISH LITERATURE AND COMPOSITION****Grade 12****5.0 CR (Level: AP)***Prerequisite: Departmental Approval*

The objective of this course is to provide an enriched program in literature and writing that will enable students to score well on the Educational Testing Service's test of the same name. Students will acquire the ability to interpret, analyze, critique, and appreciate literature of a variety of genres and to express their ideas about the literature they read both orally and in writing. In addition, they will learn to do in-depth literary research. Finally, students will become familiar with both the objective and subjective test-taking skills needed for use on the Advanced Placement test.

**148 AP ENGLISH LANGUAGE AND COMPOSITION****Grade 11****5.0 CR (Level: AP)***Prerequisite: Departmental Approval*

This course offers students the opportunity to pursue college level work in exposition and composition. The course has an interdisciplinary focus, drawing on issues in literature, science, the arts, world cultures, government and philosophy. The students will learn to appreciate structure and style of language and composition. Students will study mass media and propaganda techniques to learn discrimination in judgment and precision in expression. Studying advanced writing skills, students will master writing techniques, develop their own style and voice and prepare for the Advanced Placement test.

**150 ESL 1****Grades 9-12****2.5 CR (Level: 0)****152 ESL 2****Grades 9-12****2.5 CR (Level: 0)****ENGLISH AS A SECOND LANGUAGE**

This course is available to any student whose primary language is not English and who has demonstrated a need for the course. Listening, speaking, reading, and writing skills will be developed, as well as additional skills for communication and understanding will be developed. Individualized needs will be met to assist students in meeting the requirements for a New Jersey high school diploma.

**162 JOURNALISM****Grades 10-12****5.0 CR (Level: 1)**

This course provides the students with an opportunity to learn the fundamental principles of writing, editing, and producing news. The role of media in our society is also introduced. This course should be considered a must for any student interested in a career in print or broadcast journalism. The course also offers potential *Karux Newspaper* editors and staff members the opportunity to prepare and practice their role on the paper. In this manner, authentic student work is exhibited.

**164 READING AND WRITING IN MODERN SOCIETY****Grades 11-12****2.5 CR (Level: 1)***Prerequisite: CP English 1 and CP English 2*

This course is a "hands-on" course for those students who have successfully completed College English 1 and College English 2. Students will experience literary genres and various types of language usage through their own writing. Students will learn language process, elements, and conventions as they read, write, and discuss their own and other writing. The course will also provide an awareness of a broad scope of contemporary literature allowing students to write in the genres studied.

**166 CONTEMPORARY LITERATURE****Grades 11-12****2.5 CR (Level: 1)***Prerequisite: CP English 3 (CP English 3 and Contemporary Literature may be taken concurrently)*

This course introduces students to a wide variety of modern authors. Students will concentrate on books which have been published in the 1960s to present, with a special focus on books published in the 90s and 2000s. The selections are books of literary merit which would not ordinarily be covered in the core English courses. Students will be expected to read and participate in class, as well as be able to identify modern writing techniques, and influences of modern society on literature.

**168 WORLD DRAMA****Grades 11-12****2.5 CR (Level: 1)***Prerequisite: CP English 3 (CP English 3 and World Drama may be taken concurrently)*

This course is designed to offer students an opportunity to study drama as a specific form of literature, meant to be both read and performed. Unlike novels or other types of prose, drama specifically requires the interpretation of actors and directors every time a play goes into performance. For this reason, it invites the creativity and experimentation of other artists beyond the playwright. Students will look at plays as products of their specific moments in culture and history and evaluate their relevance to a contemporary audience. Students will view various filmed adaptations of staged plays for discussion. Finally, students will learn to analyze dramatic works and present their arguments in written essays.

**170 LEADERSHIP: A CULTURAL REVOLUTION Grades 11-12****2.5 CR (Level: 1)***Prerequisite: CP English 3 (CP English 3 and Leadership: A Cultural Revolution may be taken concurrently)*

This course is a course in the art and science of leadership. Through various forms of literature, students will study the lives and practices of current and former leaders in society. Students will put their research into practice and experience the transformation that leadership promotes. This course is designed to prepare students for the many facets of leadership in society – so they can develop a skill set that will prepare them for the real world beyond their academic careers.

**172 FROM NOVEL TO FILM****Grades 11-12****2.5 CR (Level: 0)***Prerequisite: English 3 (English 3 and From Novel to Film may be taken concurrently)*

This course explores the relationships between literary works and their film adaptations to create a better understanding of their major differences. Students will analyze works of fiction, non-fiction, and drama. Students will critically analyze film through careful examination of literary adaptations by exploring character development, performance, and dramatic structure. This class also establishes a vocabulary of both literary and specific cinematic terminology.

# MATHEMATICS

## THE RECOMMENDED MATHEMATICS COURSE SEQUENCE

### Class of 2013

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Algebra 1	→ Geometry → Algebra 2	Algebra 2 or Integrated Math 3 Geometry	Elective
Algebra 1 CP	→ Geometry CP or → Geometry CP with Algebra 2 CP	Algebra 2 CP / Pre-Calculus CP	Statistics CP / Calculus CP
Algebra 1 H	→ Geometry H or → Geometry H with Algebra 2 H	Algebra 2 H / Pre-Calculus H	AP Statistics / AP Calculus AB
Algebra 2 H	→ Geometry H or → Geometry H with Pre-Calc H	Pre-Calc H / AP Calculus AB	AP Calculus AB / AP Calculus BC

### Class of 2014

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Algebra 1	→ Geometry	Algebra 2 or Integrated Math 3	Elective
Algebra 1 CP	→ Geometry CP or → Geometry CP with Algebra 2 CP	Algebra 2 CP / Pre-Calculus CP	Statistics CP / Calculus CP
Algebra 1 H	→ Geometry H or → Geometry H with Algebra 2 H	Algebra 2 H / Pre-Calculus H	AP Statistics / AP Calculus AB
Algebra 2 H	→ Geometry H or → Geometry H with Pre-Calc H	Pre-Calc H / AP Calculus AB	AP Calculus AB / AP Calculus BC

### Class of 2015 and 2016

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Foundations of Algebra	→ Algebra 1	Geometry	Elective
Algebra 1 CP	→ Geometry CP or → Geometry CP with Algebra 2 CP	Algebra 2 CP / Pre-Calculus CP	Statistics CP / Calculus CP
Algebra 1 H	→ Geometry H or → Geometry H with Algebra 2 H	Algebra 2 H / Pre-Calculus H	AP Statistics / AP Calculus AB
Algebra 2 H	→ Geometry H or → Geometry H with Pre-Calc H	Pre-Calc H / AP Calculus AB	AP Calculus AB / AP Calculus BC

- The Mathematics curriculum offers a wide variety of courses to meet the needs of the students. Special consideration should be given to prerequisite courses that must be taken in the sequence of the student's individualized mathematics course of study. A review of the chart above, along with teacher and counselor recommendations, should provide guidance to make appropriate course selections.
- Although students are required to solve problems without the use of a calculator, some emphasis is placed on the ability to use either a scientific calculator in the introductory math courses or a graphing calculator in the more advanced courses. **Acquiring a personal calculator is an advantage to all mathematics students and the purchase of a graphing calculator will benefit students in advanced mathematics courses.**

**208 FOUNDATIONS OF ALGEBRA****Grade 9****5.0 CR (Level: 0)**

This course is the initial course of a two-course sequence designed to prepare students to successfully master the topics of algebra. The focus of the course is to develop a solid understanding of the mathematical concepts and algebraic processes that will serve as the foundation for the continued study of algebra. Emphasis will be placed on patterns, structure, and the properties of real numbers in the modeling and solution of real-world problems. Extensive instruction will be provided in the representation and solution of linear equations and inequalities. Understanding of linear relationships as expressed analytically, graphically, and numerically will also be a major focus of this course. Students who successfully complete Foundations of Algebra will then be prepared to enroll in Algebra 1.

**210 ALGEBRA 1****Grade 10****5.0 CR (Level: 0)**

This course is the second of a two-course sequence designed to prepare students to successfully master the topics of algebra. The focus of this course is to extend student knowledge from the Foundations course to include the modeling and solution of non-linear functions and relationships. This will include the study of absolute value relationships, quadratics, and exponential functions. Again, as in Foundations, the approach will be multi-representational. A more comprehensive study of probability and statistical analysis will also be a focus of the course.

**212 ALGEBRA 1 CP****Grade 9-10****5.0 CR (Level: 1)**

This course is designed for those who wish to pursue a college preparatory mathematics program. The course will provide students with a solid algebraic foundation that will prepare them for more advanced mathematics. Major units of study include: simplifying algebraic expressions, solving equations and inequalities of one variable, algebraic solutions to verbal problems, the arithmetic of polynomials and rational expressions, graphing linear equations and inequalities, introduction to the concept of functions and the algebra of roots and radicals.

**214 ALGEBRA 1 H****Grade 9****5.0 CR (Level: 2)**

This course is designed as a rigorous course to accelerate students into the Honors track. Algebraic topics as listed in the algebra courses above will be investigated to a greater degree and the course will incorporate mathematical concepts needed for the Honors Algebra 2 program.

**220 ALGEBRA 2****Grade 11****5.0 CR (Level: 0)**

*Prerequisite: Algebra 1 and Geometry (Algebra 2 and Geometry may be taken concurrently)*

This course is the final course in the continuum to prepare for the HSPA. New concepts are introduced as extensions of the principles covered in previous courses. Topics include: rational expressions, linear equations, coordinate geometry, radicals and exponents, problem solving with the quadratic formula, trigonometric laws and formulas. Word problems, which utilize these topics, are presented throughout the course. Skills and concepts related to the New Jersey High School Proficiency Assessment receive emphasis.

**221 ALGEBRA 2 CP****Grades 10-11****5.0 CR (Level: 1)**

*Prerequisite: Algebra 1 and Geometry (Algebra 2 and Geometry may be taken concurrently)*

**223 ALGEBRA 2 H****Grades 9-11****5.0 CR (Level: 2)**

*Prerequisite: Algebra 1 and Geometry (Algebra 2 and Geometry may be taken concurrently)*

This course is recommended for students who plan to enter engineering, general technical, and liberal arts schools. The depth, direction, and emphasis vary with each level. Major units of study include the solution of equations and inequalities in both one and two variables, systems of equations and inequalities, polynomial, exponential, and logarithmic functions, conic sections, and imaginary and complex numbers. Sequences, series, combinatorics, probability, and trigonometry will also be examined as part of the curriculum. The use of graphing calculators is incorporated in this course.

**230 GEOMETRY****Grade 10-11****5.0 CR (Level: 0)**

*Pre-Requisite: Algebra I*

This course is designed to provide students with a proficient understanding of the major concepts in plane geometry with little emphasis on deductive proof. Properties of lines, angles, triangles, circles, and quadrilaterals, as well as properties of three dimensional objects, will be studied in this course. Test taking strategies that pertain to the High School Proficiency Assessment will be addressed.

**232 GEOMETRY CP** **Grade 10** **5.0 CR (Level: 1)**

*Prerequisite: Algebra 1*

**234 GEOMETRY H** **Grade 10** **5.0 CR (Level: 2)**

*Prerequisite: Algebra 1*

This course is a rigorous course which focuses on Euclidean plane and solid geometry. A formal treatment of deductive proof is presented throughout the course. Problem-solving and critical thinking skills are honed through the study of segments, lines, angles, parallel and perpendicular lines, congruence and similarity, polygons, circles, area, volume, and both coordinate and transformational geometry.

**242 PRE-CALCULUS CP** **Grades 11-12** **5.0 CR (Level: 1)**

*Prerequisite: Algebra 2 and Geometry*

**244 PRE-CALCULUS H** **Grades 10-12** **5.0 CR (Level: 2)**

*Prerequisite: Algebra 2 and Geometry*

This course is recommended for college preparatory students and accelerated mathematics students, but is an elective for others who have the necessary prerequisites. It is designed to prepare the student for college mathematics and combines trigonometry, advanced algebra, analytic geometry, and other pre-calculus concepts.

**252 CALCULUS CP** **Grades 11-12** **5.0 CR (Level: 1)**

*Prerequisite: Pre-Calculus*

This course is designed to provide the student with a solid understanding of higher algebra involving coordinates, graphs, lines, and functions, as well as an overview of the fundamental process of differential and integral calculus. The focus will be in the practical aspects of calculus without the emphasis on mathematical proof. The goal of this class is to provide students with a solid background to enable them to enroll in a college level calculus course.

