

# Secaucus High School



## **2018 - 2019 Program of Studies**

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# A Message from the Principal

Dear Students,

This publication is designed to help you plan your high school career. The general information and the specific course descriptions will assist you in your course selection and program planning. You will notice enhancements to this manual and our curriculum, as we strive to continue to meet the needs of all our students in the 21st century.

These are important decisions. I ask that you please discuss them with your family and your guidance counselor. Make a plan that is going to fit your needs. You will need to consider the courses you plan to take this year and those you will want to take in years to come. The program you plan will influence your post-high school plans and your preparation for further schooling and employment.

Our Program of Studies offers a great number of educational opportunities. How well you profit from them depends largely on how well you plan your program and how hard you work and study.

Our entire staff is available to answer your questions and to help you make the decisions that are right for you.

Your future begins with the decisions you make now.

Dr. Robert Berckes

# Secaucus High School

## Administration

Jennifer Montesano, Superintendent of Schools

Dr. Robert Berckes, High School Principal

Jeffrey Case, High School Assistant Principal

Charles Voorhees, Director of Athletics

Dr. Daniela Riser, Director of Curriculum and Instruction

Carriann DeVito, Director of Special Services

Christine Candela - Supervisor of English and Social Studies

Amanda Trombetta – Supervisor of Mathematics, World Language, STEM and ESL

Dr. Jerome Kaiser – Supervisor of Science, Family & Consumer Sciences, Business, Music and Art

## Guidance Department

Helen Bacigalupo

Elise Lennon

Tara Taveras

Christina Wiswesser

# The History of Secaucus High School

The inception of plans for the high school dated to February 1971. Meetings of administrators, teachers, students, parents, and members of the Board of Education were held to evolve an educational program that would meet the needs of all the youth of the community. Secaucus High School graduated its first class in June 1977. This commencement represented the fulfillment of citizens' desire for a local high school to educate their children. The middle school became a separate school within a school in 1988.

## Secaucus High School Philosophy

Secaucus High School strives to meet the needs of each and every student in the school, creating opportunities for intellectual, physical, artistic, and social growth. To support our goals, we aim to create a dynamic environment suited to addressing the needs and talents of our diverse student population.

We believe in maintaining continuity with the past while accepting and meeting the challenges of a changing world. Furthermore, we recognize the need to create citizens as well as students, and to provide for opportunities and encouragement for community involvement, along with courses of study that will strengthen democratic principles and will foster a responsibility to serve.

Secaucus High School, while preserving honored traditions, is focused on the future, creating opportunities for students to explore wider worlds and experience global communication and connection. We aspire to increase their awareness of others and enrich the multicultural experience that is today our community, our nation, and our world.

## Secaucus High School Mission Statement

The mission of Secaucus High School is that all students demonstrate skills and knowledge that will empower them to be productive, responsible, and self-directed individuals who strive for excellence and will be prepared for the needs and realities of a changing society.

## Secaucus High School Goals

1. To provide curricula and resources which will afford all students the opportunity to understand and develop their own potentials.
2. To develop knowledge and appropriate use of operations and related technological communication.
3. To afford the opportunity to develop skills in computation and oral and written communication.
4. To encourage the skill of problem-solving through inquiry, logic and critical thinking.
5. To expose the students to the importance of our natural environment as it relates to the progress of science and technology.
6. To offer opportunities to integrate a development of mind and emotions through the creative arts and humanities.
7. To instill the importance of sound personal health and physical fitness habits.
8. To teach a concern for public health and safety in the school and community.
9. To provide a varied extracurricular program that encourages physical, social, and cultural growth.
10. To stimulate interest in activities that will enable students to enjoy and use leisure time effectively.
11. To increase the students' awareness, acceptance, and respect for cultural and social differences among people, with emphasis on their rights and responsibilities as world citizens.

12. To instill a positive attitude toward family life and its ethical and moral influences on the individual and the community.
13. To acquaint students with information and experiences needed for the career selection process.
14. To encourage a positive attitude toward learning as a lifelong goal.
15. To provide an understanding and appreciation of our democratic form of government, the obligations of citizenship, and a sense for social responsibility.
16. To develop personal financial literacy in all students.

# Guidance Department

The Guidance Department is dedicated to helping students become aware of their abilities and interests, and to confidently make appropriate individual and social decisions. The guidance staff provides counseling services, which will aid students in making use of opportunities to attain their goals. Since guidance is related to every phase of school life, everyone in the school system plays a part in the development of the complete guidance program.

## Guidance Services

The school counselor may be consulted on academic, personal or social problems, interpretation of test results, and about vocational and educational planning. These services include:

### Individual and Group Counseling

Individual and group sessions are arranged with students to discuss their educational and vocational plans throughout the school year. Arrangements are made for career and college conferences for juniors and seniors to meet with representatives of colleges, business, trade and technical schools, and branches of the armed services.

### Parent Conferences

Parents may request an appointment with a counselor by calling the Guidance Office at 974-2037, 974-2038, 974-2039 or 974-2079.

### Additional Resources

Resources are available to students through the Guidance Office, which enables them to search for colleges, scholarships and helps with career planning. Junior and senior students will be provided with login credentials for *Naviance*, which is a college planning tool.

### Information Nights

Each year, parents of juniors and seniors are invited to attend a financial aid workshop. The FAFSA (Free Application for Federal Student Aid) forms are explained in detail, as well as updates in yearly state aid availability. This workshop is conducted by a financial aid representative from a New Jersey college.. Each fall, the Guidance Office hosts a college fair with representatives from colleges across the country.

### Diagnostic and Standardized Testing

All students are tested in their core standards through Renaissance. Students in grades 9-11 will receive PARCC (Partnership for Assessment of Readiness for College and Careers). Secaucus High School is a testing site for the SAT and ACT exams.

### Scholarships

Information about national scholarships can be found on *Naviance* and on scholarship search sites such as <http://www.fastweb.com> and <http://www.scholarships.com>. Scholarship opportunities vary according to grade level. Each spring the senior class is provided with a packet of applications containing local scholarships. The students are free to apply for as many as they are eligible for. These scholarships are presented by the individual organizations in June at our annual scholarship night event.

# General Information

## Demographic Information

Any change in demographic information, including changes in address, phone number, emergency contact information or email must be reported to the main office as soon as possible. Contact the main office for further instructions.

## Transfers and Withdrawals

In the event a student moves out of the school district or withdraws from school, the following procedure must be followed:

- Notify the student's counselor as soon as possible.
- The parent or guardian must come to school to sign the necessary papers for transfer or withdrawal.
- Before the transfer is finalized, the student must return all school property (e.g., textbooks, calculators, team or activity uniforms, library books, etc.) and pay all related fines for lost or damaged school property.

## Course Placement Criteria

Placement in core courses is based upon the student's cumulative grades at the time of registration, in addition to department recommendation, prerequisite course requirements, previous grades and standardized test scores. Students who initially meet published placement criteria, but whose final grade brings them below the prerequisite, will be removed from that class and rescheduled. Furthermore, if at the end of the academic year a student meets the final grade prerequisite for a class, he/she may request that the class be included in his/her schedule. However, all requests for class changes are subject to seat availability.

**Students who have met the criteria for and who have registered for Advanced Placement and concurrent enrollment classes for college credit *will not* be permitted to drop the course(s) after the scheduling process has been completed unless specifically approved by the Principal.**

## Secaucus High School - Graduation Requirements

To graduate from Secaucus High School a student must:

- Demonstrate proficiency in reading, writing and computation on a state standardized assessment by passing or meeting minimum requirements set forth by the New Jersey Department of Education.
- Complete 140 total credits
- Satisfactorily complete all required courses, including:
  - **20 credits of English** aligned to Grades 9 to 12 standards
  - **15 Credits of Mathematics** including Algebra I and Geometry. The third year of math is intended to build upon Algebra I and Geometry and prepare students for college and 21<sup>st</sup> century careers
  - **5 Credits of Physical Education, Health and Safety** for each year of enrollment
  - **5 Credits of Visual and or Performing Arts**
  - **10 credits of World Language**
  - **15 Credits of Social Studies** (1 year of World Civilization and 2 years of United States History)
  - **15 Credits in Science**, including at least 5 credits in Biology/Life Science or the content equivalent; an additional laboratory/inquiry-based science course including Chemistry, Environmental Science, or Physics; a third laboratory/inquiry-based Science course.
  - **5 Credits of Life/Career Skills**
  - **5 Credits of Financial, Economic, and Entrepreneurial Literacy**
  - Career Exploration or Development is infused throughout the curriculum.

Students who have failed a course will not be allowed to take the next level course within that discipline until they have satisfactorily fulfilled the prerequisite. Students who fail English or Physical Education are strongly

advised to attend summer school in order to maintain grade level status. Adjustments in the requirements established locally may be made only by permission of the Principal.

## State of New Jersey - High School Graduation Requirements

*Updated January 2017*

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessments requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021, and beyond. These new state regulations (N.J.A.C. 6A:8-5.1) became effective on September 6, 2016.

**The Class of 2019** – Students graduating as members of the Class of 2019 can meet graduation assessment requirements through any of these three pathways:

- (1) Achieving passing scores on high-level PARCC assessments;
- (2) Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
- (3) The submission by the district of a student portfolio through the Department's portfolio appeals process.

(Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)

**The Class of 2020** – Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same three pathways as those in the Classes of 2017 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible\* and receive valid scores, as of the September 6, 2016 effective date of the amendments were adopted by the State Board of Education.

**The Class of 2021 and Beyond** – Starting with the Class of 2021, students will only have two pathways to meet the high school graduation assessments requirements:

- (1) Pass the ELA 10 and Algebra 1 assessments; or
- (2) The submission by the district of a student portfolio through the Department's portfolio appeals process, assuming the student has taken all PARCC assessments associated with the high-school level courses for which they were eligible\* and receives valid scores.

Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements.

It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty-year history with a statewide assessment program, and will continue to be able to do so.

You can find charts containing the list of assessment requirements in both ELA and mathematics for the high school graduation Classes of 2017 through 2021 at this link:

<http://www.nj.gov/education/assessment/parents/GradReq.pdf>

*Note: \* "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receives a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.*

## Credits for Grade Placement

Course credits are based on the number of class periods per week a class is in session. Course credit is earned by passing the course. The number of credits a student must earn to qualify for grade placement is:

10 <sup>th</sup> grade	30 Credits
11 <sup>th</sup> grade	60 credits
12 <sup>th</sup> grade	100 credits

**To maintain grade level status, a student must be enrolled in or have passed English, Physical Education and Health for each year of enrollment.**

### Credit Limit Policy

Students who wish to take courses beyond the 160-credit limit require approval from their Guidance Counselor, Supervisors and the Principal.

If a student fails a subject, summer school is strongly recommended. If credit is not made up in this way, the student may be deficient in units necessary to qualify for the privileges of the class to which he/she should belong or to graduate. Students who have failed a course will not be allowed to take the next level course within that discipline until they have satisfactorily completed the lower level course.

Secaucus itself does not provide summer school. A list of schools including registration dates and cost is provided to students. Responsibility for registration, cost, attendance and transportation rests with parent and student.

## The College Application Process

Official transcripts are sent directly to institutions upon students' request. Almost all post-secondary schools accept applications online. Students must request transcripts be sent through their individual account in Naviance at least two weeks prior to the college's deadline. A completed transcript and letters of recommendation from requested teachers will also be sent to the institutions. Mid-year transcripts and evaluation forms will be sent to each college that students have applied to. Final year transcripts are sent to the selected college each student chooses to attend.

## Program of Studies Disclaimers

### General Registration Information

The counselors will review all course selection sheets and meet individually with each student during registration to confirm the selections and prepare for the upcoming year. Prior to meeting with the counselors, each student will receive a copy of the class choices selected with another opportunity to review and adjust, if necessary. Parents are encouraged to request to see this information and to play an active role in assisting their children with selecting courses for next year. Failure to submit a completed course selection sheet for next year will result in a guidance generated schedule with no opportunity for adjustment except by permission of the principal.

### Class Choice/Dropout Policy

Seriously consider and discuss all choices with your parents, guidance counselor and teachers before registering for courses. After the semester begins, students might not have any alternative classes to transfer into if they decide the course is not for them. **A drop/add deadline will be established in September. The Principal reserves the authority to add/drop students from courses at any time.**

### **Lack of Enrollment**

Lack of enrollment might require classes (including those serving Academy students) to merge with similar courses or to be dropped. Students will not be permitted to switch classes if such a case happens.

## **Advanced Placement (AP) Policies**

- Advanced Placement (AP) students have the option to pay for and take AP examinations. Fees for these tests are the sole responsibility of the students' parents, are set by the College Board, and are subject to change without notice. Consider this requirement carefully and discuss with your parents, guidance counselor and teachers before enrolling. Check The College Board's site: <http://www.collegeboard.com/student/testing/ap/about.html> for more information.
- AP class enrollment is open to students who meet the multiple criteria.
- Testing fees may change nominally. If they do, the AP Coordinator will notify parents once the new fee is posted on College Board. The remainder of the testing fee is expected within seven days after the notification is mailed home. Please make checks payable to *Secaucus High School*.
- Payments for credits for AP course credit are through the university and are separate from AP test payments. Tuition fees are set by the respective college or university. The Guidance Department will answer any questions about acquiring college credit.

### **Advanced Placement College Credit Option/Institutional Credit**

Successfully completing some AP courses allow students the option of purchasing college credits from various institutions of higher learning. Per-credit course tuition and fees are set by the respective institution and are the sole responsibility of the students' parents (including parents of Academy students). These tuition and fees change regularly without notice at the discretion of the institution. Neither Secaucus High School, nor the Secaucus School District has any responsibility to notify students and parents about or to pay for these optional tuition and fees. Discuss AP requirements with your parents and guidance counselor before enrolling. For more information, contact your guidance counselor.

## **Information for College Bound Students**

College admission standards range from highly selective to those representing considerably less demanding standards of entry. Rank in class, grades, SAT or ACT scores, participation in extracurricular activities, accreditation, recommendations, and other test scores are factors considered. Seniors are advised to discuss their interests about applying to college with their guidance counselors as early as possible.

Each institution of higher learning has its own standards and criteria for admission. Specific requirements should be noted by checking the college websites and consulting with your guidance counselor.

# College Entrance Examination Testing Programs

Tests are available at the student's option. A fee is payable to the Educational Testing Service. The program is required testing for entrance to most colleges and universities. The results are used for admission, placement and scholarship purposes.

**PSAT:** Freshmen, sophomores or juniors may take this test in the fall at Secaucus High School. Results are given verbal, writing and mathematics competencies. Junior year scores are also used to determine ranking in the National Merit Scholarship program.

**SAT:** The SAT is a general reasoning test of verbal and mathematical skills. Tests are given in the months of October, November, December, January, March, May and June. A list of dates and test centers in the area, including tests offered in Secaucus, are available in the guidance office. Register online at <http://www.collegeboard.org>. Juniors planning for college are advised to take the SAT in the spring.

**SAT II:** The SAT II tests are generally given concurrently with the SAT I. SAT II scores are required for many highly selective schools. Students should check specific college websites for required SAT II subject tests prior to applying. Register online at <http://www.collegeboard.org>.

**ACT:** Are general tests in mathematics, English and science and are given in the months of September, October, December, February, April and June. A list of dates and test centers in the area, including tests offered in Secaucus, are available in the Guidance Office. Register online at <http://www.actstudent.org>.

**TOEFL:** (Test of English as a Foreign Language) is taken by non-native speakers of English who seek admission to colleges and universities in the U.S. and Canada. Registration forms are available online at <http://www.toeflgoanywhere.org>.

**ASVAB:** The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. It is administered annually to more than one million military applicants, high school, and post-secondary students. This test can be used as a state testing graduation requirement if the student meets the minimum score as set forth by the New Jersey Department of Education.

**ACCUPLACER:** The ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. ACCUPLACER's computer-adaptive design personalizes the test for each student. Each test question determines the difficulty level of the next. Final scores are based on the number of questions answered correctly and the difficulty level of the questions answered correctly. <https://accuplacer.collegeboard.org/>

# Recommended College Preparatory Course of Study

Career patterns and/or subject area concentrations have been provided as a guideline for students and parents. Each pattern should be reviewed to determine which courses best meet individual needs and interests.

<b>Discipline</b>	<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>	<b>Twelfth Grade</b>
<b>English</b>	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 AP Language and Composition	AP English Literature and Composition English 12 Honors English 12
<b>Social Studies</b>	World Civ Honors World Civilization	U.S History I Honors U.S. History I	AP US History II US History II	Social Studies Elective
<b>Mathematics</b>	Geometry H Geometry Algebra I	Algebra II Trigonometry H. Algebra II Trigonometry Geometry	Pre-Calculus H. Pre-Calculus Algebra II Trigonometry Elective	AP Calculus BC AP Calculus AB AP Statistics Pre-Calculus
<b>Science*</b>	PSI Physics	PSI Chemistry Honors PSI Chemistry	PSI Biology Honors PSI Biology	Various AP Courses Other Science Elective
<b>World Language</b>	World Language I,II	World Language II, III	World Language III, Honors	World Language IV, V (AP Spanish only)
<b>Phys Ed/Health</b>	Phys Ed/Health	Phys Ed/Driver's Ed	Phys Ed/Health	Phys Ed/ Health
<b>Business and Technology</b>	Personal Financial Literacy	Elective	Intro to Business Economics Accounting 1	Business Elective
<b>Other</b>	Elective	Elective	Elective	Elective

\* Beginning with the incoming freshmen in the Fall of 2016. All other students should consult guidance on an appropriate science progression.

# Recommended General Program Course of Study

A general program is designed to enable the student to explore a variety of fields and still prepare for college, post secondary school, or employment.

<b>Discipline</b>	<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>	<b>Twelfth Grade</b>
<b>English</b>	English 9 Eng 9 L/R	English 10 Eng 10 L/R	English 11 Eng. 11 L/R	English 12 Eng. 12 L/R
<b>Social Studies</b>	Survey of World Civilization World Civilization	U.S. History I America in Action I	U.S. History II America in Action II	Social Studies Elective
<b>Mathematics</b>	Algebra I Algebra I Concepts	Geometry Geometry Concepts	Algebra II Trigonometry Algebra II Concepts	Pre-calculus College Algebra
<b>Science*</b>	PSI Physics PSI Physics Concepts	PSI Chemistry PSI Chemistry Concepts	PSI Biology PSI Biology Concepts	Other Science Electives
<b>World Language</b>	World Language I	World Language II	World Language III, Honors	World Lang IV or V, Honors
<b>Phys Ed/Health</b>	Phys Ed/Health	Phys Ed/Driver's Ed.	Phys Ed/Health	Phys Ed/Health
<b>Business</b>	Applied Computer Concepts	Personal Financial Literacy	Elective	Elective
<b>Other</b>	Elective Elective	Elective Elective	Elective	Elective

\* Beginning with the incoming freshmen in the Fall of 2016. All other students should consult guidance on an appropriate science progression.

# Science, Technology, Engineering and Mathematics (STEM) Academy

## Suggested Course of Study

*Prerequisites: Minimum of B+ in Algebra I Honors and Science 8 Honors*

*Course loads will be created in conjunction with the student's Guidance Counselor and should closely resemble the following (beginning with freshmen for the 2016-2017 school year):*

Ninth Grade	
Italian I/Spanish I	World History
English 9 Honors	Phys. Ed. /Health
Geometry Honors	Algebra II/Trig. Honors
AP Physics I	PSI Chemistry Honors

Tenth Grade	
Italian II/Spanish II	United States History I Honors
English 10 Honors	Phys. Ed. /Drivers Ed.
AP Computer Science (w/ Pre-Calculus Honors)	Visual/Performing Arts
AP Physics II	PSI Biology Honors

Eleventh Grade	
English 11 Honors	AP United States History II
AP Calculus BC (Double Period)	Phys. Ed. / Health
AP Biology/A.P. Chemistry	Family Consumer Science / Personal Financial Literacy
	<b>Elective</b>

Twelfth Grade	
English 12/English 12H/AP Literature	Phys. Ed. / Health
AP Statistics/ <b>Elective</b>	AP Physics C (Double Period)
Applied Engineering / Human Anatomy	Calculus III
Personal Financial Literacy / Family Consumer Science	

*Electives focused in the mathematics and/or sciences are strongly encouraged for STEM Academy students. Current STEM Academy students in their junior year and up will be following the previous course of studies in their respective brochures (available in guidance.)*

*Students must maintain a minimum 3.4 GPA in order to remain in this program. Students performing below that particular average will be put on a one marking period probation. If the student then continues this performance below that stated average, it will result in their permanent removal from the STEM Academy.*

**All school and state-mandated graduation requirements must be met.**

**Application for the Academies is located in the back of this program.**

# Media and Communications Academy

## Suggested Course of Study

Course loads will be created in conjunction with the student's Guidance Counselor and will closely resemble the following suggested curriculum:

Ninth Grade	
English 9	Science
Physical Education/Health 9	Social Studies (World History)
Math (Algebra)	Microsoft
World Language I	Video Production I

Tenth Grade	
English 10	Video Production II
Physical Education/Health 10	Social Studies (US History I)
Math	Science (Biology)
World Language II	Public Speaking

Eleventh Grade	
English 11	Science
Physical Education/Health 11	Social Studies (US History II)
Math (Algebra II)	Journalism/Desktop Publishing
Editing	

Twelfth Grade	
English 12	Broadcast Live
Physical Education/Health 12	Understanding Film
Academy Internship/Ele. Advanced Filmmaking	Personal Financial Literacy
	Family/Life Skills

**All state-mandated graduation requirements must be met.**

**Application for the Academies is in the back of this program.**

# Business and Technology Department

Business and Technology is concerned with the preparation of the student for entrance into life with the skills, principles and practices needed for everyday personal, business, and career relationships.

It is our goal to develop economic competency with the use of technology in one capacity or another as we strive to have our students meet the workplace readiness skills, information and technology skills, self-management and critical thinking skills, and financial and economic skills for success in today's world.

As we encourage critical thinking, decisions making and problem solving, our students will acquire and use the lessons we teach for their everyday lives as consumers, workers, and citizens.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>7120 Personal Financial Literacy</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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Personal Financial Literacy is a course that fulfills the New Jersey graduation requirement for Financial Literacy. Real world financial planning and spending budgets will be covered along with becoming a wise consumer, comparison shopping, and making informed economic choices. Banking services, checking accounts, and bank reconciliation processes are thoroughly covered as well. Students will be able to define their consumer rights and responsibilities and how they are protected under law. Students will understand the credit application process and the cost of credit use on total purchase prices. Student loans for higher education, car loans, and mortgages will also be discussed. The final unit will cover vehicle and property insurance. Students will be introduced to the concept of careers, career clusters, and the types of things they need to do in order to investigate and prepare themselves for careers during and after high school. Students will be also be introduced to the securities market and track a mock portfolio throughout the school year. Current events will be used on an ongoing basis to synthesize previously learned and newly acquired concepts, skills, and knowledge with real life situations in order to reinforce the impact and relevance of studied course content. The goals of the course are to teach students about real-life situations and prepare them to leave high school as informed consumers and citizens.

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<b>7220 Advanced Business Principles</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite: Personal Financial Literacy*

Advanced Business is a course focusing on career planning, expansion on investing and the global stock market from Personal Financial Literacy, and an introduction to Accounting. The students will be able to define goals and activities of human resources and compensation- benefits packages. Career planning is a major unit in this course. The steps in the career planning process are discussed along with resources available when searching for a job. Students will study career clusters, complete personal assessments, and participate in many activities to help the exploration of what career is best for them. Preparing resumes, cover letters, and interviewing skills are also discussed. Mock interviews will be held in class. Basic Accounting principles will be covered as well. In addition, students will learn about the accounting cycle, debits and credits of a company, how to post to a general ledger, and prepare trial balances. Current events will be used on an ongoing basis to synthesize previously learned and newly acquired concepts, skills, and knowledge with real life situations in order to reinforce the impact and relevance of studied course content.

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<b>7221 Accounting I</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite: Personal Financial Literacy*

This course provides students with the knowledge and skills necessary for a solid understanding of accounting principles. The course introduces accounting for business and personal use, and serves for a good foundation for business opportunities, employment, and post-secondary studies in all areas of business.

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<b>7122 Introduction to Microsoft Office</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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This course is an integrated applications course designed to enhance students' computer applications, keyboarding, and presentation skills. It is designed around project-based activities, applying word processing, spreadsheets, databases, and electronic presentations, as well as Internet applications using Microsoft Office 2013. Certain skills will be cross referenced with G Suite for Education (formerly Google Applications for Education).

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<b>7222 Advanced Microsoft Office</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite: >= B in Applied Computer Concepts*

This course is designed to increase the student's knowledge of integrated software programs. Students will review the basics and be introduced to the advanced features of Microsoft Office 2013 including Word, Excel, and PowerPoint. The students will then apply these programs in personal, business, and academic situations. This rigorous course provides extensive projects that prepare students for business and real world applications. Certain skills will be cross referenced with G Suite for Education (formerly Google Applications for Education).