**256 AP CALCULUS AB** **Grades 11-12** **5.0 CR (Level: AP)**

*Prerequisite: Pre-Calculus H*

This course is offered to students who have successfully completed Honors Pre-Calculus. Any student who has not completed Honors Pre-Calculus must obtain the permission of the instructor before electing this course. All students enrolling in the course are expected to sit for the administration of the Advanced Placement exam in May. There is a fee to take this exam. Topics that are emphasized in the course include: functions, graphs and limits, derivatives, interpretations and properties of definite and indefinite integrals, applications of integration, techniques of anti-differentiation, The Fundamental Theorem of Calculus, numerical approximations to definite integrals, first order separable differential equations and slope fields. After the administration of the AP exam in May, students will begin study of selected topics from AP Calculus BC. The use of a graphing calculator is required in this course. This course may not be audited.

**257 AP CALCULUS BC** **Grades 11-12** **5.0 CR (Level: AP)**

*Prerequisite: AP Calculus AB*

This course is offered to students who have successfully completed Advanced Placement Calculus AB. Any student who has not completed Advanced Placement Calculus AB must obtain the permission of the instructor before electing this course. All students enrolling in the course are expected to sit for the administration of the Advanced Placement exam in May. There is a fee to take this exam. Advanced Placement BC is a continuation of the topics studied in AP Calculus AB. Additional topics that are emphasized in the course include: the calculus of parametric, polar and vector functions, advanced techniques of integration, L'Hopital's rule, improper integrals, Euler's Method, the convergence of divergence of infinite series, Taylor and Maclaurin Series, and error bounds for approximations using infinite series. The use of a graphing calculator is required in this course. This course may not be audited.

**258 STATISTICS CP** **Grades 11-12** **5.0 CR (Level: 1)**

*Prerequisite: Algebra 2 and Geometry*

This course will introduce students to the fundamental concepts of statistics and probability. The course will follow the same path as the AP Statistics course, except for the pace and the omission of a few concepts. It is highly recommended for anyone wishing to pursue such fields as psychology, economics, sociology, mathematics, business administration, education, health science, law, political science, public health, telecommunications, experimental sciences and the growing field of statistics itself. Topics discussed include data collection, graphs and frequency distributions, measures of central tendency, measures of dispersion, linear regression, probability, normal distributions, sampling distributions, the central limit theorem, confidence intervals, and many hypothesis testing techniques. The use of the TI-83/84 graphing calculator is recommended. This course can be taken in conjunction with or completion of a higher math course.

**260 AP STATISTICS****Grades 11-12****5.0 CR (Level: AP)***Prerequisite: Algebra 2 and Geometry*

The primary purpose of this course is to certify that students have acquired a sufficient understanding of statistics in high school to receive credit and/or placement from colleges. All students enrolling in the course are expected to sit for the administration of the Advanced Placement exam in May. There is a fee to take this exam. The use of the TI-83/84 graphing calculator is required in this course. The course is broken into four major categories: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. The work in the course provides important analytical skills for those students wishing to pursue such fields as psychology, economics, sociology, mathematics, business administration, education, health science, law, political science, public health, telecommunications, experimental sciences and the growing field of statistics itself. Topics discussed include data collection, graphs, frequency distributions, measures of central tendency, measures of dispersion, linear regression, probability, normal distributions, sampling distributions, the central limit theorem, confidence intervals, Type I and Type II errors, power of the test, and many hypothesis testing techniques. This course can be taken in conjunction with or completion of a higher math course.

**266 INTEGRATED MATH 3****Grade 11-12****5.0 CR (Level: 0)**

The purpose of this course is to provide targeted junior students with an extensive preparation for the mathematics section of the High School Proficiency Assessment (HSPA). Students will be placed into the course based on criteria that considers the student's NJASK score and the grades attained in the mathematics courses taken during the freshman and sophomore years. Topics studied will include all aspects of the material tested on the HSPA, with special attention given to problem solving skills and attention to test taking strategies. Students may elect to enroll in an additional math class to complement their work in this course if their schedule permits.

**269 CONSUMER MATHEMATICS****Grades 11-12****5.0 CR (Level: 0)**

The objective of this course is to enable students to apply mathematical skills in the solution of typical problems that beset all consumers. Students will study the mathematics inherent in most aspects of personal finance including: insurance, banking, credit, investments, consumer awareness, and personal identity protection. It is essential in our fast-moving society to have a working knowledge of the fundamentals of basic financial planning and money management. Today's teenagers, more than any previous generation, will be required to take more personal responsibility for actively managing their finances throughout their lives.

**270 AHSA MATH STRATEGIES****Grade 12****5.0 CR (Level: 0)**

The purpose of this course is to provide targeted senior students (those who did not pass the mathematics portion of the HSPA) with an extensive preparation for the mathematics section of the High School Proficiency Assessment.

**271 SAT MATH REVIEW****Grades 10-12****2.5 CR (Level: 0)**

This course will review and practice mathematical concepts included on the SAT. Test taking strategies will also be addressed that will acclimate the students to testing conditions and will help them make more logical choices to an assortment of given answers. Procedures for open-ended questions will also be discussed and reviewed so that students will have confidence and experience in responding to these questions. Students should have a basic understanding of algebraic and geometric concepts. This course is graded as Pass/Fail.

# SCIENCE

## THE RECOMMENDED SCIENCE COURSE SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Environmental Science	Biology	Chemistry	Electives
Environmental Science CP	Biology CP	Chemistry CP	Physics CP
Environmental Science H	Biology H or AP Biology	Chemistry H or AP Chemistry	Physics H or AP Physics B/C AP Environmental Science
	Electives	Electives	Electives

- Science Curriculum is aligned with New Jersey Core Curriculum Content Standards (NJCCCS) and ETS-approved curriculum.
- All freshmen are required to take Environmental Science and all sophomores are required to take Biology.
- **Dissection Opt-Out Notice:** This notice is to make you aware of legislation allowing public school students to choose not to participate in certain experiments involving animals. Public school pupils from kindergarten through grade 12 may refuse to dissect, vivisection, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. The law requires schools to provide alternative education projects for those students who choose to “opt out” of these activities. *If you wish to have your son or daughter “opt out” of these experiences, you must notify the school district, in writing, within 2 weeks from the start of the course. Please be aware that, due to issues with coordination and purchasing of materials for alternate lessons on a district-wide level, no exceptions will be made to this date.*

### 320 ENVIRONMENTAL SCIENCE

**Grade 9**

**5.0 CR (Level: 0)**

This course is a basic introduction to the physical, ecological, and environmental concepts underlying the relationship between human society and the natural environment. It involves student evaluation of environmental problems within the areas of natural resources and ecosystems, population growth, energy production and consumption, pollution, and environmental degradation. Course activities allow them to discover and/or propose alternative solutions to these problems. This level science includes expectations for varied classroom activities and guided note-taking.

### 322 ENVIRONMENTAL SCIENCE CP

**Grade 9**

**5.0 CR (Level: 1)**

This course is an introduction to the physical, ecological, and environmental concepts underlying the relationship between human society and the natural environment. It involves student evaluation of environmental problems within the areas of natural resources and ecosystems, population growth, energy production and consumption, pollution, and environmental degradation. Course activities allow them to discover and/or propose alternative solutions to these problems. The college program runs at a moderate pace and includes expectations for independent and group work, the completion of frequent homework assignments, note-taking, and the completion of analysis questions following activities.

### 324 ENVIRONMENTAL SCIENCE H

**Grade 9**

**5.0 CR (Level: 2)**

This course is the study of the physical, ecological, and environmental concepts underlying the relationship between human society and the natural environment. It involves student evaluation of environmental problems within the areas of natural resources and ecosystems, population growth, energy production and consumption, pollution, environmental degradation, and environmental policy. Course activities allow them to discover and/or propose alternative solutions to these problems. The Honors program runs at an accelerated pace and includes expectations for independent work, varied note-taking activities, and daily homework. All topics are more in-depth with statistical calculations and formal laboratory reports.

### 326 AP ENVIRONMENTAL SCIENCE

**Grade 12**

**10.0 CR (Level: AP)**

*Prerequisite: Biology and either Chemistry or Physics*

The curriculum for this course is aligned with NJCCCS and ETS-approved curriculum. The course is designed to prepare students for the rigorous AP Environmental Science test administered in mid-May. In addition, this course is designed to offer students the ability to further their knowledge in one of the most relevant and potentially life-altering sciences of their time. This course will explore the relationship of mankind with Planet Earth and the devastating effect that our daily activities can have. The course focuses on the following topics: Maintaining a Sustainable Future, Ecosystems, Human Population Growth, Natural Resources and Energy, Species Biodiversity, Pollution and Prevention, and other hot topics.

**330 BIOLOGY****Grade 10****5.0 CR (Level: 0)***Prerequisite: Environmental Science*

The curriculum for this course is aligned with the NJCCCS and the Biology Competency Test specifications. This is a lab-oriented course that introduces students to the core principles of Biology. This course focuses on cooperative learning and student-centered teaching by emphasizing small group activities. The topics addressed in this course include: The Scientific Processes of Investigation, Basic Biochemical Pathways, Cell Structure and Function, The Characteristics of Life, Mendelian Genetics, Evolution and Diversity, and The Major Taxonomic Categories of Life. **Course Expectations: All students will be expected to successfully perform guided inquiry-based laboratory exercises, complete designated lab reports, maintain a course notebook, perform hands on activities including dissections both independently and in small groups, and have an understanding of basic computer program usage.**

**332 BIOLOGY CP****Grade 10****5.0 CR (Level: 1)***Prerequisite: Environmental Science*

The curriculum for this course is aligned with the NJCCCS and the Biology Competency Test specifications. This course is lab-oriented and is geared toward preparing students for the rigors of the college learning environment. The design of this course mirrors the level of coursework that prospective colleges expect from high school science students. CP Biology also enables all students the opportunity to develop the skills necessary to think analytically, process multiple layers of information, and develop long lasting relationships between concepts mastered and ongoing learning. The topics addressed in this course include: The Scientific Processes of Investigation, Biochemical Pathways, Characteristics of Life, Themes of Biology, Cell Structure and Function, Cellular Energetics, Cellular Transport, Cellular Reproduction, Mendelian Genetics, Protein Synthesis and Molecular Biology, Evolution and Diversity, and The Major Taxonomic Categories of Life. **Course Expectations: All students will be expected to successfully perform guided inquiry-based laboratory exercises, complete designated lab reports, maintain a course notebook, perform hands on activities including dissections both independently and in small groups, and have an understanding of basic computer program usage.**

**334 BIOLOGY H****Grade 10****5.0 CR (Level: 2)***Prerequisite: Environmental Science*

The curriculum for this course is aligned with the NJCCCS and the Biology Competency Test Specifications. The curriculum for this course is geared toward meeting the needs of students requiring a more rigorous course load as well as providing a solid framework of conceptual Biological knowledge for those students considering a career path in the field of science. This course requires students to think analytically, process multiple layers of information, and gain a greater knowledge base in the field of Biology that can be used as a framework for future scientific study. The topics addressed include: The Scientific Processes of Investigation, Biochemical Pathways, Characteristics of Life, Themes of Biology, Cell Structure and Function, Cellular Energetics, Cellular Transport, Cellular Reproduction, Mendelian Genetics, Protein Synthesis and Molecular Biology, Evolution and Diversity, and The Major Taxonomic Categories of Life. **Course Expectations: All students will be expected to successfully perform independent inquiry lab-based experiments, maintain a course notebook, prepare typed laboratory reports, complete independent projects each marking period, and complete in-class dissections. Honors Biology also requires independent reading of the text and extraction of important concepts.**

**336 AP BIOLOGY****Grades 10-12****10.0 CR (Level: AP)***Prerequisite: Environmental Science*

The curriculum for this course is aligned with NJCCCS and the Biology Competency Test specifications and ETS approved curriculum. This course is designed to be the equivalent of a full year (two periods) biology course usually taken by biology majors during their first year in college. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. In order to receive college credit for this course, the student must complete all AP labs, pass the AP Biology course with a "C" or better and pass the AP Biology exam with a 3 or better (NOTE: a 4 or higher is required by some universities). The topics addressed include: all topics listed under Honors Biology plus Animal Physiology, including Development, Reproduction, Endocrine, Nervous, Circulatory, Respiratory, Immune, and Digestion, Cell Signaling, Gene Regulation and Expression, DNA technology and current applications, Characteristics of Phyla in the diversity of life, Plant Evolution, Plant Physiology, Ecology and Populations. **Course Expectations: All students will be expected to successfully complete all AP laboratories and provide a meticulous analysis of results, prepare laboratory reports according to specifications, and independently read the text and extract important concepts for discussion.**