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<b>7224 Intro to Marketing</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite: >=B+ in Personal Financial Literacy and Teacher Recommendation*

This course is designed to teach you the fundamental concepts involved in the marketing function of modern organizations. The focus is on surveying the breadth of concepts and issues in the marketing of products and services to consumers. The fundamentals of marketing principles are taught through a series of lectures and cases which describe the decision problems encountered by marketing managers. The topics covered include strategic marketing, consumer behavior, customer segmentation, market research, product design, pricing strategy, marketing channels, competition, advertising and promotion strategy. The key learning objectives are achieved via four (4) methods: Learning through lectures and discussions, learning by doing – developing a marketing plan for a new product or service, learning through case analyses, and learning through online and electronic media.

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<b>7401/7402 Career Education Internship Program and Seminar (CEIP)</b>	<b>L/2</b>	<b>12</b>	<b>5/10 Credits</b>
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CEIP is designed for seniors who want to apply all that they have learned in school in a real-world, hands-on career experience. Accepted students will go through a comprehensive assessment process to determine an appropriate career path and placement. Participants will be placed from a wide variety of business settings in the local community or beyond. They will spend mornings in school, then commute to their respective sites where they will work with an on-site mentor in the afternoon. They will be responsible for related assignments for the program (e.g., journals, timesheets and a final project). Schedules must accommodate this experience including after-school activities, which may conflict with commuting time and program requirements. *All internship programs will be scheduled during the summer or after school with the exception of Future Teacher Academy students who will be placed in experiences during the school day. Credit to Summer Internships will be given by September of that school year.*

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<b>7450 AP Macroeconomics</b>	<b>L/AP</b>	<b>11,12</b>	<b>5 Credits</b>
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*Prerequisites: Personal Financial Literacy, Teacher and Supervisor Recommendation*

The purpose of AP Macroeconomics is to provide students with a college level course introducing both basic economics as well as principles of macroeconomics. This course presents a realistic view of American business within our economic system and global economic systems. It will introduce and reinforce the concept of economics as the social science that studies the basic economic problem (scarcity), and how we allocate our limited resources to satisfy our unlimited wants and needs. Students will learn the importance of money as a means of exchange and a store of value, and how economic events impact the value of the dollar (currency). Particular emphasis is placed on the study of national income, how government and central banking decisions affect Gross Domestic Product, fiscal and monetary policy, economic performance measures, economic

growth, and international trade. Additional core concepts include inflation, the business cycle, pricing, supply and demand, and how consumers drive business decisions by voting in the marketplace with their dollars.

# English Department

At the secondary level, English is a multifaceted discipline through which students are encouraged to communicate and refine their ideas through speech and writing. They are also encouraged to develop their capacity to understand ideas communicated to them as they read or listen to the language used by others.

English is also a process of communication that enables the individual to formulate and exchange ideas and to expand and reflect upon a personal vision of the world and of people. The development of such language skills makes every other area of knowledge accessible. For the student, English is a process of self-discovery and psychosocial development; for the teacher, English involves the creating of an atmosphere in which students can capably attend to language, oral and written, and appreciate its value in dealing with themselves and with others.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>1110 English 9 Honors</b>	<b>L/1</b>	<b>9</b>	<b>5 Credits</b>
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*Prerequisites: English 8 Honors or English 8 with teacher recommendation*

This accelerated English program is offered for the academically motivated student who demonstrates a keen interest in English. The course is a survey of literary genres: short stories, essays, memoirs/biographies, poetry, dramatic works and novels. Furthermore, students will build upon their grammatical and vocabulary lexicons and oral presentation skills to build their communication skills in individual and group activities.

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<b>1120 English 9</b>	<b>L/2</b>	<b>9</b>	<b>5 Credits</b>
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Emphasis in this course is given to the basic units of communication - the sentence and the paragraph. The course is a survey of the various literary genres: the short story, the essay, the poem, the dramatic work, and the novel. Furthermore, students will build upon their grammatical and vocabulary lexicons and oral presentation skills to build their communication skills in individual and group activities.

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<b>1130 English 9 Language and Reading</b>	<b>L/3</b>	<b>9</b>	<b>5 Credits</b>
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In this course the English 9 program is modified to meet the needs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary, to promote good literacy habits, to deepen literary appreciation through assigned readings of the various genres, and to effectively communicate. Enrollment is limited.

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<b>6151 General English 9</b>	<b>L/4</b>	<b>9</b>	<b>5 Credits</b>
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In this course the English 9 program is modified to meet the needs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary, to promote good literacy habits, to deepen literary appreciation through assigned readings of the various genres, and to effectively communicate. Enrollment is limited.

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<b>1210 English 10 Honors</b>	<b>L/1</b>	<b>10</b>	<b>5 Credits</b>
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*Prerequisites: English 9 Honors or English 9 with teacher recommendation*

This accelerated English program is offered for the academically motivated student who demonstrates a keen interest in English. The literature program in the second year emphasizes the development of American literature from its earliest days to the present. Therefore, students will be required to read several significant, full-length works by American authors, and analyze the foundational and legal documents that helped establish our country. Students will be expected to engage in independent projects beyond regular course requirements. Students will continue to refine their grammatical and vocabulary lexicons and build upon their writing and test taking skills.

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<b>1220 English 10</b>	<b>L/2</b>	<b>10</b>	<b>5 Credits</b>
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The literature program in the second year emphasizes the development of American literature from its earliest days to the present. Communication skills will include reinforcement of sentence and paragraph

structures and the conventions of English usage. Frequent writing assignments are included to increase student proficiency with the forms of composition.

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<b>1230 English 10 Language and Reading</b>	<b>L/3</b>	<b>10</b>	<b>5 Credits</b>
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In this course the English 10 program is modified to meet the needs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary, to promote good literacy habits, to deepen literary appreciation through assigned readings in American literature, and to effectively communicate. Enrollment is limited.

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<b>6152 General English 10</b>	<b>L/4</b>	<b>10</b>	<b>5 Credits</b>
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In this course the English 10 program is modified to meet the IEPs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary, to promote good literacy habits, to deepen literary appreciation through assigned readings in American literature, and to effectively communicate. Enrollment is limited.

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<b>1350 *Advanced Placement English Language and Composition</b>	<b>L/AP</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisites: Concurrently enrolled in English 11 Honors or English 12 Honors, teacher recommendation, >=A- in English 10 honors, >=780 PARCC score, >=1300 Renaissance score*

The Advanced Placement English Language and Composition is the high school's most sophisticated writing course and is taught as an extension of St. Peter's College. Students will read, model and expand upon a variety of rhetorical forms while advancing their writing skills. This course is strongly recommended for students taking Advanced Placement English Literature. All students enrolled can take the Advanced Placement Test in May.

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<b>1310 English 11 Honors</b>	<b>L/1</b>	<b>11</b>	<b>5 Credits</b>
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*Prerequisites: English 10 Honors or English 10 with teacher recommendation*

This accelerated English program is offered for the academically motivated student who demonstrates a keen interest in English. Using the regular English 11 curriculum as a base, students are expected to develop strong literary, historical and philosophical connections between the readings and contemporary events. Students will be expected to critically analyze numerous classic pieces of British literature of varying length. Furthermore, it is expected that students will be able to write and speak critically and effectively as they immerse themselves in the literature and prepare for standardized tests.

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<b>1320 English 11</b>	<b>L/2</b>	<b>11</b>	<b>5 Credits</b>
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Literature in the third year concentrates on the development of literature through a focus on British authors from *Beowulf* to the present. Coursework will emphasize further vocabulary and grammatical structures as well as prepare students for standardized tests.

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<b>1330 English 11 Language and Reading</b>	<b>L/3</b>	<b>11</b>	<b>5 Credits</b>
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In this course the English 11 program is modified to meet the needs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary and grammar, to promote good literacy habits, to deepen literary appreciation through assigned readings in British literature, and to effectively communicate. Students will also extensively prepare for standardized tests given in the junior year.

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<b>6153 General English 11</b>	<b>L/4</b>	<b>11</b>	<b>5 Credits</b>
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In this course the English 11 program is modified to meet the IEPs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary and grammar, to promote good literacy habits, to deepen literary appreciation through assigned readings in British literature, and to effectively communicate. Students will also extensively prepare for standardized tests given in the junior year.

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<b>1450 *Advanced Placement English Literature and Composition</b>	<b>L/AP</b>	<b>12</b>	<b>5 Credits</b>
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*Prerequisites: Teacher recommendation, >=A- in English 11 Honors, PARCC English 11 >=780 score, Renaissance Reading >=1300*

The Advanced Placement English literature course, the most advanced of the English curriculum, is one of a two-part program reserved only for sophisticated English students. The course is taught as an extension of St. Peter's College and includes extensive reading and intensive, varied composing experiences for the student who has already demonstrated above-average talent and interest in English. All students enrolled may take the Advanced Placement Test in English Literature and Composition in May.

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<b>1420 English 12</b>	<b>L/2</b>	<b>12</b>	<b>5 Credits</b>
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Maturity of communication skills will be emphasized in the final course of the high school sequence. This course is an introduction to significant themes and modes of modern Western literature will constitute the literary study. Students will explore the depth and breadth of the human condition through various classic literary works of varying length. Frequent formal writing assignments will serve to reinforce previously acquired communication arts and to prepare students for college-level skills in language arts.

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<b>1430 English 12 Language and Reading</b>	<b>L/3</b>	<b>12</b>	<b>5 Credits</b>
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In this course the regular English 12 program is modified to meet the needs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary and grammar, to promote good literacy habits, to deepen literary appreciation through assigned readings in contemporary literature, and to effectively communicate. There will be a focus on preparing the student for life in the post-secondary workplace or educational environment. Enrollment is limited.

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<b>6154 General English 12</b>	<b>L/4</b>	<b>12</b>	<b>5 Credits</b>
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In this course the regular English 12 program is modified to meet the IEPs of the students enrolled. Emphasis is placed on the language arts skills needed to build vocabulary and grammar, to promote good literacy habits, to deepen literary appreciation through assigned readings in contemporary literature, and to effectively communicate. There will be a focus on preparing the student for life in the post-secondary workplace or educational environment. Enrollment is limited.

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<b>1538 Etymology, Mythology, and "Shakespeare-ology"</b>	<b>L/1</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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This course will focus on the etymological roots of the English language in order to assist students in deciphering the meaning of advanced vocabulary. It is designed to enhance students' test taking strategies and vocabulary. In conjunction with the study of language, students will get an overview of world mythology that helped in the development of the English language. Students will participate in the study of myths: their nature, their universal themes, functions, symbolism and uses; their cultural contexts, artistic expressions, and influence on contemporary life and language. Finally, students will apply their knowledge of language and myths to analyze selected works of Shakespeare (not covered in the regular English curricula) on a deeper level.

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<b>1520 Understanding Film</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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This introduction to film appreciation is aimed at helping students become critical viewers. Students will learn the techniques and processes of filmmaking and gain a historical perspective through insights into classic films and recent releases.

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<b>1720 Journalism/Desktop Publishing</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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The course will integrate the academic study of journalism with a hands-on, practical approach to desktop publishing with advanced, industry-standard layout and design software. Students will first learn journalistic theory and the fundamentals of writing copy for all types of print publications. Using Adobe InDesign enables students to incorporate graphics and text into professionally laid out pages.

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<b>1541 Banned Books: A Study of Censorship</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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The objective of this course is to investigate the issue of censorship from multiple perspectives. In the process, students will have the opportunity to reflect upon their own values and their thoughts about the role of literature in shaping them. Students will analyze debates for and against censorship, and will study a section of historically banned and/or challenged books alongside other media that either comments on, embraces, or reflects viewpoints about censorship.

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<b>1523 Public Speaking</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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This course explores and develops creative skills in self-expression and provides opportunities to perform poetry, prose, and drama. In addition, the course also introduces the arts of formal speech making and debate.

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<b>1539 Drama</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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Drama I introduces students to the basics of theater. Practical dramatic experiences will allow them to gain an appreciation of the art form. Students will learn to communicate through voice and body as they study improvisation, acting techniques, and characterization. Students will have the opportunity to perform individually and in groups. They will also create, write, direct and perform original scenes. Drama students will learn specialized vocabulary, theatre history, read various plays, and assess the role of the arts in their lives.

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<b>1131 English as a Second Language</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Language Assessment

This course is a multi-leveled ESL class that introduces and develops students' understanding of structures and vocabulary of the English language. Class activities are designed to develop grade appropriate communication skills. These skills include: listening, speaking, reading, writing, pronunciation, vocabulary, and linguistic skills through a content-based and multi-cultural curriculum. Students work towards expanding oral and written comprehensibility. Students work towards meeting all grade level requirements to be considered fluent in all content area classes.

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<b>1132 English for ELLs</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Language Assessment

This course is a sheltered Language Arts Literacy class for ESL students. The course prepares students for academic success in grade appropriate Language Arts classes. Class activities are designed to develop grade appropriate Language Arts skills. Students gain insights into literature through appropriate leveled texts. Students work towards expanding writing skills from complete sentences through complex essays and research papers. Students work towards meeting all grade level requirements to be considered fluent in all content area classes.

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<b>1539 Drama</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>2.5/5 Credits</b>
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Drama I introduces students to the basics of theater. Practical dramatic experiences will allow them to gain an appreciation of the art form. Students will learn to communicate through voice and body as they study improvisation, acting techniques, and characterization. Students will have the opportunity to perform individually and in groups. They will also create, write, direct and perform original scenes. Drama students will learn specialized vocabulary, theatre history, read various plays, and assess the role of the arts in their lives.

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<b>General Center Program</b>	<b>L/4</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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The Special Education Department offers Resource Center Programs in social studies, English, math and science. A student is enrolled in a Resource Center through an Individual Education Program developed by the CST Team and guidance counselor. *Course Numbers: English: 6140, Math: 6340, Social Studies: 6240, Science: 6441, Writing: 6141, Adaptive PE: 6940*



## Film and Media

<b>1721 Video Production I</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
<i>Video Production I</i> is a hands-on course in which students, working in groups, progress through a series of introductory camera and editing exercises. The focus will be on the effective use of video equipment.			
<b>1722 Video Production II</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
<i>Prerequisite:</i> Video I			
In Video Production II, students will hone the skills developed in the first part of this course. Students will produce an original long form video production taped on location.			
<b>1820 Editing</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
<i>Prerequisite:</i> Video Production I			
Basic knowledge and skills of audio and video editing will be presented and explored. Students will understand how messages are reconstructed through the selective ordering of images and sound.			
<b>1723 Advanced Filmmaking</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
<i>Prerequisites:</i> Video Production I			
This course is an advanced class that builds on all previously learned production skills. Emphasis is placed on direction and production. Students refine their writing, shooting, directing and editing abilities. Importance is placed on using program proposals, scripts and storyboards to produce refined, professional productions.			
<b>1821 Broadcast Live</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
<i>Prerequisite:</i> Video Production I			
This course focuses on the practical, hands-on application of broadcast production. Students will write, produce, manage and promote a daily, on-air, student-produced news program.			
<b>1910 Media Academy Internship</b>	<b>L/2</b>	<b>12</b>	<b>5 Credits</b>
<i>Prerequisite:</i> Teacher Recommendation, Department Supervisor Approval, Application			
Students will be placed into appropriate internship experiences to utilize the skills they have acquired in the classroom in real-world situations. The Academy application is located on Page 49			

# Family & Consumer Science Department

The various courses offered by the Family & Consumer Science department prepare students for homemaking or professional careers, or to assist in preparing to fulfill real-life responsibilities after high school.

The courses we offer span various disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics, human development, as well as textiles and apparel design. They relate to individuals and families living in society throughout their lifespan, thus dealing not only with home life but also with interrelationships in their communities. Our students can utilize the skills they learn in each course to become successful members of their current and future families, community, and the work force.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>7620 Fashion Design I</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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Fashion Design I is a basic clothing construction and fashion appreciation course where students are introduced to the safe and proper use of a sewing machine, pattern alteration and interpretation, wardrobe planning, and textiles and clothing care. Selected projects may vary according to student's abilities. The history of fashion and popular designers will be explored. Students will have the opportunity to showcase their garments in the Annual Spring Fashion Show.

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<b>7720 Fashion Design II</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Fashion Design I

Fashion Design II is a course designed to expose students to more advanced concepts in clothing construction as well as fashion history. This course is for students who want to further their knowledge of basic sewing skills so that more complicated garments can be constructed. Students will have the opportunity to showcase their garments in the Annual Spring Fashion Show.

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<b>7721 Fashion Design III</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Fashion Design II

Fashion Design III is a more sophisticated course in creative sewing and design. Areas to be explored are advanced sewing techniques and the use of more complicated machines and equipment. At this level, fashion students will be expected to produce garments using more complex patterns (such as Vogue) and learn the technical skills not taught in previous fashion courses. Careers in the fashion industry will be explored. Students will have the opportunity to showcase their garments in the Annual Spring Fashion Show.

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<b>7810 Fashion Design IV</b>	<b>L/1</b>	<b>12</b>	<b>5 Credits</b>
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*Prerequisite:* Fashion Design III

This advanced course is designed for students wishing to pursue a career in the fashion industry. Students will study fashion illustration, the next step in fashion design, and produce their own garments. They will be exploring various careers in the textile industry, learning about the jobs available in design, production, merchandising and promotions. Students will have the opportunity to showcase their garments in the Annual Spring Fashion Show.

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<b>7820 Child Development I</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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This course provides students with an understanding of the various stages of human growth and development, beginning at the prenatal period and continuing throughout the kindergarten years. Curricular emphasis is on the high school student acting as a pre-k teacher. The students will learn various theories of teaching, as well as recognize physical, intellectual and social-emotional growth in preschool aged children. This knowledge will then be applied to creating viable lesson plans for pre-k classes and, ultimately, teaching young children under the direction and advisement of both the pre-k and child development teachers. In addition, students will develop observation techniques to assess the progress of their pre-k students.

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<b>7623 Culinary Arts I</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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This class is designed to introduce students to the culinary arts profession. The course will begin with a unit on food safety with a special focus on the dangers of food allergies. Students will also be introduced to the skills needed for menu planning, recipe use, measuring/conversions, organizing for efficiency, kitchen sanitation, and culinary lab procedures. Emphasis will be given to the development of basic competencies as related to the discipline, including: menus and recipes, standardization and kitchen procedures as well as the principles of cooking eggs, grains and pasta, poultry, meats and general baking.

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<b>7626 Culinary Arts II: World Cooking</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite: >= B in Culinary Arts 1 and Teacher Recommendation*

This course is designed to explore more complicated recipes from around the globe. An introduction will focus on reviewing kitchen safety and equipment, and principles of cooking and baking. Students will explore the various cuisines and cooking techniques from around the world including the United States, Canada, Northern Europe, the Mediterranean, Asia, and Latin America. Students will prepare a variety of popular dishes including soups, appetizers, main courses and baked goods. Student will research cuisines and a popular chef from a selected country.

# Fine Arts

All students possess a particular level of creativity. The faculty of the Fine and Performing Arts department feel that this creative power is also a personal treasure to be discovered, refined, retained, and incorporated into the student's personality. Students will be encouraged to think and to communicate creatively in various creative and academic projects and writing assignments. The subjects, although artistic and abstract in nature, will provide an invaluable skill set that serves all other disciplines.

The Fine Arts Program is centered on self-expression and exposure to the arts. It affords all students, the opportunity to experiment with their creativity and experience a sense of achievement through visual expression and also develop the appropriate skills leading to employment. A student will subsequently develop the self-awareness necessary to make decisions and to choose a career.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

<b>8120 Art I</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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Major areas of creativity: drawing, painting, two dimensional design and sculpture will be covered. Work will include experiencing painting, graphic design, lettering, portrait drawing, figure drawing, art history, floor plans, plaster sculpture, collage, cartooning, perspective drawing, landscape drawing and mural painting. Students will be required to do a research project based on a particular artist and keep a journal/notebook.

<b>8220 Art II</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Art I or teacher recommendation with a portfolio.

This is an elaboration of the skills taught in Art I. The course concerns itself with drawing and design. The areas of drawing to be explored are realism, scratchboard, contour, gesture, figure drawing, pen, and ink, poem drawing and watercolor. Abstract creations using letters, numbers, fashion designs and audio visual presentations provide multiple opportunities in search for new forms and patterns. Students will be required to copy the works of two fine masters from different periods and keep a journal/notebook. Students will be encouraged to think and to write creatively.

<b>8121 Digital Photography</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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This is an intensive study of photographic techniques. Students learn the basics of photography: composition, light, chemistry and historical importance. Use of digital cameras and photo-manipulation software will be taught. Students are expected to keep a sketchbook/portfolio for evaluation and are expected to be part of a group discussion to help develop their creative interpretation. A summative presentation of a student created PowerPoint based on influential artists is also a requirement. DSLR (digital) cameras are encouraged. A flash drive is required.

<b>8221 Advanced Digital Photography</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* A minimum of a B+ in Digital Photography, a Photography Portfolio, and teacher recommendation

Advanced students will build on their skills and style in photography. Use of digital cameras and photo-manipulation software (Photoshop) will be used to build upon students prior knowledge of Photoshop. Students are expected to keep a sketchbook/portfolio for evaluation and are expected to be part of a group discussion to help develop their creative interpretation. Studio work will become increasingly student-directed as they build on their skills and subject preferences. A portfolio will be developed for evaluation. A DSLR (digital) camera and a flash drive are required.

<b>8223 Creative Expressions in Art I</b>	<b>L/2</b>	<b>9,10,11, 12</b>	<b>5 Credits</b>
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This is an interdisciplinary course that uses art to have the student's imagination discover literary, mathematic, scientific, historical and psychological ideas. This course requires students to collaborate to think critically and to write imaginatively and creatively.

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<b>8233 Creative Expressions in Art II</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Creative Expressions in Art I

This course is designed to strengthen the thinking skills and visionary skills developed in the first level course. By linking art to the other disciplines students will combine their analytical thinking skills with their creative (imaginative) thinking skills. At this level students will be asked to see art works as metaphors for living creative lives. Students will be encouraged to understand that their lives are the living masterpieces they get the opportunity to make or unmake every day. Through writing the students' experiences will make them aware of their identity as citizens of the world who must develop new understandings regarding their responsibilities politically, environmentally, culturally, artistically, socially, and individually.

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<b>8224 Printmaking (Graphic Silk Screening)</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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Art students will be able to reproduce individual art work. Student knowledge of design and color is developed through making and preparing screens. Original designs will be printed on cloth, paper or glass. Selected pieces from the all art classes will be produced in booklet form.

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<b>8225 Computer Graphics I</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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The student will learn to use Adobe *Photoshop*, the industry standard in graphics programs. The program combines the features of drawing, painting, charting, and creating presentations. The student will learn to produce striking visual effects and to integrate them into other programs.

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<b>8226 Computer Graphics II</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* >=B in Computer Graphics I

Students will build on previously learned Adobe *Photoshop* skills. Use of the software will include, but not be limited to: composition, still life and portraits. Students will be applying techniques as used the production of graphics both in print and digital media. Students will be required to create an independent short animation using the software. A portfolio will be created for evaluation.

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<b>8123 Ceramics</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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This course will cover hand building and basic sculpture. The versatility of clay will be explored through pinching, coiling, and slab forming as students create unique works of art from their own designs. Students are required to think critically and see relationships in an aesthetic setting. Students will be required to keep a journal/notebook.

# Mathematics Department

Mathematics plays an integral part in preparing students to function successfully in society. The development of high-order thinking skills enables students to manage and achieve their career and personal goals. To adapt to and plan for the future in which our students will be living, the Mathematics Department utilizes a variety of lessons integrating the use of modern tools such as: interactive whiteboards, computers, and graphing calculators in order to enhance instruction for experimentation and to simplify tedious computations. Students of mathematics will be instructed in logic, critical thinking and test taking skills to enhance their overall learning experience.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>3120 Algebra I</b>	<b>L/2</b>	<b>9, 10</b>	<b>5 Credits</b>
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This course will provide a conceptual understanding of the properties and operations of real numbers with emphasis on ratio, rates, and proportion. Numerical expressions containing exponents and radicals as well as operations with polynomial expressions will be covered. Other topics include: equations, the rectangular coordinate system, elementary functions, and applications. The course employs inductive and deductive approaches in the development of content and will stress problem solving and sequential reasoning. The student gains an understanding of key concepts and proficiency in various processes, which are necessary for future study in mathematics courses and in many other fields of study.

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<b>3130 Algebra I Concepts</b>	<b>L/3</b>	<b>9, 10, 11</b>	<b>5 Credits</b>
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This course is similar to Algebra I, but contains inductive and deductive approaches to develop the basic algebraic operations. Topics include: integers and operations, solving linear equations and inequalities, polynomials, graphing, factoring and word problems that will make connections to real life problems.

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<b>6341 General Algebra 1</b>	<b>L/4</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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This course is similar to Algebra I, but contains inductive and deductive approaches to develop the basic algebraic operations for students that require additional assistance in mathematics. Topics include: integers and operations, solving linear equations and inequalities, polynomials, graphing, factoring and word problems that will make connections to real life problems.