**340 CHEMISTRY****Grade 11****5.0 CR (Level: 0)***Prerequisite: Biology*

The curriculum for this course is aligned with the NJCCCS. The topics addressed include Matter and Change, Problem Solving in Chemistry, Atomic Structure, Electrons in Atoms, Metals and Nonmetals, Chemical Periodicity, Chemical Names and Formulas, Ionic Bonds, Covalent Bonds, Chemical Reactions, Chemical Quantities, Stoichiometry, and the Behavior of Gases. **Course Expectations: All students will be expected to participate in a safe laboratory environment, maintain a notebook, and participate in many hands-on activities in small groups.**

**342 CHEMISTRY CP****Grade 11****5.0 CR (Level: 1)***Prerequisite: Algebra I and Biology*

The curriculum for this course is aligned with NJCCCS. The topics addressed include all topics listed under Chemistry plus States of Matter, Water and Aqueous Systems, Properties of Solutions and Nuclear Chemistry. ***Course Expectations:*** *All students will be expected to have access to computer/Internet outside of classroom, be familiar with Internet-based research, own and bring a scientific calculator to class, participate in guided and independent laboratory experiments, and be required to maintain an organized notebook.*

**344 CHEMISTRY H****Grade 11****5.0 CR (Level: 2)***Prerequisite: Algebra 2 and Biology (Chemistry and Algebra 2 may be taken concurrently)*

The curriculum for this course is aligned with NJCCCS. The topics addressed include all topics listed under College Chemistry plus Thermo-chemistry, Acids & Bases, Neutralization, Oxidation/Reduction Reactions, Hydrocarbon Compounds and Equilibrium. ***Course Expectations:*** *All students will be expected to have access to computer/Internet outside of the classroom, own and bring a scientific calculator to class, participate in guided and independent laboratory experiments, prepare typed laboratory reports, and maintain an organized notebook. Honors Chemistry also requires independent reading of the text and extraction of important concepts.*

**346 AP CHEMISTRY****Grades 11-12****10.0 CR (Level: AP)***Prerequisite: Pre-Calculus and Biology (Chemistry and Pre-Calculus may be taken concurrently)*

The curriculum for this course is aligned with NJCCCS and the ETS approved curriculum. The topics addressed include Measurement, Stoichiometry, Kinetic Molecular Theory, Thermo-chemistry, Atomic Structure and Periodicity, Chemical Bonding, States of Matter, Properties of Solutions, Chemical Kinetics, Chemical Equilibrium, Acid and Base Equilibrium, Solubility Equilibrium, Electrochemical Cells, Organic Chemistry and Nuclear Chemistry. This course is designed to be the equivalent of a full-year (two periods) chemistry course usually taken by chemistry majors during their first year in college. ***Course Expectations:*** *This course is designed to prepare students for the rigorous AP Chemistry test administered in May. A significant investment of time is required to successfully master the course material. Students must successfully complete all AP labs and provide a meticulous analysis of results, prepare lab reports according to specifications, and independently read the text and extract important concepts for discussion.*

**352 PHYSICS CP****Grades 11-12****5.0 CR (Level: 1)***Prerequisite: Algebra 2 and Chemistry*

The curriculum for this course is aligned with NJCCCS. The topics addressed include all topics listed under Physics plus vectors, momentum, the work-energy theorem, waves, properties of light, thermodynamics, electric and magnetic fields. ***Course Expectations:*** *All students will be expected to perform guided inquiry in small groups, participate in a safe laboratory environment, reflect on class discussions, have a scientific calculator, 3-ring binder, access to the Internet outside of the classroom, and have access to Microsoft Office (Word, Excel, and Power Point) outside the classroom.*

**354 PHYSICS H****Grades 11-12****5.0 CR (Level: 2)***Prerequisite: Pre-Calculus and Chemistry (Physics and Pre-Calculus may be taken concurrently)*

The curriculum for this course is aligned with NJCCCS. The topics addressed include all topics listed in College Physics plus fluid mechanics, and electromagnetic induction. ***Course Expectations:*** *All students will be expected to take charge of their own learning by performing inquiry assignments in small groups, participating in a safe laboratory environment, and reflecting on class discussions. Additionally, students must have a scientific calculator, 3-ring binder, access to the Internet outside of the classroom, and have access to Microsoft Office (Word, Excel, and Power Point) outside the classroom.*

**356 AP PHYSICS B****Grades 11-12****10.0 CR (Level: AP)***Prerequisite: Pre-Calculus and Chemistry*

The curriculum for this course is aligned with NJCCCS and the ETS approved curriculum. The topics addressed include Kinematics, Newton's Laws of Motion, Work, Energy, Power, Linear Momentum, Circular Motion and Rotation, Oscillations and Gravitation, Fluid Mechanics, Temperature and Heat, Kinetic Theory and Thermodynamics, Electrostatics, Conductors, Capacitors, Electric Circuits, Magnetic Fields, Electromagnetism, Wave Motion (including sound), Physical Optics, Geometric Optics, Atomic Physics and Quantum Effects, Nuclear Physics. ***Course Expectations:*** *The course is designed to prepare students for the rigorous AP Physics B test administered in May. A significant amount of time is required to successfully master the course material. Students are expected to provide a meticulous analysis of laboratory results in their laboratory reports and independently read the text.*

**357 AP PHYSICS C****Grades 11-12****10.0 CR (Level: AP)***Prerequisite: Concurrent or completion of AP Calculus*

The curriculum for this course is aligned with NJCCCS and the ETS approved curriculum. This course is designed for students looking to pursue a course of study in Engineering or Physical Science beyond high school. The curriculum consists of a rigorous and comprehensive study of Kinematics, Newton's laws of motion, Work, Energy, Power, Linear Momentum, Circular Motion and Rotation, Oscillations and Gravitation, Fluid Mechanics. ***Course Expectations:*** *The course is designed to prepare students for the rigorous AP Physics C test administered in mid-May. A significant amount of time is required to successfully master the course material. Students are expected to provide a meticulous analysis of laboratory results in their laboratory reports and independently read the text.*

**358 ANATOMY AND PHYSIOLOGY H****Grades 11-12****5.0 CR (Level: 2)***Prerequisite: Biology*

The curriculum for this course is aligned with NJCCCS. The topics addressed include organization of the human body, body tissues, anatomy and physiology of the Integumentary System, Skeletal System, Muscular System, Circulatory System, Respiratory System, Digestive System, Reproductive System, Excretory System, Endocrine System, Nervous System, and Sense Organs. ***Course Expectations:*** *All students will be expected to develop experiments and ideas in investigating biological phenomena, complete two large specimen dissections, independent Internet research, present information on various topics of discussion, and research and write position papers on controversial current event topics covered in class.*

**360 EARTH-SPACE SCIENCE****Grades 10-12****5.0 CR (Level: 1)**

The curriculum for this course is aligned with NJCCCS. The topics addressed include: rocks and minerals, weathering and erosion, plate tectonics, weather and climate, and the solar system. ***Course Expectations:*** *All students will be expected to complete daily homework assignments, keep a notebook, and participate in group lab activities.*

**362 ASTRONOMY****Grades 10-12****2.5 CR (Level: 0)**

The curriculum for this course is aligned with NJCCCS. The topics addressed include early astronomers, planetary forces and motions, the Earth's moon, the planets, asteroids, meteors, comets, the sun, stars, galaxies, and space exploration. ***Course Expectations:*** *All students will be expected to complete daily homework assignments and keep a notebook.*

**364 GEOLOGY****Grades 10-12****2.5 CR (Level: 0)**

The curriculum for this course is aligned with NJCCCS. The topics addressed include plate tectonics, volcanoes, earthquakes, river systems, landslides, and glaciers. ***Course Expectations:*** *All students will be expected to complete daily homework assignments and keep a notebook.*

**366 METEOROLOGY****Grades 10-12****2.5 CR (Level: 0)**

The curriculum for this course is aligned with NJCCCS. The topics addressed include layers of the atmosphere, energy transfer, global and local wind patterns, cloud development, precipitation, weather systems and storms, and weather forecasting. ***Course Expectations:*** *All students will be expected to complete daily homework assignments, keep a notebook, and maintain a daily weather log.*

**368 GENETICS****Grades 11-12****2.5 CR (Level: 1)***Prerequisite: Biology*

The curriculum for this course is aligned with NJCCCS. The topics addressed include Genetics as a Human Endeavor, Cells, Chromosomes and Cell Division, Transmission Genetics, Pedigree Analysis, Polygenes and Multi-factorial Inheritance, Cytogenetics, Development and Sexual Determination, Mutation, Biotechnology and Genomics, Genes and Cancer, Genetic Testing, Gene Therapy and Counseling. ***Course Expectations:*** *All students will be expected to maintain a course notebook, participate in a safe laboratory environment, perform hands-on activities both independently and in small groups, present projects to their peers, have an understanding of basic computer programs including Power Point, have access to the Internet outside of class, prepare lab reports, and read independently.*

**370 FORENSICS****Grades 11-12****2.5 CR (Level: 1)***Prerequisite: Biology and Chemistry*

The curriculum for this course is aligned with NJCCCS. The topics addressed include definition of and development of Forensic Science, along with the processing of and legal aspects of processing a crime scene: the science behind fingerprint analysis, glass, document examination, hairs, drugs (controlled substances), blood patterns, characteristics, identification and DNA profiling. ***Course Expectations:*** *All students will be expected to participate in a safe laboratory environment, maintain meticulous notes, and become involved in many hands-on activities in small groups. Students will also be expected to present findings in front of the class and complete independent research.*

**372 ANIMAL BEHAVIOR****Grades 11-12****2.5 CR (Level: 1)***Prerequisite: Biology*

The curriculum for this course is aligned with NJCCCS. The topics addressed include Behavioral Foundations, Natural Selection, Proximate Causation, Learning, Social Learning, Cultural Transmission, Sexual Selection, Mating Systems, Kinship and Cooperation, Foraging, Predator Relationships, Communication, Habitat Selection, Aggression, Play, Aging and Disease, and Animal Personalities. **Course Expectations:** *All students will be expected to develop a semester long behavior study project (kept in a notebook), work in cohesive groups to complete guided inquiry based lab exercises, complete designated lab reports, examine and test learned concepts in and out of the classroom, monitor and analyze the behavior of living organisms in and out of class, independently read the text and other supplemental materials, and present a semester long behavior study at the conclusion of the course.*

**374 MARINE BIOLOGY****Grades 11-12****2.5 CR (Level: 1)***Prerequisite: Biology*

The curriculum for this course is aligned with NJCCCS. The topics addressed include Principles of Marine Biology, Life in the Marine Environment, Structure of Marine Ecosystems, Function of Marine Ecosystems, and Humans and the Sea. **Course Expectations:** *All students will be expected to maintain a course notebook, participate in a safe laboratory environment, perform hands-on activities both independently and in small groups, present projects to their peers, have an understanding of basic computer programs including Power Point, have access to the Internet outside of class, prepare lab reports, and read independently.*

# SOCIAL STUDIES

## THE SOCIAL STUDIES RECOMMENDED COURSE SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	Electives
US History 1 US History 1 CP US 1 H Pre-AP US History 1	US History 2 US History 2 CP US History 2 H AP US History	World History World History CP World History H AP World History Economics/Financial Literacy	AP Government and Politics AP European History American Law Studies Mythology Sociology

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|-----------------------------|-----------------|--------------------------|
| <b>420 WORLD HISTORY</b>    | <b>Grade 11</b> | <b>5.0 CR (Level: 0)</b> |
| <b>422 WORLD HISTORY CP</b> | <b>Grade 11</b> | <b>5.0 CR (Level: 1)</b> |
| <b>424 WORLD HISTORY H</b>  | <b>Grade 11</b> | <b>5.0 CR (Level: 2)</b> |

In this class students will be studying the diversity and the histories of the world including, but not limited to, the earliest cultures, the rise and fall of the great empires of the world, and the many revolutions that brought us into modern times. The course will begin with the European Renaissance and will end with the study of the modern world. Students will be challenged through lessons and activities that require higher-order thinking and will reinforce Geography and Social Studies skills.