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<b>3110 Geometry Honors</b>	<b>L/1</b>	<b>9, 10</b>	<b>5 Credits</b>
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*Prerequisite:* Algebra I Honors and Teacher recommendation

This course uses a more rigorous approach to the standard Geometry class and is for disciplined students who show a demonstrated interest and a talent in the topic. Starting from a few postulates, as Euclid did, the student develops a body of interesting geometric results. Students are expected to do proofs, as well as critique the proofs offered by other students. Topics to be covered include deductive and inductive reasoning, parallel lines and planes, congruence, quadrilaterals, similarity, circles, construction, area of plane figures, right triangles, surface areas and volumes of solids and coordinate geometry.)

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<b>3220 Geometry</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Algebra I

Course topics include: the undefined terms, basic definitions, postulates and theorems, angles, parallel and perpendicular lines, congruent triangles and their applications, similar polygons, right triangles, circles, areas of polygons and circles, areas and volumes of solids, the coordinate plane, distance and midpoint formulas, slope of a line, parallel and perpendicular lines in the coordinate plane, the equation of a line, and mathematical modeling. Throughout the course, students are asked to do proofs and to apply geometric facts and reasoning to problem solving. Transformations, including reflections, translations, rotations and symmetry may also be included.

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<b>6330 Geometry Concepts</b>	<b>L/3</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Algebra I Concepts or Algebra I

This course is similar to Geometry but more time is allotted to explore basic concepts and to practice geometry skills. Success in this course will enable students to continue their study of mathematics by taking Algebra 2 Concepts.

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<b>6340 General Geometry</b>	<b>L/4</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* General Algebra 1

This course is similar to Geometry but more time is allotted to explore basic concepts and to practice geometry skills for students with IEPs. Success in this course will enable students to continue their study of mathematics by taking General Algebra II.

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<b>3210 Algebra II/Trigonometry Honors</b>	<b>L/1</b>	<b>10, 11</b>	<b>5 Credits</b>
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*Prerequisite:* Geometry Honors and Teacher recommendation

This course uses a more rigorous approach to the standard Algebra II/Trigonometry class and is for disciplined students who show a demonstrated interest and a talent in the topic. Coursework emphasizes four dimensions of understanding: skill in carrying out various algorithms, developing and using mathematical properties and relationships, applying mathematics in realistic situations and representing or picturing mathematical concepts. A variety of topics are studied, including: equations, linear and quadratic functions, systems of equations, conics, polynomials, logarithms, matrices, complex numbers, sequences and series, and the binomial theorem. Reading and problem solving are emphasized throughout. The graphing calculator is used for instruction. Considerable emphasis is placed on independent student work.)

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<b>3320 Algebra II/Trigonometry</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisites:* Algebra I and Geometry

The aim of this course is to provide some insight into the nature of mathematical thought as well as to prepare the students to perform certain manipulates with facility. Knowledge of the number system is extended to include complex numbers. Coursework includes: the function concept and the linear function, quadratic functions and quadratic equations, systems of equations in two and three variables, exponents and logarithms, sequences and series, and the binomial theorem. Problems involving data analysis and mathematical modeling are included. Throughout the course, students are asked to apply skills and concepts to problem solve. Graphing calculators will be used as part of instruction.

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<b>3330 Algebra II Concepts</b>	<b>L/3</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Algebra II/Algebra I Concepts and Geometry/Geometry Concepts

This course is a study of Algebra II in addition to basic skills and concepts. Topics are approached so that the student may continue studying advanced algebraic topics and receive additional tools that will allow the student to experience success on the mathematics portion of the HSPA and SATs. The coursework will include a focus on how to interpret and respond to questions that require critical thinking and a well-constructed responses.

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<b>6343 General Algebra 2</b>	<b>L/4</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* General Geometry

This course is a study of Algebra II in addition to basic skills and concepts as required in the student's IEP. Topics are approached so that the student may continue studying advanced algebraic topics and receive additional tools that will allow the student to experience success on the mathematics portion of the HSPA and SATs. The coursework will include a focus on how to interpret and respond to questions that require critical thinking and a well-constructed responses.

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<b>3420 Introduction to College Algebra</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Algebra II/Trigonometry or Algebra II Concepts and Teacher recommendation.

This course will further develop the fundamental algebra skills and problem-solving techniques that serve as the core for most college math courses. An emphasis will be placed on applications of topics learned in prior mathematics courses as well as topics in statistics and discrete mathematics. Students will also gain practice in developing and analyzing mathematical models of real-world problems.

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<b>3310 Pre-Calculus Honors</b>	<b>L/1</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Algebra II/Trigonometry Honors and Teacher recommendation

This course includes an intensive study of the theory and applications of trigonometric functions, polar coordinates, two and three-dimensional vectors, including parametric equations, matrices, advanced algebra topics, and data analysis. The course emphasizes applications, problem solving, reasoning, and communication. The graphing calculator is frequently used as part of instruction. Integrating calculus concepts such as limits and derivatives throughout the course will prepare the students for a course in calculus.

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<b>3321 Pre-Calculus</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Algebra II/Trigonometry and Teacher recommendation

This course includes the study of the theory and application of trigonometric functions and such topics as polar coordinates, vectors, permutations, combinations, probability, polynomial functions, determinants, matrices, data analysis, descriptive statistics and limits. Graphing calculators are frequently used as part of instruction.

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<b>3322 Intro to Probability and Statistics</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>2.5 Credits</b>
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*Prerequisite:* Algebra I and Geometry

In this course students will have the opportunity to explore a large range of topics with an emphasis on “real world” applications. Students will be exposed to topics such as: organizing data, averages and variation, elementary probability theory, random variables and probability distributions, and normal distributions. Students will regularly apply the tools of technology including the graphing calculator and will be challenged through critical thinking exercises and participate in various group and individual activities that will enhance their mathematical reasoning ability and communication skills.

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<b>3453 *Advanced Placement Calculus BC</b>	<b>L/AP</b>	<b>11, 12</b>	<b>10 Credits</b>
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*Prerequisites:*  $\geq 88$  in Pre-calculus Honors or  $\geq 85$  in the Pre-Calculus Summer Course, Renaissance Math  $\geq 1300$ , PARCC Algebra II  $\geq 770$ , and Pre-Calculus Teacher Recommendation

This course is equivalent to a two-semester, college-level calculus class and will include: length of a plane curve, areas of a surface of revolution, work, fluid pressure and force, hyperbolic functions, improper integrals, sequences and series, convergence tests, the comparison test, conditional convergence, power series, Taylor and MacLaurin series, applications of Taylor series, and differentiation and integration of power series. The computer and/or graphing calculator are used as part of instruction. All students enrolled may take the AP Test in May.

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<b>3454 *Advanced Placement Calculus AB</b>	<b>L/AP</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisites:*  $\geq 91$  in Pre-Calculus or  $\geq 85$  in Pre-Calculus Summer Course, Renaissance Math  $\geq 1300$ , PARCC Algebra II  $\geq 770$ , and Pre-Calculus Teacher Recommendation

This course is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. The computer and/or graphing calculator are used as part of instruction. All students enrolled may take the AP Test in May. The AP application is located on Page 49.

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<b>3452 *Advanced Placement Statistics</b>	<b>L/AP</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite: >=88 in Pre-Calculus or >=85 in Pre-Calculus Summer Course, Renaissance Math >=1300, PARCC Algebra II >=750, and Pre-Calculus Teacher Recommendation*

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to the following topics: exploring data, observing patterns, planning a study, deciding what and how to measure, anticipating patterns, producing models using probability and simulation, statistical inference and confirming statistical models. All students enrolled may take the AP Test in May.

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<b>3411 Applied Engineering</b>	<b>L/1</b>	<b>12</b>	<b>5 Credits</b>
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*Prerequisite:* Pre-Calculus Honors, Teacher Recommendation and Department Supervisor approval.

The objective of the Applied Engineering course is to equip the students with the basic understanding of force vectors and their operations, force equilibrium, stresses and strains of a body when the body is subjected to external loads. The subjects covered in this course provide essential technical basis for the analysis and design of civil structures. This course covers the basic topics of mechanics of materials. The principal topics are force vectors, equilibrium of rigid body, stress and strain, mechanical properties of materials, analysis and design of structural members subjected to tension, compression, torsion, bending and shear, and the transformation of stress (strain) components.

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<b>3455 *Calculus III</b>	<b>L/AP</b>	<b>12</b>	<b>5 Credits</b>
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*Prerequisites:* AP Calculus BC

In this course students will apply previously developed skills learned in AP Calculus BC to learn Multivariable Calculus and Vectors. Vectors, Partial Derivatives, Multiple Integrals and Vector Fields will be covered to prepare students for further study in technological disciplines and more advanced mathematics courses. Students will also be exposed to relevant applications in science and engineering to illustrate the utility of learning these topics. Students will use mathematical software, in problem solving, to allow the solution of more complex problems and provide visualization of the mathematical concepts in three dimensions. This course will prepare students for further study in technological disciplines and more advanced mathematics courses as well as illustrate the utility of learning Multivariable Calculus to solve problems in engineering and the sciences.

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<b>3456 *AP Computer Science Principles (w/ Pre-Calculus Honors)</b>	<b>L/AP</b>	<b>10</b>	<b>5 Credits</b>
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*Prerequisites:* Algebra II Honors

This is an advanced placement course in Computer Science and the curriculum is determined by the College Board. The course introduces students to computer science with fundamental topics that include problem solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Additionally, all of the core topics from advanced honors precalculus will be incorporated as examples to illustrate the principles of programming.

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<b>3457 *AP Computer Science A</b>	<b>L/AP</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisites:* Algebra II

This is an advanced placement course in Computer Science and the curriculum is determined by the College Board. This course introduces students to the central ideas of computer science, including the ideas and practices of computational thinking. The course invites students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking

skills, and engages students in the creative aspects of the field. This course does all this without burdening the students with additional challenges of having to learn a new language. The course is broken up into the Seven Big Ideas of computing; Creativity, Abstraction, Data and Information, Algorithms, Programming, the Internet, and Global Impact. The course focuses on allowing the students to be creative in their problem solving skills. Students are placed within the framework of programming but often not required to have to learn the hard details behind the code. This allows them to more freely express their creative ideas without the burden of syntax. The course gives students the background and required thinking skills which are important in solving algorithms in upper level computer classes.

**General Center Program**

**L/4**

**9, 10, 11, 12**

**5 Credits**

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The Special Education Department offers Resource Center Programs in social studies, english, math and science. A student is enrolled in a Resource Center through an Individual Education Program developed by the CST Team and guidance counselor. *Course Numbers: English: 6140, Math: 6340, Social Studies: 6240, Science: 6441, Writing: 6141, Adaptive PE: 6940*

# Performing Arts

All students possess a particular level of creativity. The faculty of the Fine and Performing Arts department feel that this creative power is also a personal treasure to be discovered, refined, retained, and incorporated into the student's personality. Students will be encouraged to think and to communicate creatively in various creative and academic projects and writing assignments. The subjects, although artistic and abstract in nature, will provide an invaluable skill set that serves all other disciplines.

The Performing Arts program provides more than just a casual contact with music and theatre. The courses offer the interested and inclined students meaningful experiences that are educative and lead to a greater understanding of aesthetics. Music and theatre students learn time management, dedication, practice, expectations of excellence, adherence to individual and group goals, and the value of participating in performing groups. Both Music and Theatre serve as analytical and instructional tools to explore the depths of the human condition. In sum the studies in the Performing Arts are important keystones to a well-rounded and liberal education.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>8620/8720 Concert Chorus I and II</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>2.5/5 Credits</b>
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Concert Chorus is open to students who have a desire to sing in a large ensemble. Various styles of vocal literature are explored and performed. Students in lunch class must follow all school rules and regulations for discipline and attendance qualify for credits. Students who successfully complete two consecutive years of chorus will be eligible to receive honors credit if they continue in chorus for years 3 and 4.

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<b>8810/8910 Honors Chorus III and IV</b>	<b>L/1</b>	<b>11, 12</b>	<b>5 Credits</b>
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Honors Chorus allows students to participate and display their vocal skills on the field and stage. Through the performance of various literature, students develop a broad knowledge of musical styles. Students who enroll in these classes must commit to weekend and after-school performance obligations.

**(8813/8914 2.5 Credits)**

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<b>8621/8721 Concert Band I and II</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>2.5/5 Credits</b>
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The Concert Band is open to all students who have experience playing a musical instrument. Various styles of band literature are explored and performed. Students are expected to devote time to develop their individual skills through daily practice at home or in school. Some after-school and/or night rehearsals may be required prior to a performance. Should band class be scheduled as a Period '0' or Period '9', all school rules regarding attendance and discipline remain in effect. Students who successfully complete two consecutive years of band will be eligible to receive honors credit if they elect to continue in band for years 3 and 4.