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|-----------------------------|-----------------|---------------------------|
| <b>426 AP WORLD HISTORY</b> | <b>Grade 11</b> | <b>5.0 CR (Level: AP)</b> |
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- This course counts as World History credit*

The purpose of this course is to develop greater understanding of different types of human societies, their interactions with one another, and the nature of change in a global context. It covers events in Africa, the Americas, Asia, Europe, and Oceania from approximately 8000 B.C.E. to the present. Students will be taught to analyze the processes and causes involved with continuities and changes. The course allows students to act as historians in analyzing historical events and evidence worldwide. In addition, students will have ample practice in writing analytical and interpretive essays that will prepare them to take the Advanced Placement exam in May.

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|--------------------------------|---------------------|---------------------------|
| <b>428 AP EUROPEAN HISTORY</b> | <b>Grades 11-12</b> | <b>5.0 CR (Level: AP)</b> |
|--------------------------------|---------------------|---------------------------|
- Prerequisite: US History 2 or AP US History*

Students are provided an opportunity to explore topics in European History. Following a chronological outline, the course introduces a variety of sources and viewpoints in European History from the Renaissance to the present. Traditional narrative, political, and economic history are viewed against newer concepts in historiography. Students are expected to demonstrate historical analysis in their writing and participation in class discussion. Course content follows The College Board's Advanced Placement curriculum in European History.

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|----------------------------|----------------|--------------------------|
| <b>430 US HISTORY 1</b>    | <b>Grade 9</b> | <b>5.0 CR (Level: 0)</b> |
| <b>432 US HISTORY 1 CP</b> | <b>Grade 9</b> | <b>5.0 CR (Level: 1)</b> |
| <b>434 US HISTORY 1 H</b>  | <b>Grade 9</b> | <b>5.0 CR (Level: 2)</b> |

This course begins with the American Revolution (1763 to 1783) and ends with American Imperialism (1900-1914). Students will examine political, economical and social changes of the United States throughout the nineteenth century. A portion of the course is also devoted to the study of Geography, Government, Economics, and Social Studies Skills.

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|------------------------------|----------------|--------------------------|
| <b>436 PRE-AP US HISTORY</b> | <b>Grade 9</b> | <b>5.0 CR (Level: 2)</b> |
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- This course counts as US I credit*

This course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in US History. The course uses themes and/or topics beginning with the Age of Discovery and concluding with the Civil War era. The themes are designed to encourage students to think conceptually about the American past and to focus on historical change over time. The course teaches students to analyze evidence and interpretations presented in historical scholarship. The course includes extension instruction in analysis and interpretation of a wide variety of primary sources, such as documentary materials, maps, statistical tables, works of art, and pictorial and graphic materials. The course provides students with practice in writing analytical and interpretive essays. This course will prepare the students to take the Advanced Placement exam.

<b>440 US HISTORY 2</b>	<b>Grade 10</b>	<b>5.0 CR (Level: 0)</b>
<b>442 US HISTORY 2 CP</b>	<b>Grade 10</b>	<b>5.0 CR (Level: 1)</b>
<b>444 US HISTORY 2 H</b>	<b>Grade 10</b>	<b>5.0 CR (Level: 2)</b>

This course begins with late nineteenth century American imperialism and concludes with Contemporary America. The course includes how the United States became a world power in the years before and after the Spanish-American War. It continues with the domestic policy of the United States and foreign policy issues, such as American involvement in both World Wars, the Cold War and its current focus on the war on terror.

<b>446 AP US HISTORY</b>	<b>Grades 10</b>	<b>5.0 CR (Level: AP)</b>
<i>Prerequisite: Pre-AP US History or US I</i>		
<i>This course counts as US II credit</i>		

This course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in US History. The course uses themes and/or topics beginning with the Civil War era and concluding with Contemporary American Society. The themes are designed to encourage students to think conceptually about the American past and to focus on historical change over time. The course teaches students to analyze evidence and interpretations presented in historical scholarship. The course includes extension instruction in analysis and interpretation of a wide variety of primary sources, such as documentary materials, maps, statistical tables, works of art, and pictorial and graphic materials. The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays. This course will prepare the students to take the Advanced Placement exam.

<b>448 AP GOVERNMENT AND POLITICS: UNITED STATES</b>	<b>Grades 11-12</b>	<b>5.0 CR (Level: AP)</b>
<i>Prerequisite: An Honors History Class</i>		

The purpose of this course is to give students an analytical perspective on government and politics in the United States. Students will become familiar with various institutions, groups, beliefs and ideas that constitute U.S. politics. They will also become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The major goal is to ascertain the factors and influences which impact upon the processes that drive the operations of government. Several themes highlight the course of study: Constitutional Underpinnings of the United States Government, Political Beliefs and Behaviors, Development of Public Policy, Civil Rights and Civil Liberties, and the Power of Political Parties, Interest Groups and Mass Media.

<b>450 ECONOMICS AND FINANCIAL LITERACY</b>	<b>Grades 11-12</b>	<b>2.5 CR (Level: 1)</b>
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This course will be an introduction to the principles of economics and focus on contemporary economic issues and global problems. There will also be time spent on personal financial management.

<b>454 MYTHOLOGY</b>	<b>Grades 10-12</b>	<b>5.0 CR (Level: 1)</b>
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This course offers the student a study of classical myths and those of other cultures for personal enrichment and for better understanding of the development of language and literature. Classic myths such as Perseus, Theseus, Jason and the Argonauts, the Iliad, and the Odyssey will be read and analyzed. Students will realize how the myths explain ancient cultures, but also teach us about our modern world.

<b>456 SOCIOLOGY</b>	<b>Grades 10-12</b>	<b>2.5 CR (Level: 1)</b>
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The course is open to all sophomores, juniors and seniors who are interested in the study of human society and social behavior. It includes further analysis of culture and social structure, the individual in society and socialization, adolescence as a distinct life stage, and various social issues.

<b>470 AMERICAN LAW STUDIES</b>	<b>Grades 10-12</b>	<b>5.0 CR (Level: 2)</b>
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This course will examine the Constitution of the United States and its application to the social, economic, and political issues that have confronted the country over the past two centuries. This course will be divided into three components. First, the course will review the philosophical underpinnings of the American legal system and the historical development of the court system. The second component examines the powers and relationships among government institutions and the interaction between the legislative, judicial and executive branches. The final component, civil rights and civil liberties, examines the relationship between the individual and the government.

# WORLD LANGUAGE

## THE WORLD LANGUAGE RECOMMENDED COURSE SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
French Spanish or French 1 CP Spanish 1 CP	French 2 CP Spanish 2 CP or French 2 H Spanish 2 H	French 3 CP Spanish 3 CP or French 3 H Spanish 3 H German 3 H	AP French Language or AP Spanish Language

*\*Please note that beginning with 2013-2014 school year, German will no longer be offered as a World Language.*

The World Language Department offers courses in French, German, and Spanish. These Languages stress the four communicative skills of listening, speaking, reading, and writing. The courses also make the student aware of the culture and civilization of the countries where the language is spoken. An applied curriculum in the Spanish and French languages is also offered that emphasizes the oral and cultural aspects of the language with a less rigorous approach to grammar.

**520 FRENCH** **Grade 9** **5.0 CR (Level: 0)**  
**530 SPANISH** **Grade 9** **5.0 CR (Level: 0)**

This course is an introductory class to the college level courses. Students will learn the basic elements for the Spanish or French language. Vocabulary and grammar parallel the curriculum for Level I CP courses but with an individualized, project-based approach. *This course satisfies the NJ High School graduation requirement, but cannot be substituted for college entrance requirements. Students who complete this class and would like to continue in a World Language must complete Language Level 1 CP before moving on to Language Level 2.*

**522 FRENCH 1 CP** **Grade 9** **5.0 CR (Level: 1)**  
**532 SPANISH 1 CP** **Grade 9** **5.0 CR (Level: 1)**

This course provides an introduction to the fundamental principles of Spanish, French or German. Emphasis is placed on the four communication skills: reading comprehension, listening comprehension, writing, and speaking. Language learning is facilitated through projects, presentation and technology based activities. Students will also begin to investigate the cultures of the respective countries.

**524 FRENCH 2 CP** **Grade 10** **5.0 CR (Level: 1)**  
**534 SPANISH 2 CP** **Grade 10** **5.0 CR (Level: 1)**

*Prerequisite: Language Level 1*

This course is a continuation of Level 1 languages at a college level. It will focus on literature, history, culture and communication skills through project work, presentations, and technology based activities, along with the use of culturally authentic materials.

**525 FRENCH 2 H** **Grade 10** **5.0 CR (Level: 2)**  
**535 SPANISH 2 H** **Grade 10** **5.0 CR (Level: 2)**

*Prerequisite: Language Level 1*

This course is a continuation of Level 1 languages at an honors level. This faster paced class will focus heavily on communication through projects, presentations, and technology based activities, and will explore culture through history, literature and authentic materials.

<b>527 FRENCH 3 CP</b>	<b>Grade 11</b>	<b>5.0 CR (Level: 1)</b>
<b>536 SPANISH 3 CP</b>	<b>Grade 11</b>	<b>5.0 CR (Level: 1)</b>

*Prerequisite: Language Level 2*

This course is a continuation of Level 2 CP. Although this is not an honors level class, it will begin to focus on literature, history, culture and advanced levels of communication skills through projects, presentations, and technology based activities and will utilize culturally authentic materials. It is designed for students who **are not** interested in taking an honors level class, but who are interested in continuing their language studies at the college level.

<b>526 FRENCH 3 H</b>	<b>Grade 11</b>	<b>5.0 CR (Level: 2)</b>
<b>537 SPANISH 3 H</b>	<b>Grade 11</b>	<b>5.0 CR (Level: 2)</b>
<b>544 GERMAN 3 H</b>	<b>Grade 11</b>	<b>5.0 CR (Level: 2)</b>

*Prerequisite: Language Level 2*

This is an honors level course. It will focus on literature and advanced levels of speaking, listening, reading and writing skills. It is designed for students who are seeking an honors level program.

<b>528 AP FRENCH LANGUAGE</b>	<b>Grade 12</b>	<b>5.0 CR (Level: AP)</b>
<b>538 AP SPANISH LANGUAGE</b>	<b>Grade 12</b>	<b>5.0 CR (Level: AP)</b>

*Prerequisite: Language Level 3*

The AP Language course should help prepare students to demonstrate their level of proficiency across three communicative modes; Interpersonal, Interpretive and Presentational, and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* which include communication, cultures, connections, comparisons, and communities. The course is meant to be comparable to college and university courses that focus on speaking and writing in the target language at an advanced level.