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<b>8811/8911 Honors Band III and IV</b>	<b>L/1</b>	<b>11, 12</b>	<b>5 Credits</b>
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Honors Band allows students to participate and display their musical skills on the field and stage. Through the performance of various literature, students develop a broad knowledge of musical styles. Students who enroll in these classes must commit to weekend and after-school performance obligations.

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<b>8851 AP Music Theory</b>	<b>L/AP</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite: Students should have acquired at least basic performance skills in voice or on an instrument. Teacher recommendation.*

AP Music Theory is a college-level music course designed to develop a student's ability to recognize, understand, communicate and compose within the basic materials and processes of The Common Practice Era. The achievement of these goals will be approached through instruction in music history (context), vocabulary development, ear training (sight singing and dictation,) notational skills, part-writing, formal analysis, composition and exposure to a wide variety of music literature. The student's ability to read and write musical notation is fundamental to success in this course. It should also be assumed that the student has

acquired at least basic performance skills through formal study of voice or other musical instrument. Enrollment in a performance ensemble is not a requirement, although it is recommended.

# Physical Education Department

Physical education is an integral part of the total educational process. The program is designed to provide a variety of kinesthetic activities that will address needs, interests, and abilities of the individual students involved.

Physical education consists of team sports, group activities, dual sports, leisure time activities, leadership exercises, and fitness activities. To carry on such a program, student participation must be regular and often, thereby allowing the necessary time for neuromuscular and organic development as well as interpretive skills. Furthermore, students will be instructed in health and hygiene, driver education and the biological processes involved in the life cycle.

Please note that Physical Education grades are NOT calculated into a student's grade point average and, therefore, will not impact class rank.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>Physical Education</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>3.75 Credits</b>
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This program consists of instruction and exposure to all team and individual lifetime sports that will have carry-over value after a student graduates. Also, included are calisthenics, rhythmic activities and self-testing activities. The emphasis is to provide an environment of meaningful physical activity, which will foster the necessary ingredients for all physical development. All activities will be co-educational.

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<b>9121 9th Grade Health Seminar</b>	<b>L/2</b>	<b>9</b>	<b>1.25 Credits</b>
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An introduction to family life education and comprehensive cardiopulmonary resuscitation (CPR) will constitute the main areas of study in this health Seminar. Selected aspects of first aid including the Heimlich maneuver will also be taught.

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<b>9221 10th Grade Driver Education Theory and Training</b>	<b>L/2</b>	<b>10</b>	<b>1.25 Credits</b>
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Driver's Education Theory blends the principles of learning and traffic safety. The course comprises a program for development of the driver-citizen and comprises of 30 hours of classroom instruction.

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<b>9321 11th Grade Health Seminar</b>	<b>L/2</b>	<b>11</b>	<b>1.25 Credits</b>
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This seminar will deal primarily with family life and human sexuality. It will promote an informed acceptance of one's own sexuality and that of others through a thorough examination of the material on the subject. The student will recognize sexuality as a basic part of life.

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<b>9421 12th Grade Health Seminar</b>	<b>L/2</b>	<b>12</b>	<b>1.25 Credits</b>
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The topics in this seminar will educate the student in the wise selection of health services, physicians and other practitioners, hospitals, health products, and health payment plans. The students will also be given the opportunity to research and discuss areas of concern to them as future citizens in our society.

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<b>General Center Program</b>	<b>L/4</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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The Special Education Department offers Resource Center Programs in social studies, English, math and science. A student is enrolled in a Resource Center through an Individual Education Program developed by the CST Team and guidance counselor. **Course Numbers: English: 6140, Math: 6340, Social Studies: 6240, Science: 6441, Writing: 6141, Adaptive PE: 6940**

# Physical Education Opt-Out Program

Athletes condition themselves for many hours during their sports' seasons to perform at peak levels. Therefore, all students who are involved in a school-sponsored, extracurricular sport or physical activity may be exempt from Physical Education classes during the marking period in which they are involved in that sport or activity.

All students will receive a letter grade that will be calculated in the GPA. Any student opting out of PE must be an athlete competing in a high school sport or after school athletic activity and approved by the assistant principal and principal. They will receive a Pass (P), which will not be calculated in the GPA. This P will not alter GPA negatively or positively. The students will receive credit for Physical Education class. Physical Education will be given 1.25 credit for each marking period the student participates in the Physical Education class.

If athletes quit or are dismissed from their teams or activities before the end of their sports' seasons, the coaches will immediately inform the Athletic Director. Student will then return to Physical Education class the next school day.

If athletes have less than 20 days remaining in the marking period when they return to physical education, they will receive AE on their report cards. If they return more than 20 days left in the marking period when they return to Physical Education, they will receive a letter grade for the course. The only time students can rescind exemptions is during the first two weeks of a new marking period.

All students will take the appropriate Health or Drivers' Education courses during the marking periods those classes run. Physical Education opt outs are only permitted during marking periods when a student is scheduled to have Physical Education. Schedules will not be adjusted to accommodate a physical education opt-out.

# Science Department

Science is the systematic and organized inquiry into the natural world and its phenomena. It involves the acquisition of knowledge and the acquirement of a deeper and often useful consideration of the world as we know it. In its study, students will ultimately be able to obtain an understanding of facts and generalizations upon which to base their thinking, in addition to an ability to locate and assess information that is, at times beyond the limits of general comprehension. In essence, our science program strives for students to develop the habits of scientific thinking through inquisitiveness, careful observation, and analysis of data through mastery and continued use of various scientific methods.

Beginning with the Freshmen in the 2016-2017 school year, the department will be transitioning to a 'Physics First' course progression developed by the Progressive Science Initiative (PSI) of New Jersey's Center for Teaching and Learning. For more information, please refer to <https://www.njctl.org/courses/science/>.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>6450</b>	<b>General PSI Physics</b>	<b>L/4</b>	<b>9</b>	<b>5 Credits</b>
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*Corequisite: General Algebra I or equivalent*

PSI Physics Concepts is an introductory, Algebra I based science course designed by the New Jersey Center for Teaching and Learning ([www.NJCTL.org](http://www.NJCTL.org)) as part of the "Progressive Science Initiative". This course is comprised of the following topics: mechanics, electricity and magnetism, simple harmonic motion, waves, vectors in one dimension, light and the bohr model of the hydrogen atom. Students will be involved in problem-solving activities on an individual, small group and large group basis in virtually every class. Topics will be taught at a pace that is suitable for the class based on the student's IEP. Hands-on laboratory procedures will highlight the covered scientific topics.

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<b>4131</b>	<b>PSI Physics Concepts</b>	<b>L/3</b>	<b>9</b>	<b>5 Credits</b>
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*Corequisite: Algebra I or equivalent*

PSI Physics Concepts is an introductory, Algebra I based science course designed by the New Jersey Center for Teaching and Learning ([www.NJCTL.org](http://www.NJCTL.org)) as part of the "Progressive Science Initiative". This course is comprised of the following topics: mechanics, electricity and magnetism, simple harmonic motion, waves, vectors in one dimension, light and the bohr model of the hydrogen atom. Students will be involved in problem-solving activities on an individual, small group and large group basis in virtually every class. Topics will be taught at a pace that is suitable for the class. Hands-on laboratory procedures will highlight the covered scientific topics.

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<b>4121</b>	<b>PSI Physics*</b>	<b>L/2</b>	<b>9</b>	<b>5 Credits</b>
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*Corequisite: Algebra I or equivalent*

PSI Physics is an introductory, Algebra I based science course designed by the New Jersey Center for Teaching and Learning ([www.NJCTL.org](http://www.NJCTL.org)) as part of the "Progressive Science Initiative". This course is comprised of Mechanics, Electricity and Magnetism, Simple Harmonic Motion, Waves, Vectors (one-dimensional), Light and the Bohr model of the Hydrogen atom. Students will be involved in problem-solving activities on an individual, small group and large group basis in virtually every class. Some topics will be taught at an accelerated pace. Hands-on laboratory procedures will highlight the covered scientific topics.

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<b>6460</b>	<b>General PSI Chemistry</b>	<b>L/4</b>	<b>10, 11</b>	<b>5 Credits</b>
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*Prerequisite: General Algebra 1 and General PSI Physics or equivalent*

General PSI Chemistry is a introductory chemistry course designed by the New Jersey Center for Teaching and Learning ([www.NJCTL.org](http://www.NJCTL.org)) as part of the “Progressive Science Initiative”. This course is comprised of the following topics: atomic structure, models of the atom and the periodic table, periodic trends, ionic bonding and ionic compounds, covalent bonding and molecular compounds, moles and the periodic table, chemical reactions, gases, liquids and solids, intermolecular forces, thermochemistry and thermodynamics, solutions, chemical kinetics, acid-base equilibrium, oxidation-reduction reactions, in addition to properties of water and organic chemistry. Students will be involved in problem-solving activities on an individual, small group and large group basis in virtually every class. Student support will be provided as necessary. Hands-on laboratory procedures will highlight the covered scientific topics.

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<b>4330</b>	<b>PSI Chemistry Concepts</b>	<b>L/3</b>	<b>10, 11</b>	<b>5 Credits</b>
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*Prerequisite: Algebra I Concepts and PSI Physics Concepts*

PSI Chemistry Concepts is an essential chemistry course designed by the New Jersey Center for Teaching and Learning ([www.NJCTL.org](http://www.NJCTL.org)) as part of the “Progressive Science Initiative”. This course is comprised of the following topics: atomic structure, models of the atom and the periodic table, periodic trends, ionic bonding and ionic compounds, covalent bonding and molecular compounds, moles and the periodic table, chemical reactions, gases, liquids and solids, intermolecular forces, thermochemistry and thermodynamics, solutions, chemical kinetics, acid-base equilibrium, oxidation-reduction reactions, in addition to properties of water and organic chemistry. Students will be involved in problem-solving activities on an individual, small group and large group basis in virtually every class. Student support will be provided as necessary. Hands-on laboratory procedures will highlight the covered scientific topics.

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<b>4320</b>	<b>PSI Chemistry</b>	<b>L/2</b>	<b>10, 11</b>	<b>5 Credits</b>
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*Prerequisite: Algebra 1 and PSI Physics*

PSI Chemistry Honors is a comprehensive chemistry course designed by the New Jersey Center for Teaching and Learning ([www.NJCTL.org](http://www.NJCTL.org)) as part of the “Progressive Science Initiative”. This course is comprised of the following topics: atomic structure, models of the atom and the periodic table, periodic trends, ionic bonding and ionic compounds, covalent bonding and molecular compounds, moles and the periodic table, chemical reactions, gases, liquids and solids, intermolecular forces, thermochemistry and thermodynamics, solutions, chemical kinetics, acid-base equilibrium, oxidation-reduction reactions, in addition to properties of water and organic chemistry. Students will be involved in problem-solving activities on an individual, small group and large group basis in virtually every class. Hands-on laboratory procedures will highlight the covered scientific topics.

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<b>4310</b>	<b>PSI Chemistry Honors</b>	<b>L/1</b>	<b>9, 11</b>	<b>5 Credits</b>
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*Prerequisite: Algebra I, PSI Physics (or equivalent)*

PSI Chemistry Honors is a comprehensive chemistry course designed by the New Jersey Center for Teaching and Learning ([www.NJCTL.org](http://www.NJCTL.org)) as part of the “Progressive Science Initiative”. This course is comprised of the following topics: atomic structure, models of the atom and the periodic table, periodic trends, ionic bonding and ionic compounds, covalent bonding and molecular compounds, moles and the periodic table, chemical reactions, gases, liquids and solids, intermolecular forces, thermochemistry and thermodynamics, solutions, chemical kinetics, acid-base equilibrium, oxidation-reduction reactions, in addition to properties of water and organic chemistry. Students will be involved in problem-solving activities on an individual, small group and large group basis in virtually every class. Some topics will be taught at an accelerated pace. Hands-on laboratory procedures will highlight the covered scientific topics.

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<b>6440</b>	<b>General PSI Biology</b>	<b>L/4</b>	<b>10, 11</b>	<b>5 Credits</b>
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*Prerequisites: General PSI Chemistry or equivalent*

This course is a core science program covering a wide-range of biological concepts at a general level, as required by the student's IEP. This adaptive course will focus on basic and complex biological concepts, including, but not limited to: matter, energy, organization in living systems, diversity, biological evolution, reproduction and heredity, natural systems and interactions, and human interactions and impact. Laboratory activities will reinforce course concepts.

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<b>4230</b>	<b>PSI Biology Concepts</b>	<b>L/3</b>	<b>10, 11</b>	<b>5 Credits</b>
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*Prerequisites: PSI Chemistry Concepts or equivalent*

Essentials of Biology is a core science program covering a wide-range of biological concepts at a fundamental level. This adaptive course will focus on basic and complex biological concepts, including, but not limited to: matter, energy, organization in living systems, diversity, biological evolution, reproduction and heredity, natural systems and interactions, and human interactions and impact. This course is intended to effectively prepare students for the required New Jersey Biology Competency Test, given in May of each school year. Laboratory activities will reinforce course concepts.

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<b>4220</b>	<b>PSI Biology</b>	<b>L/2</b>	<b>11</b>	<b>5 Credits</b>
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*Prerequisite: PSI Chemistry*

Biology is a core science program covering a wide-range of biological concepts. This course will focus on basic and complex biological concepts, including, but not limited to: matter, energy, organization in living systems, diversity, biological evolution, reproduction and heredity, natural systems and interactions, and human interactions and impact. This course is intended to successfully prepare students for the required New Jersey Biology Competency Test, given in May of each school year. Laboratory activities will reinforce course concepts.

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<b>4210</b>	<b>PSI Biology Honors</b>	<b>L/1</b>	<b>10, 11</b>	<b>5 Credits</b>
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*Prerequisites: PSI Chemistry Honors or equivalent*

Biology Honors is an advanced science program covering a wide-range of biological concepts at an accelerated pace. This course will focus on basic and complex biological concepts, including, but not limited to: matter, energy, organization in living systems, diversity, biological evolution, reproduction and heredity, natural systems and interactions, and human interactions and impact. This course is intended to successfully prepare students for the required New Jersey Biology Competency Test, given in May of each school year. Laboratory activities will reinforce course concepts.

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<b>6443</b>	<b>General Environmental Studies</b>	<b>L/4</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisites: General PSI Biology*

Environmental Studies is based on the basic principles of ecology: field work, case studies, and an in-depth coverage of complex environmental issues. Content may be amended according to the student's IEP. The environmental science program is designed to explore issues facing our own environments through surveys of the following units: ecosystems, pollution, climate change, biodiversity, and population studies. Laboratory procedures will contextualize these specific topics.

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<b>4331</b>	<b>Environmental Studies</b>	<b>L/3</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisites: Science 8 or equivalent*

Environmental Studies is based on the basic principles of ecology: field work, case studies, and an in-depth coverage of complex environmental issues. The environmental science program is designed to explore issues facing our own environments through surveys of the following units: ecosystems, pollution, climate change, biodiversity, and population studies. Laboratory procedures will contextualize these specific topics.

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<b>4221 Comparative Anatomy</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite/Corequisite: PSI Biology or equivalent*

Comparative Anatomy is a science elective that continues the study of life science through the comparative study of the organ systems of invertebrate and vertebrate animals. Laboratory activities will involve various dissections and/or interactive exercises to provide the knowledge of structure (anatomy) and function (physiology) of certain organisms. Laboratory experiences are an integral part of the course and will include a large number of dissections meant to contrast the anatomy of lower level animals and the human body.

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<b>4311 Human Anatomy and Physiology</b>	<b>L/1</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisites: PSI Biology and teacher recommendation*

Human Anatomy and Physiology is an honors course designed for students interested in a science and/or health related career. Class content will focus on the detailed studies of human body system structure and function, with a special emphasis on present day technological innovations and career opportunities in the health science field. Laboratory dissection activities and field trips will contextualize concepts learned throughout the semester. **(Academy Code: 4315)**

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<b>4203 Advanced Placement Physics I</b>	<b>L/AP</b>	<b>9 (STEM Academy), 10</b>	<b>5 Credits</b>
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*Prerequisites: >=B+ in Science 8 Honors or >=A in PSI Physics, Renaissance Math >=1300, PARCC Algebra I >=800, and Science teacher recommendation*

AP Physics 1 is the first of a two year sequence that is designed to prepare students to take the AP Physics 2 examination. This course is organized around six big ideas combining together the fundamental science principles and theories of a general physics college course. It begins by integrating the use of trigonometric functions into Algebra-Based Physics topics of mechanics, waves, sound waves and electricity. This allows students to solve problems with vectors that are oriented at arbitrary angles; rather than just parallel or perpendicular to one another.

This course emphasizes problem solving in the context of the principles of physical laws and principles; as well as the ability to apply that knowledge and skill to phenomenon in either an experimental or theoretical setting. Great attention is given to strengthening and reinforcing the natural connections between the sciences and real world. About 25% of instructional time will be spent on hands-on laboratory activities with an emphasis on inquiry-based investigations.

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<b>4204 Advanced Placement Physics II</b>	<b>L/AP</b>	<b>10 (STEM Academy)</b>	<b>5 Credits</b>
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*Prerequisites: >= A- in AP Physics 1, Renaissance Math >=1300, PARCC Algebra 1 >=800, and Physics teacher recommendation*

AP Physics 2 is equivalent to most college-level introductory physics courses with a focus on the following topics: fluid statics and dynamics, thermodynamics, PV diagrams and probability, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, physical and geometric optics, and other topics in modern physics. This course emphasizes problem solving in the context of the principles of physical laws and principles; as well as the ability to apply that knowledge and skill to phenomenon in either an experimental or theoretical setting. Great attention is given to strengthening and reinforcing the natural connections between the sciences and real world. About 25% of instructional time will be spent on hands-on laboratory activities with an emphasis on inquiry-based investigations. Much of the work done in the laboratory will include the gathering of data through low-tech and high-tech (PASCO electronic sensors) lab investigations. That data will be configured by the students using the PASCO software and then analyzed using that software as well as a number of compatible programs, including Word and Excel. Through this process both analytical techniques as well as technological capability will be developed.

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<b>4450 Advanced Placement Biology</b>	<b>L/AP</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisites: >=A- in Biology Honors, Chemistry Honors, and Human Anatomy, Renaissance Math >=1300, PARCC Algebra 2 >=750, and Biology teacher recommendation*

This AP Biology course is designed to be the equivalent of the general biology course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the biology sequence at their institution or to register in courses in other fields where general biology is a prerequisite. This course is structured around the four big ideas articulated in the AP Biology curriculum framework provided by the College Board: Big Idea 1: The process of evolution drives the diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes. Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. Advanced laboratory activities are an integral part of the program and will be assessed regularly throughout the course. All students enrolled will have the option of taking the AP Test in May.

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<b>4452 Advanced Placement Chemistry</b>	<b>L/AP</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* >=A- in PSI Chemistry Honors, Renaissance Math >=1300, PARCC Algebra II >=760, and Science teacher recommendation

This AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board; 1. Structure of Matter, 2. Bonding and Intermolecular Forces, 3. Chemical Reactions, 4. Kinetics, 5. Thermodynamics, and 6. Chemical Equilibrium. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. Laboratory experiences are integrated into the course, emphasizing content covered. All students enrolled may take the AP Test in May.

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<b>4453 Advanced Placement Environmental Science</b>	<b>L/AF</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* PSI Biology, Renaissance Math >=1300, PARCC Algebra II >=760, and Science teacher recommendation

Advanced Placement Environmental Science is considered to be interdisciplinary, combining the basic principles of biology, chemistry, physics, and earth science in order to encompass the scientific processes occurring in the natural world of systems around us. The curriculum is tailored to the guidelines posted by the College Board. Students enrolled will be eligible to take the AP Test in May.

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<b>4455 *Advanced Placement Physics C</b>	<b>L/AP</b>	<b>11, 12</b>	<b>10 Credits</b>
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*Prerequisites:* >=91 in Physics Honors OR AP Physics II, AP Calculus AB or BC, Renaissance Math >=1300, PARCC Algebra II >=760, and Science teacher recommendation

Advanced Placement Physics C is a college-level, calculus-based advanced Physics course typically taken by students with a particular interest in physics. Topics include: scalar and vector quantities of mechanics; rectilinear and circular motion; equilibrium and Newton's laws of motion; work, energy, momentum; the conservation laws; simple dc circuits, the electric field, the magnetic field, electric potential, capacitance relationships between electric and magnetic fields, inductance, and simple ac circuits. A college text will be used to follow a curriculum influenced by College Board standards and optional college credits will be available from St. Peter's College (for a nominal fee). Laboratory experiences are integrated into the course, emphasizing content covered. All students enrolled may take the AP Physics C Test (in two parts) in May.

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<b>General Center Program</b>	<b>L/4</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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The Special Education Department offers Resource Center Programs in social studies, English, math and science. A student is enrolled in a Resource Center through an Individual Education Program developed by the CST Team and guidance counselor. *Course Numbers: English: 6140, Math: 6340, Social Studies: 6240, Science: 6441, Writing: 6141, Adaptive PE: 6940*

# Social Studies Department

Social Studies education has a twofold purpose: to enhance human dignity through learning and to use rational processes as the principal means to attain that end. Human dignity means equal access to the rights and responsibilities of an American citizen. Each person should have the opportunity to know, to choose, and to act. Rational processes refer to any systematic intellectual efforts to apply knowledge. The ultimate power of rational processes is the recognition of each person's opportunity to decide for himself or herself in accord with the evidence available, the values he or she chooses, and the rules he or she follows:

The main concern of Social Studies is human relationships. The ultimate goal of education in the Social Studies is the development of positive socio-civic and personal behavior. Social Studies education will help students to understand themselves and others, to adapt to the dynamic environment, to develop positive attitudes and values, to develop critical thinking, and to develop resourceful and intelligent action. These skills will build upon the academic and social competencies needed for responsible democratic citizenship.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>2110 World Civilization Honors</b>	<b>L/1</b>	<b>9</b>	<b>5 Credits</b>
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*Prerequisite:* Teacher recommendation

The honors course provides the student with an in-depth study of world civilizations. It establishes a background of information for future studies in high school and college. The major civilization and historical periods in the history of mankind will be studied. The major areas are: Renaissance, Reformation, European exploration and expansion, Asia in transition, industrial revolution, Africa and the Americas, the rise of modern nations, revolutions, imperialism and the contemporary world.

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<b>2120 World Civilization</b>	<b>L/2</b>	<b>9</b>	<b>5 Credits</b>
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The study of world civilizations provides a background of information for the student's future high school studies. The major concentration of study will be the rise of civilization, the classical world, Asian and African cultures, the Renaissance, revolutions, imperialism and the contemporary world.

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<b>2130 Survey of World Civilization</b>	<b>L/3</b>	<b>9</b>	<b>5 Credits</b>
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Survey of World History undertakes a focused study of the major periods in the history of mankind. Students will examine the renaissance, Reformation, the rise of modern day European nations, Asia and African cultures, revolutions, imperialism and the contemporary world. Enrollment is limited.

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<b>6241 General World Civilization</b>	<b>L/3</b>	<b>9</b>	<b>5 Credits</b>
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General World Civilization undertakes a focused study of the major periods in the history of mankind. Students will examine the renaissance, Reformation, the rise of modern day European nations, Asia and African cultures, revolutions, imperialism and the contemporary world. Enrollment is limited to students with IEPs.

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<b>2221 United States History I Honors</b>	<b>L/1</b>	<b>10</b>	<b>5 Credits</b>
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*Prerequisite:* World Civilization Honors or World Civilization with teacher recommendation

The honors course provides the student with an in-depth study of United States History I to 1875. A study of the origins and early development of the United States from the discovery of the Western hemisphere to the Reconstruction period will be presented. Students are expected to leave the course with an in-depth knowledge of historical events and concepts, and the ability to effectively interpret primary source historical documents. The course is for students who desire an academic challenge, have an above average history background, and have excellent communication skills.