# CAREER AND TECHNICAL EDUCATION

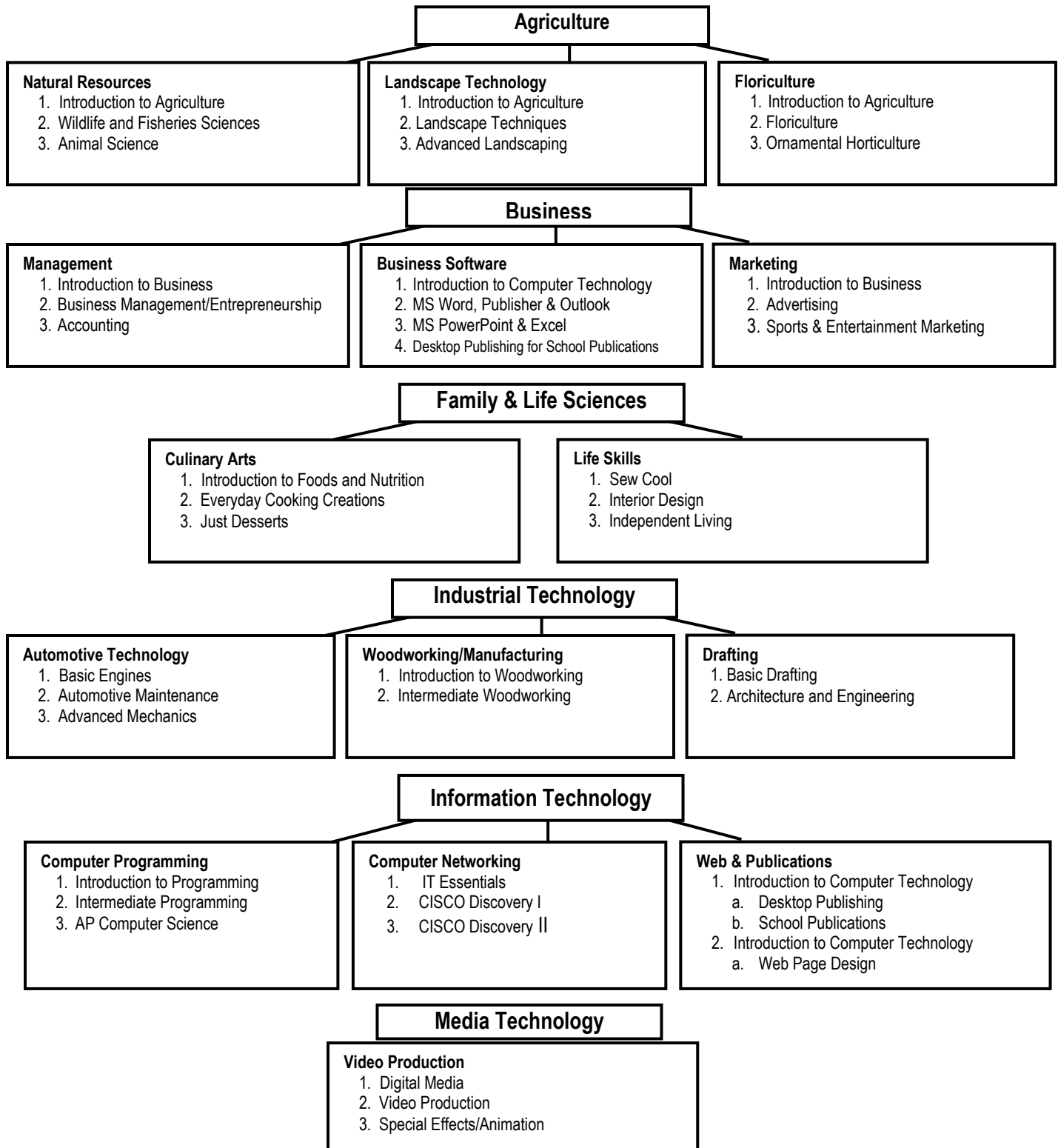
The state of NJ requires that all students complete 5 credits in "Career and Technical Education" in order to receive a NJ high school diploma.



## Career Pathway Recommendations



### CAREER AND TECHNICAL ED. RECOMMENDED COURSE SEQUENCE



## AGRICULTURAL SCIENCE

### 732 INTRODUCTION TO AGRICULTURE

Grades 9-12

5.0 CR (Level: 0)

This course is designed to introduce the student to the agricultural industry and includes instruction in the scientific and technological concepts involved in the production of agricultural commodities, such as food, fiber, horticultural crops, and other plant and animal products. The course also explores food processing and marketing, health, nutrition and food consumption, and the conservation of land and water resources. The curriculum for Introduction to Agriculture is aligned with NJCCCS and the HSPA Science test specifications. **Course Expectations:** *All students will be expected to complete 40 hours of a Supervised Agricultural Experience Project of their own design, in addition to their traditional assessments, such as tests, quizzes and lab assignments.*

### 733 ANIMAL SCIENCE

Grades 11-12

5.0 CR (Level: 0)

***Prerequisite:*** *Wildlife and Fisheries Sciences and Departmental Approval*

This course will address topics including the anatomy and physiology of large and small animals, nutrition and feedstuffs, veterinary care, genetics and biology of animals, and proper handling of livestock. The main focus of this course is the production of livestock for use in agriculture. This course may serve as a precursor for students interested in careers in veterinary science or production agriculture. The curriculum for Animal Science is aligned with NJCCCS and the HSPA Science test specifications. **Course Expectations:** *All students will be expected to complete 40 hours of a Supervised Agricultural Experience Project of their own design, in addition to their traditional assessments, such as tests, quizzes and lab assignments.*

### 736 LANDSCAPE TECHNIQUES

Grades 10-12

5.0 CR (Level: 0)

***Prerequisite:*** *Introduction to Agriculture*

This course is aligned with NJCCCS and the HSPA Science test specifications. The topics addressed include basic tools of the landscape trade, equipment operation and safety, plant identification, and landscape design. Students will need a safe attitude, willingness to work outdoors, and an interest in learning the skills necessary to gain entry level employment in the landscape industry. **Course Expectations:** *All students will be expected to complete 30 hours of a Supervised Agricultural Experience Project of their own design, in addition to their traditional assessments, such as tests, quizzes and lab assignments.*

### 738 FLORICULTURE

Grades 11-12

5.0 CR (Level: 0)

***Prerequisite:*** *Introduction to Agriculture*

This course is aligned with NJCCCS and the HSPA Science test specifications. The topics addressed include plant science, corsage construction, plant identification, floral design and general employment skills. Students will gain hands on experience in the floral industry that will help them to confidently apply for a job in any floral shop. **Course Expectations:** *All students will be expected to complete 30 hours of Supervised Agricultural Experience Project of their own design, in addition to their traditional assessments, such as tests, quizzes and lab assignments.*

### 740 ORNAMENTAL HORTICULTURE

Grades 11-12

5.0 CR (Level: 0)

***Prerequisite:*** *Floriculture*

This course is aligned with NJCCCS and the HSPA Science test specifications. The topics addressed include container arrangements, general design, business applications, and advanced floral work. Students will also learn about developing a portfolio, processing and ordering flowers from the wholesaler, and designing their own arrangements. **Course Expectations:** *All students will be expected to complete 48 hours of a Supervised Agricultural Experience Project of their own design, in addition to their traditional assessments, such as tests, quizzes and lab assignments. In addition, there will be a strong emphasis on developing quality work habits and personal accountability.*

### 744 WILDLIFE AND FISHERIES SCIENCES

Grades 10-12

5.0 CR (Level: 0)

***Prerequisite:*** *Introduction to Agriculture and Departmental Approval*

If you love the outdoors, then this class is for you! This course is designed to introduce the student to wildlife and wildlife management practices. Students will develop a knowledge and understanding of many wildlife game species, such as deer, pheasants, waterfowl, turkeys, and other North American game. Learn how to do basic taxidermy, process game animals, build hunting blinds, and lay out decoy patterns. Students will also complete New Jersey Hunter Education Requirements and will be eligible to receive their hunter's safety cards, allowing them to hunt game species in New Jersey. This course will also explore fishing from a recreational and industrial viewpoint. Students will gain basic knowledge of North American fish species and how they are managed. Students will learn how to improve stream habitat for trout species, identify aquatic insects, and participate in fish stockings at local lakes and rivers. The course also allows students to design and construct aquaculture systems in order to raise fish. **Course Expectations:** *All students will be expected to complete 40 hours of a Supervised Agricultural Experience Project of their own design, in addition to their traditional assessments, such as tests, quizzes and lab assignments*

**748 ADVANCED LANDSCAPING****Grades 11-12****5.0 CR (Level: 0)***Prerequisite: Landscape Techniques*

This course is aligned with NJCCCS and the HSPA Science test specifications. The topics addressed include tractor and machinery operation, construction of basic landscaping structures, advanced plant identification and residential and commercial grounds maintenance. This is a hands-on course where students truly learn the skills needed to be a competent landscaper. ***Course Expectations: All students will be expected to complete 30 hours of Supervised Agricultural Experience Project of their own design, in addition to their traditional assessments, such as tests, quizzes and lab assignments. In addition, all students should be properly dressed for outside work and/or equipment operation.***

**BUSINESS****702 INTRODUCTION TO BUSINESS****Grades 9-12****2.5 CR (Level: 0)**

This course is designed to be the very first business course students take. Basic coverage of finance, marketing, production, and management provide an over-all approach to business operations. It explores social responsibility and ethics, economics, career planning, decision-making, and technology. With Introduction to Business, students will investigate many different job opportunities ranging from a proprietorship to being a CEO in a corporation. Students will gain firsthand knowledge of a corporation by investigating a corporation of their choice in a corporate research project.

**704 BUSINESS MANAGEMENT/ENTREPRENEURSHIP****Grades 10-12****2.5 CR (Level: 0)***Prerequisite: Introduction to Business*

This course is designed to expand on the study of important business concepts, including management responsibilities, financial management, cyber communications, and human resource management. Students will demonstrate their entrepreneurial skills and knowledge through the completion of a project where they create a business of their choice.

**706 ADVERTISING****Grades 11-12****2.5 CR (Level: 0)**

This course explores the power of advertising in our consumer world. Students will study and complete market research, plan an advertising campaign, create newspaper, radio and television commercials and more.

**708 SPORTS AND ENTERTAINMENT MARKETING****Grades 11-12****2.5 CR (Level: 0)**

Spectators of sporting events are the potential consumers for a wide array of products. Finding their interests and planning a product or service that spectators will buy is what sports and entertainment marketing is about.

**710 ACCOUNTING****Grades 10-12****5.0 CR (Level: 0)***Prerequisite: Business Management /Entrepreneurship*

This course will give students a background in basic accounting procedures used to operate a business. These accounting procedures will serve as a solid basis for employment in office jobs and preparation for studying business courses in college.

**714 MICROSOFT WORD/PUBLISHER/OUTLOOK****Grades 10-12****2.5 CR (Level: 0)***Prerequisite: Introduction to Computer Technology*

MS Word—Do you need to learn proper MLA format for your research papers and outlines? Do you know how to work with graphics and tables? Would you like to learn how to format letters for applications? MS Publisher—Do you want to learn how to create flyers, newsletters, brochures, and greeting cards and learn how to perform desktop publishing activities which will be valuable for your school projects? MS Outlook: Do you want to start sending and receiving email in Microsoft Outlook, as well as maintaining a calendar, scheduling your activities, and working with tasks and notes?

***Upon successful completion of this course, students will be prepared to take the Microsoft Office Specialist (MOS) core level certification exam for the areas taught.***

**715 MICROSOFT POWERPOINT/EXCEL****Grades 10-12****2.5 CR (Level: 0)***Prerequisite: Introduction to Computer Technology*

MS Excel—This course focuses on basic spreadsheet skills and Excel toolbars, window panes, menus and workbooks. Students create their own worksheets and great looking charts. They will analyze data more efficiently and effectively and learn to create simple spreadsheets that include absolute and relative cell references, and use formulas and functions. Do you want charts and graphs for your lab reports to look more professional? Then this course is for you. MS PowerPoint—Create and save basic presentations that include PowerPoint's effective text and graphic tools. Students will learn how to apply styles, use templates, and develop note pages and handouts for a slide show and make your presentations better by adding animations and music.

***Upon successful completion of this course, students will be prepared to take the Microsoft Office Specialist (MOS) core level certification exam for the areas taught.***

**716 DESKTOP PUBLISHING FOR SCHOOL PUBLICATIONS**      **Gds 10-12**      **2.5 CR (Level: 0)**

*Prerequisite: Microsoft Powerpoint/Excel*

*Please note: This course is highly recommended for students who are considering working on yearbook/newspaper.*

Using Microsoft Word and Adobe InDesign, students will learn to create professional-looking documents such as newsletters, brochures, and flyers. Publishing projects will progress from simple announcements to more complex multi-page newsletters. Skills including proofreading, editing, attractive designs and page layout will be stressed. Students work on actual documents for the high school—programs, announcements, and flyers.

**718 INTRODUCTION TO COMPUTER TECHNOLOGY**      **Grades 9-12**      **2.5 CR (Level: 0)**

This course will introduce basic computer concepts, such as computer trends, basic hardware components, understanding of the Windows operating system, and understanding of file management systems. In addition, students will be provided a basic introduction to the Internet, Internet safety, and email. Students will also have experience creating a multimedia presentation using the following software: Microsoft PowerPoint, Adobe Photoshop, Windows Media Player, Windows Movie Maker, and Adobe Fireworks. *This course is recommended for all 9<sup>th</sup> grade students.*

**720 WEB PAGE DESIGN**      **Grades 10-12**      **2.5 CR (Level: 0)**

*Prerequisite: Introduction to Computer Technology*

This course is for students who want to create web pages and various graphic animations for their own use. It will use a popular web page design software program and incorporate all the aspects of this very exciting field. Students are expected to have a good computer background. Knowledge of computer language is not required.