<b>2220 United States History I</b>	<b>L/2</b>	<b>10</b>	<b>5 Credits</b>
<i>Prerequisite:</i> World Civilization or Survey of World Civilization with teacher recommendation.			
United States History I provides the student with a survey study of United States History to 1875. A study of the origins and early development of the United States from the discovery of the Western hemisphere to the Reconstruction period will be presented.			
<b>2230 America in Action I</b>	<b>L/3</b>	<b>10</b>	<b>5 Credits</b>
<i>Prerequisite:</i> Survey of World Civilization or World Civilization with teacher recommendation			
America in Action I undertakes a focused study of the major periods in the origin and early development of the United States to the period of Reconstruction. Membership in this course is limited.			
<b>6242 General US History I</b>	<b>L/3</b>	<b>10</b>	<b>5 Credits</b>
<i>Prerequisite:</i> General World Civilization			
America in Action I undertakes a focused study of the major periods in the origin and early development of the United States to the period of Reconstruction. Membership in this course is limited to students with IEPs.			
<b>2321 US History II Honors</b>	<b>L/1</b>	<b>11, 12</b>	<b>5 Credits</b>
<i>Prerequisite:</i> Successful completion of United States History I Honors and Teacher recommendation,			
The honors course deals with the post-Reconstruction Period through the present day. Students work with primary source documents and other sources to analyze the historical period. The students work on major research and develop a summative project reflecting a major period of history from various points of view. Emphasis is placed on writing Document Based Questions (DBQs) in preparation for taking the AP Exam held in May. Students are expected to leave the course with an in-depth knowledge of historical events and concepts, and the ability to effectively interpret primary source historical documents. The course is for students who desire an academic challenge, have an above average history background, and have excellent communication skills. Students are required to complete extensive summer projects which will be completed by the first day of the course, and numerous assignments outside of the classroom.			
<b>2320 United States History II</b>	<b>L/2</b>	<b>11</b>	<b>5 Credits</b>
<i>Prerequisite:</i> United States History I or America in Action I with teacher recommendation			
United States History II provides the student with a survey study of United States history from 1875 to the present. A study of the growth of the United States from the aftermath of the War Between the States to the modern day will be presented.			
<b>2330 America in Action II</b>	<b>L/3</b>	<b>11</b>	<b>5 Credits</b>
<i>Prerequisite:</i> America in Action I or United States History I with teacher recommendation			
America in Action II undertakes a focused study of the major periods in the growth of the United States from the aftermath of the War Between the States to modern times. Enrollment is limited.			
<b>6243 General US History II</b>	<b>L/4</b>	<b>11</b>	<b>5 Credits</b>
<i>Prerequisite:</i> General US History I			
America in Action II undertakes a focused study of the major periods in the growth of the United States from the aftermath of the War Between the States to modern times. Enrollment is limited to students with IEPs.			
<b>3538 Facing History and Ourselves</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
<i>Prerequisites:</i> U.S. History II (Honors, Regular or AP)			
Students who elect to take this course will be able to develop critical thinking skills and learn how to make their own judgments. Students will study the dark history of the world and make connections to today. Facing History not only deals with the past, but modern day issues. These issues include, but are not limited to, racism, genocide, sexism, human rights violations and hate crimes. This class also provides student the			

ability to engage in conversation about current events and controversial issues to gain the respect for all cultures.

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<b>2522 Historical Foundation of American Media</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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Historical Foundations of American Media is a course in which students will explore how mass media has played a significant role in shaping American culture as it often mirrors and projects the particular "spirit" of an era. Through this course, students will examine movies, music, television programs, literature, and pop icons from various time periods in order to juxtapose the media's portrayal of that era with the historical events of the time. By reinforcing content knowledge of United States history, and providing lessons in historical cultural awareness, students will be able to use the information learned to exchange ideas within and beyond the learning community as well as instilling the skills needed to be an effective and responsible citizen in a democratic society.

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<b>2533 Comparative Religions &amp; Cultures</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>2.5 Credits</b>
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This course is designed to allow students to examine, understand, and respect the many different prominent religions and unique cultures of the world. It offers an opportunity to explore beliefs and ideas, philosophies and mythologies, rituals and symbols, etc., that shape the cultures and civilizations of the world both in historical perspective and as contemporary phenomena. The course begins with an overview of the development of religion and culture in primal traditions and moves forward to examine Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Zen Buddhism, Shintoism, and the religions of ancient Greece and Rome. The course then examines the three great monotheistic religions of Judaism, Christianity, and Islam and the cultures that practice them.

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<b>2524 History of American Justice</b>	<b>L/2</b>	<b>11, 12</b>	<b>5 Credits</b>
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This course discusses the historical and social aspects of the American Justice System and how it interacts with the other branches of government and the private sector. It is designed to be a general introduction to our country's legal system, which will allow students to gain a greater understanding of their individual rights and liberties. Through primary and secondary textual analysis case studies, listening to guest speakers inside and outside the school, students will examine the role and structure of the government and the responsibilities of various aspects of the judicial system including, but not limited to: the police, the court and the corrections system. Students will also explore the differences between the adult and juvenile systems as well as civil (tort) and criminal law.

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<b>2537 Government Awareness</b>	<b>L/2</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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In this course, students learn to become more equipped, active members of our democracy, engaging firsthand with the current issues affecting Americans both in their local communities and on a state and national level. Students will research issues, discuss and formally debate them, and ultimately learn how to advocate for the issues that they are most passionate about, while practicing the art of negotiation and diplomacy. Leadership is large component of the course, as a great deal of the class' operations will democratically proposed, voted on, and run by student leaders. Students will partake in current issues, education and media literacy, speech and persuasive argumentation, formal writing of resolutions, formal debates, thought-talks, parliamentary procedures, and advocacy projects throughout the year.

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<b>2532 Anthropology</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>2.5 Credits</b>
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Anthropology is a unique discipline that will enhance the students' awareness of multiculturalism. It does this through the implementation of global diversity. The course would allow hands on projects in groups that will create bridges between cultures. Through technology students could travel through united classroom e.g. Skype to visit classrooms around the globe. Historical perspectives will be maintained through readings. Students will get a clear understanding that people around our world maintain their own cultural perspective.

**General Center Program****L/4****9, 10, 11, 12****5 Credits**

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The Special Education Department offers Resource Center Programs in social studies, English, math and science. A student is enrolled in a Resource Center through an Individual Education Program developed by the CST Team and guidance counselor. *Course Numbers: English: 6140, Math: 6340, Social Studies: 6240, Science: 6441, Writing: 6141, Adaptive PE: 6940*

# Special Education Department

Enrollment in Special Education courses is exclusively limited to students who have been identified by the Child Study Team to have learning styles that require individually tailored educational experiences and strategies. These courses are taught by specially trained teachers who administer a modified curriculum intended to prepare students to meet state graduation requirements. Furthermore, Special Education students will be prepared for standardized tests and learn to be productive and successful citizens in the post-secondary world.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>6642 General Life Skills</b>	<b>L/4</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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The focus of this course is to foster the development of important skills needed for independent living. Students who are eligible for special education and related services may elect to enroll in this course which is designed with an emphasis on making the most of one's abilities and enhancing self-reliance and self-confidence. Additionally, reading, writing, and computational skills necessary for the workplace and other post-secondary environments will be integrated into the curriculum. Lesson topics include: workplace readiness skills, habits for wellness, planning for success, responsibility, socialization, and computer and internet skills.

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<b>6643 General Study Skills</b>	<b>L/4</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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This course offers students who are eligible for special education and related services the opportunity to learn effective study habits and strategies such as note-taking, time management and organization skills. The course will foster independent completion of schoolwork and homework, and reinforce concepts learned in academic classes. Students will receive assistance with projects, written assignments and test preparation.

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<b>6641 Multiply Disabled Class</b>	<b>L/4</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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A secondary special education class is available for classified students whose needs warrant intensive small group instruction. Placement in this class is through an Individual Education Program. Enrollment in this class does not preclude enrollment in Resource Centers and/or regular education classes.

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<b>In Class Support/Supplemental Support</b>	<b>9, 10, 11, 12</b>
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The Special Education Department offers in-class support and supplemental support in regular education English, math, social studies, science and world languages when required by the Individual Education Program.

# World Languages Department

World Languages are the most broadening and the most cultural elements of a liberal education. Since the study of a world language is so multi-faceted, it is a “core subject” through which the areas of English, art architecture, music, literature, history, and geography can be correlated. It then truly is a course in civilization and the humanities. Thus, the extensive educational value of world language study is evident by its development of the ability to communicate in another language, as well as its stimulus for growth in the language arts. It further contributes to an enrichment of student’s knowledge of the world they live in and enhances their understanding and appreciation of social and ethnic differences.

**Level Key: L/AP = Advanced Placement, L/1 = Honors, L/2 = College Prep, L/3 = Regular, L/4 = General**

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<b>5121 Italian/5120 Spanish Level I</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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Level 1 language courses introduce the fundamentals of vocabulary and grammar focusing on the development of four basic skills: listening, speaking, reading and writing. Emphasis is placed on active communication aimed at the development of oral and comprehension skills. Various aspects of the cultures are presented. *Note:* A senior may take a Level 1 course after successfully completing two years of another World Language.

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<b>5122 Spanish I for Native Speakers</b>	<b>L/2</b>	<b>9-12</b>	<b>5 Credits</b>
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*Prerequisite:* Placement Test and Interview

Native language learners are those individuals who are proficient in English and who grew up speaking another language at home; they are able to communicate, at some extent, in more than one language. The main purpose of the Spanish for Native Speakers courses is to build upon the language knowledge that students bring to the classroom and advance their proficiency of Spanish for multiple contexts. Special attention is given to building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners understanding of Hispanic cultures in the USA. Taught exclusively in Spanish, this course is designed for heritage or native speakers only.

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<b>5221 Italian/5220 Spanish Level II</b>	<b>L/2</b>	<b>9, 10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Italian I or Spanish I

Students develop greater freedom of expression by broadening their knowledge of vocabulary and grammar. They continue to strengthen the four language skills of speaking, listening comprehension, reading, and writing. They are also broadened through exposure to the historical and cultural contributions of the civilizations.

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<b>5311 Italian/5310 Spanish Level III Honors</b>	<b>L/1</b>	<b>10, 11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Italian II or Spanish II and teacher recommendation

Emphasis is placed on increased speaking and writing ability, mastery of grammatical structures, improved oral comprehension and reading analysis. Cultural insight will be drawn from the reading selections which are in such literary forms as newspapers, cartoons, magazines, poetry, short stories, and excerpts from novels.

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<b>5411 Italian/5410 Spanish Level IV Honors</b>	<b>L/1</b>	<b>11, 12</b>	<b>5 Credits</b>
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*Prerequisite:* Italian III or Spanish III and teacher recommendation

The student will continue to work toward gaining an active command of the language through conversation, oral reports, explanations, criticism, original composition, and a review of grammar. A study of classical literary works will be supplemented by readings from periodicals and books; the cultural content is coordinated within the scope of the work studied.

*Prerequisites: >=91 in Spanish IV, Renaissance Reading >=1200, PARCC English 11 >=750, and Spanish teacher recommendation*

This course includes extensive reading, writing, listening and speaking experiences for the student who has already demonstrated above average knowledge and interest in Spanish. This course emphasizes the use of the Spanish language for active communication; which includes oral skills, reading comprehension, grammar and composition. Students enrolled in this course are expected to complete significant, sustained independent work. Students are may take the Advanced Placement Exam in May.

## Other Programs and Services

### Special Services/Child Study Team

Secaucus High School offers many valuable resources through its Special Services Department including a school psychologist, a social worker, a speech therapist, and a learning disabilities teacher/consultant. The need to call on the special services of this Child Study Team is determined within the school by conferences with counselors and principal, and later with parents.

Students with Individual Education Plans (IEPs) are overseen by a case manager from the Child Study Team. Case managers are an integral part in the planning of a student's educational program.

### Intervention and Referral Services (I&RS)

The Intervention and Referral Services (I&RS) committee, which is comprised of teachers, guidance counselors, Child Study Team members and administrators, is designed to assist students who are experiencing learning, behavioral or physical health difficulties that are affecting their academic or social performance. Students may be recommended to this committee by parents, teachers, guidance counselors or administrators.

# Secaucus High School Academy Application

Please select one:

\_\_\_\_\_ **Science, Technology Engineering and Mathematics (STEM) Academy**

\_\_\_\_\_ **Media and Communications Academy**

## Applicant Information

First Name	Last Name	School	Date	Grade
Address		City	State	Zip
Home Phone Number	Student Alternate Phone Number	Parent Emergency Phone Number		

Name of Teacher Reference: \_\_\_\_\_

## Prior Related Experience (e.g., summer employment, community work, clubs)

From	To	Role/Job Title	Duties	
Organization or Business Name		Contact Reference Name	Contact Phone Number	
From	To	Role/Job Title	Duties	
Organization or Business Name		Contact Reference Name	Contact Phone Number	

Please explain why you would like to participate in the academy of your choice:

Applicant's Name: \_\_\_\_\_

\_\_\_\_\_ **Science, Technology Engineering  
and Mathematics (STEM) Academy**

\_\_\_\_\_ **Media and Communications Academy**

**Signature Section:**

- I/We verify the information on this application is true and accurate.
- I/We have read, understand and agree with the requirements, and understand that all policy and rules for the District of Secaucus remain in effect and apply to any volunteer or other work.
- I/We understand that any application requires the student to attend either group or individual interview and seminar time after school.

Student Printed Name	Student Signature	Date
Parent/Guardian Printed Name	Parent/Guardian Signature	Date

**Name of Student:** \_\_\_\_\_

**Teacher Recommendation**

The following student has applied for acceptance into one of the following Academies of Secaucus High School:

\_\_\_\_\_ **Science, Technology Engineering  
and Mathematics (STEM) Academy**

\_\_\_\_\_ **Media and Communications Academy**

**Please comment on this student's work ethic, level of respect for others and dependability.**

**Name of Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Rating:** \_\_\_\_\_ (1=Excellent, 2=Good, 3=Fair)

**Comments:**

**Teacher Signature:** \_\_\_\_\_

*Please return this form as soon as possible to the Guidance Department. Thank you for your time.*