**728 SCHOOL PUBLICATIONS (YEARBOOK, NEWSPAPER, AND NEWSLETTER)**      **Grades 11-12**      **5.0 CR (Level: 0)**

*Prerequisite: Desktop Publishing for School Publications and Departmental Approval*

Students in this class will create the high school yearbook (*Karux*), newspapers (*The Karux*), newsletters (*The Messenger*), and any other publications needed for the high school. Students will learn to use the desktop publishing software package Adobe InDesign, one of the industry standards for the field of graphic design. Students will learn the proper use of digital cameras to take many of the photos used in all of these publications. They will also learn to edit the photos in the software program Adobe Photoshop.

**730 SCHOOL STORE PRACTICE**      **Grades 11- 12**      **2.5 CR (Level: 0)**

*Prerequisite: Introduction to Business or Business Management and Departmental Approval*

This course is designed to give seniors practical experience in retail operations of the Liner's Den. The student taking this course will be responsible for market research, advertising and sales promotion techniques, as well as ordering, stocking, pricing and inventory. Admittance into this course requires approval of instructor.

## COMPUTER/TECHNOLOGY EDUCATION

**262 AP COMPUTER SCIENCE**      **Grades 11-12**      **5.0 CR (Level: AP)**

*Prerequisite: Intermediate Programming and Departmental Approval*

This course will prepare students to take the Advanced Placement Computer Science exam in Java. It is assumed that the students have already had a good grounding in programming terminology and theory. This course will expand upon this foundation and introduce the students to advanced programming concepts such as encapsulation, instantiation, classes, the AP classes, constructors, destructors, member functions, and other related topics.

**264 INTRODUCTION TO PROGRAMMING**      **Grades 9-12**      **2.5 CR (Level: 1)**

This course will introduce students to the world of computer science and computer programming via the higher-level language BASIC. Students will learn computing terminology, concepts and techniques. Students will write programs utilizing i/o procedures, loops and statements (ex. Conditional, read-data, etc.) and learn the classes of problems each of the above constructs are utilized to solve.

**265 INTERMEDIATE PROGRAMMING**      **Grades 10-12**      **2.5 CR (Level: 2)**

*Prerequisite: Introduction to Programming and Departmental Approval*

This course will continue the study of computer science and programming via the high level language BASIC that was started in the *Introduction to Programming* course. Additional topics that may be covered, depending upon time constraints, are concatenation of strings, structured-programming techniques (ex. subroutines and functions), arrays (single and multi-dimensioned), graphics and text files.

**722 IT ESSENTIALS**      **Grades 10-12**      **5.0 CR (Level: 0)**

*Prerequisite: Algebra 1*

Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a network environment. Hands-on lab activities are an essential element of the course. In support of this, virtual learning tools are integrated into this course.

**724 CISCO DISCOVERY 1: NETWORKING FOR HOME AND SMALL BUSINESSES      Grades 10-12    5.0 CR (Level: 2)**

*Prerequisite: Algebra 1 and IT Essentials*

Students will learn to set up a personal computer system, including the operating system, interface cards, and peripheral devices. They will plan and install a small network connecting it to the Internet. They will troubleshoot network and Internet connectivity as well as share resources such as files and printers among multiple computers. Students will also be able to recognize and mitigate security threats to a home network and configure an integrated wireless access point and wireless client.

**726 CISCO DISCOVERY 2: WORKING AT A SMALL-TO-MEDIUM BUSINESS OR ISP    Grades 10-12    5.0 CR (Level: 2)**

*Prerequisite: CISCO Discovery 1*

Students will develop an understanding of the structure of the Internet and how communication occurs between hosts. They will install, configure, and troubleshoot CISCO IOS devices, plan a basic wired infrastructure to support network traffic and configure a server to share resources and provide common Web services. Students will also implement basic WAN connectivity using Telco services and demonstrate proper disaster-recovery procedures and perform server backups.

**870 STATELINER TV**

**Grades 11-12**

**2.5 CR (Level: 0)**

*Prerequisite: Digital Media*

In this advanced video production course, students will be involved with writing, taping, producing, editing, and broadcasting television programs throughout the school and community. The course will also introduce the students to the basic fundamentals of on-air performance, advertising, news, production, and promotion in the communication industry.

**872 VIDEO PRODUCTION**

**Grades 10-12**

**2.5 CR (Level: 0)**

*Prerequisite: Digital Media*

In this course students will investigate techniques of digital video production. Students will complete projects such as music videos, short films, commercials, movie trailers and mini TV shows. Students will be expected to develop project treatments, storyboards, set designs, write and rewrite shooting scripts, record and edit digital video projects. Advanced digital editing and music mixing software will be used in the production of projects

**874 DIGITAL MEDIA**

**Grades 9-12**

**2.5 CR (Level: 0)**

This course will introduce students to basic design principles as they pertain to photography, print, and graphic technology. The project-based course will lead students through a series of projects utilizing the Adobe Creative Suite of programs, specifically Photoshop, Acrobat Pro, InDesign, and Illustrator will be used. Projects may include, but are not limited to, Photographic Collage, Photographic Retouching and Manipulation, Logo Design, Business Cards, Advertisements, Brochures, Newsletters, Magazine Cover Design, CD/DVD Cover Design, Comic Strips, and Game Boards.

**875 SPECIAL EFFECTS/ANIMATION**

**Grades 11-12**

**2.5 CR (Level: 0)**

*Prerequisite: Digital Media*

In this advanced level course, students will learn the art of creating special effects and 3D animations for the video/film and electronic gaming industries. This project based course will utilize advanced computer software, specifically Adobe After Effects and Autodesk Maya. Projects will include exercises in 3D animation, solid modeling, simulation, visual effects, rendering, match moving, and compositing.

**FAMILY AND CONSUMER SCIENCE**

**776 SEW COOL**

**Grades 10-12**

**2.5 CR (Level: 0)**

This course is designed to teach basic sewing construction. Units include use and care of the sewing machine, understanding fabrics, and use and selection of patterns. Projects include bulletin board, purse or gym bag, boxer shorts or pants, and various mini projects. This is an introductory course for all sewing classes.

**782 INTRODUCTION TO FOODS AND NUTRITION**

**Grades 10-12**

**2.5 CR (Level: 0)**

Students learn essential kitchen basics that will be the foundation for great cooking skills. The first comprehensive unit includes safety, use and location of small equipment and appliances, how to use a recipe and culinary terms, measuring equivalents and techniques and table setting and etiquette. Students will also learn about the Dietary Guidelines, Food Pyramid and the six nutrients in order to consider healthy food choices and good nutrition. Food labs will include the preparation of different foods in the food groups, as well as learning how to work cooperatively as a group. This course is a prerequisite for all other foods classes.

**784 EVERYDAY COOKING CREATIONS****Grades 10-12****2.5 CR (Level: 0)***Prerequisite: Introduction to Foods and Nutrition*

This course focuses on the basic components of a meal and how to incorporate them as part of a meal. The course begins with a unit on new uses for the microwave and continues with the study and preparation of salads, soups, one-dish meals and casseroles, sandwiches and appetizers. Rounding out the rest of the meal with other accompaniment foods is also emphasized. There are helpful teacher demonstrations on skills and group cooking. This is a great class to provide basic ideas for a meal or party.

**786 JUST DESSERTS****Grades 10-12****2.5 CR (Level: 0)***Prerequisite: Introduction to Foods and Nutrition*

This course offers advanced skills in the planning and preparation of simple and fancy desserts. Baking and mixing techniques terms are taught. Foods studied and prepared include cookies, cakes, and pastries, milk-based, biscuit and frozen desserts. Decorative and traditional holiday foods will be emphasized during the appropriate season. Teacher demonstrations are often used to show techniques. This is a fun course in order to learn the chemistry of baking.

**792 INDEPENDENT LIVING****Grades 11-12****2.5 CR (Level: 0)**

This course assists students to make good decisions and choices upon entering adulthood. The course gives students an appreciation of themselves as individuals and also family members. Active involvement helps each student look at their attitudes, self-expectations and abilities. Students will gain skills in financial planning, career research, decision-making and coping with peer pressure.

**794 INTERIOR DESIGN****Grades 10-12****2.5 CR (Level: 0)**

This course gives students the ability to understand and use artistic and physical elements of home design. Students will learn to recognize housing designs and roof styles. An in depth study of the four elements of design and five principles of design will help students make appropriate selections for decorating.

<b>INDUSTRIAL TECHNOLOGY</b>
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**752 INTRODUCTION TO WOODWORKING****Grades 9-12****2.5 CR (Level: 0)**

This course familiarizes students with the essential principles of woodworking. Topics include wood technology, project planning, proper use of hand tools, portable power tools, and basic machinery. Emphasis is placed on proper technique, safety, and shop policies for the woodworking facility. Students are required to complete a series of projects designed to develop primary woodworking skills.

**754 INTERMEDIATE WOODWORKING****Grades 10-12****5.0 CR (Level: 0)***Prerequisite: Introduction to Woodworking*

This course is designed to provide students with the skills and knowledge needed to correctly perform woodworking operations using hand and power woodworking equipment. Instructional emphasis is placed on the safe, proper operation and care of woodworking equipment. Selection of materials, understanding woodworking processes, and the importance of design is emphasized. Simple projects will lead to more difficult cabinet construction. Planning and construction of a personal project (approved by the instructor) will be the focus for much of the course. Students will be required to pay a fee for materials used beyond required and instructional projects. This fee will be based on our replacement cost for materials.

**758 BASIC DRAFTING****Grades 9-12****2.5 CR (Level: 0)**

This course is for students who may be interested in Engineering, Architectural, and Design vocations. Students develop an ability to express ideas through accurate drawing techniques. Projects will promote the development of skill in lettering, geometric construction, multi-view drawing, isometric drawing, dimensioning, and solid modeling. Methods will include both instrument (board) drawing and Computer Aided Design (Auto CAD).

**760 ARCHITECTURE AND ENGINEERING****Grades 10-12****5.0 CR (Level: 0)***Prerequisite: Basic Drafting*

This is an intermediate to advanced course based on the basic principles of drafting introduced in the Basic Drafting class. It is intended to give students that aspire to Architectural or Engineering pursuits and opportunity to experience an important aspect of these careers. Students will gain knowledge of AutoCAD as they draw a variety of solid models, sections, elevations, assemblies, and exploded views. Projects may include model building and bridge construction using the West Point Bridge Building Curriculum.

**764 BASIC ENGINES****Grades 10-12****2.5 CR (Level: 0)**

This course is designed to teach students the fundamental theory of the internal combustion engine. Automotive hand tools are identified with emphasis on care and safety. The focus of the course centers on disassembling and reassembling, troubleshooting, running and tuning small gasoline engines. This is an introductory course to Automotive Maintenance and Advanced Mechanics

**766 BASIC CAR CARE****Grades 9-12****2.5 CR (Level: 0)**

*Note: Students who are presently in or have completed Automotive Maintenance and Advanced Mechanics are not eligible for this course.*

This course is designed to help students understand the full extent of the costs of driving and maintaining a vehicle. It will provide the basic information needed to make economical decisions and take preventative measures that will enable a student to become an educated automotive consumer. Class discussions and lab activities will provide fundamental knowledge that pertains to owning and maintaining an automobile.

**768 AUTOMOTIVE MAINTENANCE****Grades 11-12****5.0 CR (Level: 0)**

*Prerequisite: Basic Engines and Departmental Approval*

Students will become familiar with automotive maintenance and the understanding of basic vehicle systems, including lubrication, cooling, exhaust, basic electricity, braking, steering and suspension. Practical work will include changing and repairing tires, checking air pressure, oil changes, greasing, coolant maintenance, battery service, tune up, and exterior/interior detailing. Emphasis will be on vocabulary, parts identification and practical work. The course will give all level students an opportunity to become familiar with vehicle maintenance.

**770 ADVANCED MECHANICS****Grades 11-12****5.0 CR (Level: 0)**

*Prerequisite: Automotive Maintenance and Departmental Approval*

Students will study the theory of mechanical systems. Students will perform practical work involving continued auto maintenance, individualized projects and extensive repair jobs. Students will also engage in repairing and troubleshooting on a variety of machine applications. Students will utilize knowledge of system theory, problem solving skills, and independent (team) research to complete a mechanical assignment. This course will also include the utilization of metal working tools, as well as basic auto body repair and welding principles.

# FINE AND PERFORMING ARTS

The state of NJ requires that all students complete 5 credits in “Fine and Performing Arts” in order to receive a NJ high school diploma.

## FINE ARTS RECOMMENDED COURSE SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup> or 12 <sup>th</sup>
Drama Photography Visual Arts	Drama Drawing & Sketching Introduction to Pottery Painting Photography Visual Arts	Advanced Pottery AP Studio Art Drama Drawing & Sketching Introduction to Pottery Painting Photography Visual Arts

### 166 DRAMA

**Grades 9-12**

**2.5 CR (Level: 1)**

This course is designed for students interested in developing their knowledge of all facets of theatrical production, as well as the skill of performance. Students will study the historical developments of drama, both as a literary genre and a performing art. On-stage techniques will include improvisation, character studies, monologues, blocking, and memorization. Students will explore the elements of the play through studies of genre and style, as well as through the experience of performing in a final staged production.

### 820 VISUAL ARTS

**Grades 9-12**

**2.5 CR (Level: 0)**

This course is an introduction to the elements of art. Students will learn about basic composition and explore the fundamentals of art. Students will be exposed to basic techniques and uses of the materials in drawing, painting, sculpture, design, and mixed media. This course is recommended for those considering electing additional art courses.

### 824 DRAWING AND SKETCHING

**Grades 10-12**

**2.5 CR (Level: 0)**

*Prerequisite: Visual Arts*

This course consists of composition, values, and the basic skills needed to become familiar with drawing and sketching. Each student will complete drawings in still life, landscapes, perspective, and others.

### 826 PAINTING

**Grades 10-12**

**2.5 CR (Level: 0)**

*Prerequisite: Drawing and Sketching*

This course includes water color and acrylics, and is designed to give a basic understanding of mixed media and painting. Color and brush techniques, as well as stretching a canvas, are part of this painting course. This class will involve artist-based research and projects completed outside of class. *Students may be responsible for purchasing additional supplies.*

### 876 PHOTOGRAPHY

**Grades 9-12**

**2.5 CR (Level: 0)**

This course introduces students to the art and science of photography. Students will explore both traditional and digital photography and learn the technical and artistic skills necessary to move beyond the act of taking pictures and begin to make high quality, thoughtfully constructed images. The focus of this course is on the photographer as an artist. Students will use methods of composing, editing, and enhancing images, and understand the physical and mental processes involved in making photographs.

### 830 INTRODUCTION TO POTTERY

**Grades 10-12**

**2.5 CR (Level: 0)**

Students will explore the various techniques of pottery construction through hand-building using pinch, slab, and coil construction. The class prepares students to “throw on the wheel.” Various traditional and nontraditional methods will be implemented. Students will learn how to use ceramic tool and simple glazing techniques. *Students may be responsible for purchasing additional course supplies.*

### 834 ADVANCED POTTERY

**Grades 11-12**

**2.5 CR (Level: 0)**

*Prerequisite: Introduction to Pottery*

This course is designed for students who have completed the Introduction to Pottery course. Advanced Pottery offers students the experience of developing advanced pottery skills. Techniques in glazing, hand-building, wheel throwing, and firing procedures will be introduced and stressed. Students will be expected to create, design, and produce unique pottery pieces and advanced glazing techniques. *Students may be responsible for purchasing additional course supplies.*

*Prerequisite: Departmental Approval*

This course is designed to accommodate students who have expressed an interest in completing the AP Drawing Portfolio exam. Through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of art work. Students will address all three sections of the portfolio: breadth, concentration and quality. Students will develop mastery of concept, composition, and execution of their personal ideas and themes.

### **MUSIC RECOMMENDED COURSE SEQUENCE**

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup> or 12 <sup>th</sup>
Band Introduction to Music History of Rock and Roll Mixed Choir Music Theory 1 Stateliner Singers Women's Chorus	Band History of Rock and Roll Intermediate Guitar Introduction to Guitar Introduction to Music Mixed Choir Music Theory 1 Music Theory 2 Stateliner Singers Women's Chorus	AP Music Theory History of Rock and Roll Intermediate Guitar Introduction to Guitar Introduction to Music Mixed Choir Music Theory 1 Music Theory 2 Stateliner Singers Women's Chorus

#### **838 MIXED CHOIR**

**Grades 9-12**

**5.0 CR (Level: 0)**

This course sings a variety of music, including current popular songs. The students' abilities to read music and to sing parts are further developed. The choir actively performs in concerts during the school year. Students who enroll in this course are required to participate in evening concerts throughout the year.

#### **839 WOMEN'S CHORUS**

**Grades 9-12**

**5.0 CR (Level: 0)**

*This course is open to all students by audition only.* Formerly Women's Ensemble, Women's Chorus provides female students the opportunity to sing together as an ensemble. Students develop an enjoyment and appreciation of the total music experience through singing and expressive movement of choral and vocal music from classical to popular music of today. Students will work with music three, four and five part harmonies and incorporate movement to some ensemble selections. This ensemble is also required to participate and compete in choral festivals every year.

#### **840 STATELINER SINGERS**

**Grades 9-12**

**5.0 CR (Level: 0)**

*This course is open to all students by audition only.* Students will be involved in singing acapella and accompanied choral selections from the Renaissance, Baroque, Classical, Romantic, and Modern periods. Light vocal selections in the jazz/pop idiom will also be included. A part of the course will include instruction in vocal technique, vocal styles, and the history of vocal music. Members of the group will be required to participate in numerous out-of-school performances, in addition to regularly scheduled concerts.

#### **841 INTRODUCTION TO MUSIC**

**Grades 9-12**

**2.5 CR (Level: 0)**

This course explores the music of world cultures and its impact on society. Students will develop a musical appreciation by listening to music of all styles and from all time periods, from ancient times to contemporary, in addition to studying other general music topics. Listening examples will be used for students to hear the evolution of music and understand the influences the music of the past has on popular music.

#### **844 BAND**

**Grades 9-12**

**5.0 CR (Level: 0)**

This course includes both the Marching Band and the Symphonic Band/Wind Ensemble class. Interested students will elect Band, which is the basic course. The Marching Band studies various marching maneuvers and performs at all PHS halftime shows during the football season, as well as at parades and marching band festivals. The Symphonic Band/Wind Ensemble studies the best of symphonic and concert band music and presents concerts throughout the year. There is a graded audition given to determine seating in the Symphonic Band/Wind Ensemble. All students who elect one of these courses are members of the Phillipsburg High School Band.

#### **850 BAND FRONT**

**Grades 9-12**

**2.5 CR (Level: 0)**

This course should be elected by any student selected for any band front activity such as rifles, flags, batons, etc. It provides awareness in musical rhythms and moods, and students perform at football games, competitions, parades and other activities. Classes meet during the first semester.

**852 INTRODUCTION TO GUITAR****Grades 10-12****2.5 CR (Level: 0)**

This course offers students the opportunity to learn basic instruction in playing the guitar, including string names, notes in open position, primary chords, and basic music theory. Students will study and play basic folk songs and be able to accompany themselves and others using primary chord patterns. Class will learn guitar history, parts of the guitar, how to care for the instrument, and how to tune the guitar. This class is strictly for beginners (no guitar playing experience).

**854 INTERMEDIATE GUITAR****Grades 11-12****2.5 CR (Level: 0)**

*Prerequisite: Introduction to Guitar*

This course is open to students with guitar playing experience and to those who have successfully completed Introduction to Guitar. This class will review basic guitar fundamentals and learn notes and fingerings in advanced positions. They will study blues and rock guitar playing styles and varied strum patterns that relate to specific guitar song styles. Students will learn how to create rhythm and lead guitar solos, and compose songs for guitar class ensemble. Students will study current trends in guitar playing and the state of the guitar itself.

**856 HISTORY OF ROCK AND ROLL****Grades 9-12****2.5 CR (Level: 0)**

This course studies the origins, characteristics and stylistic development of rock and roll music from the early 1950's to the present. The course will associate music artists with various rock styles by the decade.

**860 MUSIC THEORY 1****Grades 9-12****2.5 CR (Level: 0)**

This course is designed to expose students to the written language of music. At this level, no prior music experience is required. Students will be exposed to basic music notation, time signatures, key signatures, and different clefs. Students will also develop listening skills and aural training (i.e. hear what is written) to be able to identify basic rhythms, melodies, intervals and chords. Related concepts, such as musical terms, will be introduced to build upon the students' vocabulary.

**862 MUSIC THEORY 2****Grades 10-12****2.5 CR (Level: 0)**

*Prerequisite: Music Theory 1*

Music Theory 2 is designed for students who already understand the basic written language of music. More complex aspects of the musical language will be introduced, such as time signatures, minor scales, transposition, two-part harmony, and basic triads and choral harmonies. Aural skills and ear training will be further developed through rhythmic and melodic examples, as well as the introduction of sight singing. Related concepts will be introduced to build upon the students' vocabulary.

**864 AP MUSIC THEORY****Grades 11-12****5.0 CR (Level: AP)**

*Prerequisite: Departmental Approval*

This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students will also study 20th Century compositional techniques and two-part counterpoint analysis. Students will be prepared to take the AP Music Theory Exam when they have completed the course.

# HEALTH AND PHYSICAL EDUCATION

All students are required to pass four years (20 credits) of Health and Physical Education. Various activities are offered so students can reach sound fitness levels and gain a solid knowledge of lifelong sports. The mid-term exam will focus on The Presidential Fitness Test. The students will be tested in five areas: pull-ups, one mile run, v-sit, curl-ups, and shuttle run; and will be graded on a standard academic scale. The Presidential and National award winners will be recognized at the completion of the course. The final exam in Health and Physical Education is based on all curricular material covered throughout the year.

*Suggested uniform for Physical Education: Maroon or grey shorts; white, grey or maroon T-shirt, or collared shirt; socks and sneakers. Shorts MAY NOT have buttons, snaps or zippers. Any color sweats may be worn outside or inside (if conditions warrant them). School dress code will be strictly enforced for all uniforms for physical education.*

Skill and written tests are an integral part of all classes. Due to limited space, some physical education activities will be conducted at Warren Lanes. Phillipsburg High School will provide the transportation for these activities.

One marking period is devoted to Health Education:

- Freshman Health curriculum is comprised of units related to Drugs, Alcohol, Tobacco, Stress, Human Sexuality, and Relationships.
- Sophomore Health curriculum consists of Driver Education (driving permit test included).
- Junior Health curriculum includes first aid and cardiopulmonary resuscitation. Students have the opportunity to gain certification in responding to emergencies.
- The Senior Health curriculum is comprised of Family Living.

Grading for Health and Physical Education is on a marking period basis. One marking period of Health and three marking periods of Physical Education are averaged with the midterm and final exam grade.

<b>901 HEALTH AND PHYSICAL EDUCATION 1</b>	<b>Grade 9</b>	<b>5.0 CR (Level: 0)</b>
<b>902 HEALTH AND PHYSICAL EDUCATION 2</b>	<b>Grade 10</b>	<b>5.0 CR (Level: 0)</b>
<b>904 HEALTH AND PHYSICAL EDUCATION 3</b>	<b>Grade 11</b>	<b>5.0 CR (Level: 0)</b>
<b>906 HEALTH AND PHYSICAL EDUCATION 4</b>	<b>Grade 12</b>	<b>5.0 CR (Level: 0)</b>

<b>903 ADVANCED HEALTH AND PE 2</b>	<b>Grade 10</b>	<b>5.0 CR (Level: 0)</b>
<b>905 ADVANCED HEALTH AND PE 3</b>	<b>Grade 11</b>	<b>5.0 CR (Level: 0)</b>
<b>907 ADVANCED HEALTH AND PE 4</b>	<b>Grade 12</b>	<b>5.0 CR (Level: 0)</b>

*Prerequisite: Potential sports team member and/or those students who excelled in basic physical education.*

This course includes advanced techniques in weight training for increasing strength and improving general conditioning. In addition, drills and activities for increasing quickness, speed, agility, and cardio-vascular fitness are used. Overall, students work on an individual basis to reduce the potential for injury and enhance performance.

## **SPECIAL EDUCATION**

The special education programs are structured to address the goals and objectives in each student's Individualized Education Plan (IEP) and are designed to provide students with disabilities a number of options in order to complete the necessary requirements to obtain a high school diploma.

Within the high school setting, the continuum of options offered to students with disabilities includes general education classes, resource programs and special class programs. In most cases, the courses provide a structure that parallels the regular high school program, but is flexible enough to accommodate the instructional needs of the students' Individualized Education Plan. All special education curricula address the New Jersey Core Curriculum Content Standards. The classes are designed to facilitate skill development while supporting transition to adult-life in the least restrictive environment. All special education program placements are determined through the IEP team process.

# STUDENT ACTIVITY AND ATHLETIC PROGRAMS

Phillipsburg High School offers an extensive co-curricular and athletic program for our students. The activities offered are as follows:

<b>CO-CURRICULAR ACTIVITIES</b>			
Academic Team	Forensics Team	Model United Nations Club	Rebel
Band/Band Front	Future Educators Association	Mock Trial Team	SADD
Big Brothers/Big Sisters	Hip Hop Club	National Honor Society	Ski Club
Bowling	Japanese Anime and Manga Club	Nutrition & Health Club	Stage-Set Crew Club
Cancer Awareness Club	Karux Newspaper/Yearbook	Odyssey of the Mind	Step Dance Team
Class Activities	Key Club	Pep Band	Student Council
Dance Team (w)	Literary Society	Performing Arts	Tournament of Plays
Drama Club/Thespians	Math and Science Affiliation	Phillipsburg Chapter of FFA	Web-Page Design Club
Environmental Club			
<b>ATHLETICS</b>			
<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	
Cross Country – Boys/Girls	Boys Basketball	Baseball	<b>Cheerleaders</b> (Fall/Winter)
Field Hockey	Girls Basketball	Boys Tennis	
Football	Swimming - Boys/Girls	Softball	
Girls Tennis	Winter Track – Boys/Girls	Track – Boys/Girls	
Boys Soccer	Wrestling	Girls Lacrosse	
Girls Soccer		Golf – Boys/Girls	

**National Honor Society Membership** – Students who have attained a ranking average of at least 4.5 are eligible for membership in the National Honor Society. Students must petition the society for membership in the fall of their junior or senior year. Applicants must document the four noted areas and receive a majority vote of the faculty council. Inductions into the Honor Society occur in November during American Education Week. Students that fail to maintain the minimum acceptable cumulative averages, or maintain the high qualities of character, may forfeit their membership in the society.

Students need to demonstrate merit in four areas:

- a. **Scholarship** - academic average
- b. **Character** - personal qualities of excellence
- c. **Service** - commitment and service to others
- d. **Leadership**- active involvement in school and community

# Phillipsburg Alternative Secondary School

## P.A.S.S. Program @ Howell School

### Admission Procedures

Application for entry must be recommended, supported, and completed by the high school's guidance counselor. The parents, the student's guidance counselor, teachers, or representatives of social agencies connected with the high school may initiate such recommendations. Students and their parent(s) or guardian(s) are expected to visit the alternative school site and participate in an interview with the alternative school staff prior to consideration of admission. Prior to placement in the program, the IPP will be developed outlining student program goals and objectives. The alternative education program is designed to meet the needs of at-risk students who are not eligible for special education and related services. Additionally, this program is not designed to address the specialized needs of students who have learning disabilities. Students who are eligible for special education and related services will not be denied access to alternative education programs; however their educational placements must be determined by their individual needs as specified in their Individualized Education Plans or IEP". Unfortunately, due to budget considerations and program restrictions, only a certain number of students will enable the program to maintain its unique features, while providing a low student-teacher ratio, which affords teachers the opportunities to establish personal relationships with students and to offer students individual attention to student learning and behavioral needs. The program will be limited to provide the optimum program design so as to allow the program to achieve its goals and objectives.

1. With appropriate staff, student-parent-staff meetings will then occur to begin admission process and/or eventual admission to the program
2. 90 students have been budgeted for the program for school year 2010-2011; students will be screened by staff based upon their academic, attendance, and behavioral records (to see if the program best fits their needs) and then those selected to participate will be scheduled according to their needs stipulated in the Individual Program Plan (IPP).
3. IPP's will then be developed by staff, students, and parents or guardians to schedule appropriate classes for credit accumulation.
4. If program capacity has not been met, students who have disenrolled or those termed "dropouts" may also be contacted, and the admission procedure once again would be in effect.
5. During the 2<sup>nd</sup> semester freshman students, who have been identified by their guidance counselor as potential candidates for the P.A.S.S. Program, would also be eligible, pending upon program restrictions and guidelines. Students from grades 10-12 throughout the semester would also be identified for possible admission.
6. Incoming freshmen students from the Middle School or from our cluster school districts will be considered for enrollment after the first semester based upon appropriate recommendations.
7. Students not immediately enrolled will be placed on a waiting list.

### Individual Program Plan

The principal or his/her designee shall be responsible for the approval and placement of students in their alternative education program. Individual Program Plans (IPP'S) will be kept on file in the principal's office and are subject to review by staff. The IPP serves as the vehicle for planning each student's educational needs. It provides the student, parent(s) or guardian(s), and PASS personnel with an overall strategy to guide the implementation of agreed-upon educational experiences and program activities with the goal to successfully graduate from high school and transition to post-secondary training and/or employment. The IPP will be developed in consultation with appropriate staff members who are familiar with students' needs. The IPP will focus on issues including attendance, behavior and curriculum, clearly delineating goals that students will attain upon program completion. It will provide students a record of the credits earned and documentation that the student successfully meets the Core Curriculum Content Standards. Yearly analysis and plans for ensuing years will occur prior to the start of the upcoming school year. The principal or his/her designee will provide a signature indicating agreement to the student's plan.

### Graduation Requirements

1. All student requirements must be documented in the IPP.

2. All students must meet the same graduation requirements as PHS students.

### Program Completion

Students can complete the program by transitioning a return to the high school setting or can complete graduation requirements and receive a Phillipsburg High School diploma while enrolled in the alternative education program. This will be reviewed and stipulated during the IPP process.

1. Regular Course Completion: Those courses students still need to meet state and local graduation requirements.
2. Program Completion Option: Students who have completed the course but did not receive a passing final grade. Credit for these courses can be attained by indicating through documentation specific curriculum proficiencies. First, all students under this option must keep a daily portfolio of all classroom-related activities. Second, students will also be required to demonstrate their knowledge of each topic through teacher-assigned project work, whether by written research, a performance of some kind related to the topic, or an exhibition. This mutually agreed project work would be necessary for credits. Finally, all students will be required to pass a comprehensive examination upon completion of the course.
3. Master of Proficiency: Students who have met the necessary course requirements or proficiencies for a specific curricular area by passing a comprehensive test or who have undergone a series of assessments to award credit.
4. Credit Restoration: Students who have taken the course and have met all of the course requirements, but have not received credit. Credit can be awarded through attendance, behavioral, and/or academic contracts.
5. Course Descriptions: Each course taught in the P.A.S.S. Program follows the course proficiencies, scope and sequence from each of the high school departments while maintaining an individualized learning approach to each at-risk students in the program.

### Health and Physical Education

Each student is required to pass health and physical education every year in high school. Classes use the high school facilities and the Firth Youth Center for activities, which also include bowling and roller-skating. Each student is given a solid foundation of knowledge regarding wellness, as they develop the tools necessary for lifelong fitness. As mandated by the state of New Jersey, students will understand basic health information and exhibit physically -active, healthy lifestyles.

### Service Learning Activities

Supporting at-risk students with appropriate preparation learning activities, program training, a service project, and an opportunity for reflection and expression of learned outcomes, the P.A.S.S. Program views service learning as an important and necessary part for the education of at-risk secondary students. Academic learning, problem solving skills, self-esteem issues, and attitudes towards others when working together on a project are a positive effect on students through community service. Students will be working in elementary schools, on a horse farm, at senior centers, at the food bank, and throughout the community twice a month throughout the school year.

### Advocacy

The Phillipsburg Alternative Secondary School has a very small teacher to student ratio and the school culture inherently has a high level of optimism which emphasizes and encourages positive interactions between teachers and students. This personal connection will address the individual needs of each student by assigning a personal advocate to review student attendance, academic, and behavioral progress. The advocate and the student will work together to enable student success in many areas of the student's high school career.

### Guidance Services

Providing students with regular academic guidance as well as individual, group and transitional counseling, the PASS Program promotes personal and social development in students through these services. Daily group guidance, academic counseling sessions, daily individual conflict resolution counseling, and small group guidance are all a part of the program.

**PHILLIPSBURG HIGH SCHOOL**  
2012-2013 COURSE SELECTION WORKSHEET

**35 CREDITS IS THE MINIMUM NUMBER OF CREDITS A STUDENT MUST ATTEMPT.**

*Complete Sections I, II and III of this form (with parent/guardian signature below) and return it to your school counselor.*

*To ensure proper selection of courses, please refer to Section I. Graduation Requirements, Section III. Minimum Required Courses Per Grade Level, and Section IX. College Admissions Policies in the "General Information" section at the beginning of the Course of Study guide.*

*Remember—when scheduling students into academic classes for the next school year—level placement will be determined by student performance in the same academic program. In order to move up an academic level the student will need to earn a 90% average or higher (or receive **\*\*\*TEACHER RECOMMENDATION\*\*\***) in current level class at the time of scheduling. In order to stay at the same academic level the student will need to earn a 75% average or higher (or receive **\*\*\*TEACHER RECOMMENDATION\*\*\***) in current level class at the time of scheduling.*

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>STUDENT ID NUMBER</b>
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**SECTION I: Select Academic courses:**

COURSE #	DEPARTMENT	COURSE & LEVEL	CREDITS	***TEACHER RECOMMENDATION***
	ENGLISH		5	
	MATH		5	
	SCIENCE		5	
	SOCIAL STUDIES		5	
	WORLD LANGUAGE		5	
	Health & Physical Education		5	

**STUDY HALL is a recommended option for all students. Please indicate your choice by circling: YES or NO**

**SECTION II: Select 10 credits in "first choice" Elective courses**

COURSE #	DEPARTMENT	COURSE & LEVEL	CREDITS	

**SECTION III: Select 10 credits in "alternate" Elective courses.**

COURSE #	DEPARTMENT	COURSE & LEVEL	CREDITS	

**\*\*\*SENIOR LEARNING EXPERIENCE:**

*Because of the unique nature of the Senior Learning Experience it is required for you to meet with your counselor as soon as possible to discuss your chosen option. Please indicate which option you have chosen in SECTION II and schedule an appointment with your counselor.*

<b>PARENT SIGNATURE</b>	<b>STUDENT SIGNATURE</b>	<b>DATE</b>
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OFFICE USE/NOTES:       IEP Pending                       WT Applicant                       Transfer Out/Moving  
 IEP Completed                       PASS Applicant                       Other  
 504     ALC

## Four-Year Plan Worksheet

**STUDENT:**

**COUNSELOR:**

Subject Area (Required/Recommended Courses)	Credits Needed	Grade 9	Grade 10	Grade 11	Grade 12
<b>English/ Language Arts</b>  (English 1,2, 3, 4)	<b>20</b>				
<b>Social Studies</b>  (US History 1 & 2, World History, Economics)	<b>17.5</b>				
<b>Science</b>  (Environmental Science, Biology, Science Choice)	<b>15</b>				
<b>Mathematics</b>  (Algebra 1, Geometry, Math Choice)	<b>15</b>				
<b>World Language</b>  (One year)	<b>5</b>				
<b>Physical Education &amp; Health</b>  (5 credits per year)	<b>20</b>				
<b>Career &amp; Technical Education</b>  (Practical Arts)	<b>5</b>				
<b>Fine &amp; Performing Arts</b>	<b>5</b>				
<b>Other Electives</b>					
<b>Total Credits Needed to Pass</b>	<b>125 to Graduate</b>	<b>30 to enter 10<sup>th</sup> grade</b> (Beginning with the Class of 2013)	<b>60 to enter 11<sup>th</sup> grade</b> (Beginning with the Class of 2013)	<b>85 to enter 12<sup>th</sup> grade</b> (Beginning with the Class of 2013)	<b>125 to graduate</b>
<b>Total Credits Earned</b>					

# PHILLIPSBURG HIGH SCHOOL CAMPUS LAYOUT

