

Haddonfield Memorial High School

2011-'12

Program of Studies

REQUIRED SUBJECTS FOR GRADUATION

ALL STUDENTS MUST REGISTER FOR AT LEAST 6 COURSES PER SEMESTER.

All students must meet the following graduation requirements:*

English	4 Years	22 credits
Career Education or Consumer, Family & Life Skills or Vocational –Technical Education	1 Year	5 credits
Visual or Performing Arts	1 year	5 credits
Physical Education	4 years	12 credits
Health Education	4 years	4.5 credits
Mathematics	3 years	15 credits
Science**	3 years	15 credits
U.S. History	2 years	10 credits
Global Issues	1 year	5 credits
Economics/Personal Finance***	½ year	2.5 credits
World Language	1 year	5 credits
Electives		11.5 credits
Total Credits Required for Graduation		110 credits

*New Graduation Requirements beginning with the Class of 2013 require students to complete a minimum of 120 credits. This will increase the credits of electives to 21.5.

** New Graduation Requirements for the Class of 2013 - Three years of science, including one biology and one physical science and a third laboratory/inquiry-based science (17 credits)

*** New Graduation Requirement for the Class of 2014.

REQUIRED TESTS FOR GRADUATION

All students are required to pass all segments of the New Jersey High School Proficiency Assessment prior to graduation.

EARLY GRADUATION

Students may graduate upon completion of their junior year if they have satisfied the following requirements:

- Four years of English (22 credits)
- One year of World Civilizations (5 credits)
- Two years of United States History (10 credits)
- Three years of Mathematics (15 credits)
- Three years of Science, including one Biology and one Physical Science (18 credits)
 - New Graduation Requirements for the Class of 2013 - Three years of science, including one biology and one physical science and a third laboratory/inquiry-based science (17 credits)
- Physical Education, Health for each year in high school (12.25 credits)
- One year of Visual or Performing Arts (5 credits)
- One year of Career Education or Consumer, Family and Life Skills, or Vocational Technical Education (5 credits)
- A passing score on all segments of the New Jersey High School Proficiency Assessment
- One semester of economics/personal finance (2.5credits)
- A minimum of 120 credits, including the requirements listed above
- An 85 cumulative average at the end of the fifth semester

- Favorable recommendations from the student's academic teachers and counselor
- Approval of the principal

It is imperative that students who wish to graduate early begin to plan as they enter high school.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

The New Jersey Board of Education has required that all school districts adopt eligibility requirements for all students who wish to participate in athletic and extracurricular activities.

The Haddonfield Board of Education has adopted the following policy:

A. NJSIAA Credit Requirements:

1. To be eligible for extracurricular activities during the first semester of the 10th grade or higher, a student must have passed 27.5 credits during the preceding academic year. (The provision shall not apply to incoming 9th-graders.)
2. To be eligible for extracurricular activities which begin during the second semester, a student must have passed the equivalent of 13.75 credits at the close of the first semester. Full-year courses shall be equated to semester courses to determine credits passed during the preceding semester.

New Requirements for the Class of 2014

1. To be eligible for extracurricular activities during the first semester of the 10th grade or higher, a student must have passed 30 credits during the preceding academic year. (The provision shall not apply to incoming 9th-graders.)
2. To be eligible for extracurricular activities which begin during the second semester, a student must have passed the equivalent of 15 credits at the close of the first semester. Full-year courses shall be equated to semester courses to determine credits passed during the preceding semester.

B. HMHS Scholastic Achievement Requirements:

1. In order to retain eligibility, a student must maintain a scholastic average of 77 (C) during each of the four marking periods.
2. A student will be declared ineligible if he or she receives two or more grades below 70 during any marking period regardless of his/her total scholastic average.
3. A student may have eligibility reinstated by raising his/her scholastic average during the next reporting period to 77 while passing all but one course.

C. Student Behavior Requirements:

1. The principal may deny eligibility to any student who has exhibited either chronic or serious misbehavior.

A student who has earned fewer than 27.5* credits by June will be ineligible until the end of the **first semester** unless he/she attends summer school and earns enough credits to reach the 27.5* credit requirement prior to September.

*30 credits for the Class of 2014

INDEPENDENT STUDY

The Independent Study Program provides juniors and seniors and some highly motivated sophomores of Haddonfield Memorial High School with opportunities for self-directed learning. Objectives of the Independent Study Program are as follows:

- Realization of joy of learning
- Promotion of self-direction
- Stimulation of creative thinking
- Utilization of instructional resources available in the school and community
- Greater individualization of instruction
- Encouragement of study of topics beyond classroom instruction

Students must complete an application for this program early in the school year to permit faculty review. Graduation credits are granted for successful work and entered on the official transcript. Independent Study credit will only be granted for courses not offered in the curriculum.

ADVANCED PLACEMENT

Many students are interested in pursuing Advance Placement study for college credit. Advanced Placement testing is offered by the College Board. Students need to complete a recommendation form in order to be considered for enrollment in any AP course.

COLLEGE ENTRANCE REQUIREMENTS

Admission requirements of colleges vary greatly. Counselors are familiar with current college admissions requirements and are available to confer with students.

In general, students who expect to pursue liberal arts programs in college should take at least two years of the same world language in high school in addition to the required high school curriculum. Those students who expect to pursue scientific or technical programs in college should take science and mathematics each year of high school and at least two years of world language, in addition to the required high school curriculum.

Most colleges require sixteen units of satisfactory high school work, which usually includes a minimum of:

English.....4 years

Mathematics.....2 years (in some cases, 3 to 4 years)

World Language.....2 years (in some cases, 3 to 4 years)

Science.....2 years (in some cases chemistry, physics, biology)

History.....3 years

As early as possible, college-bound students are encouraged to select the schools to which they are interested in applying and work closely with their school counselors throughout the selection and application process.

Many factors are considered in the evaluation of applicants for college admission. High school grades, standardized test scores, participation in school activities, and faculty recommendations are among the factors considered by college admission offices in order to fairly evaluate the application.

Representatives from various colleges and universities visit Haddonfield Memorial High School throughout the school year. Juniors and seniors are encouraged to meet with these representatives in order to learn more about schools in which they are interested.

PROCEDURE FOR COMPUTING WEIGHTED GRADE POINT AVERAGE

- Determine the *Weighted Grade* for a course by
 - Adding 8 additional points to the final grade in an accelerated course
 - Adding 12 additional points to the final grade in an Advanced Placement or Drexel course
 - N.B. – All other courses use the final grade as the *Weighted Grade*
 - Determine the *Quality Points* for each course by multiplying the *Weighted Grade* by the number of credits for a course
 - Use the sum of the *Quality Points* for all eligible courses to determine the *Total Quality Points*
 - Divide the *Total Quality Points* by the number of credits attempted
- The unweighted grades will be reported on transcripts and report cards.

2011-2012 COURSE OFFERINGS

ART	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Art Survey	X		X	X	X	X	4-5	2.5
Exploration of Two-Dimensional Media	X		X	X	X	X	4-5	2.5
Exploration of Three-Dimensional Media	X		X	X	X	X	4-5	2.5
Metals & Jewelry	X		X	X	X	X	4-5	2.5
Ceramics	X			X	X	X	4-5	2.5
Art History	X			X	X	X	5	2.5
Art Major		X		X	X	X	5	5.0
AP Art Studio (*)		X			X	X	7	7.0

BUSINESS	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Entrepreneurial Technology	X		X	X	X	X	5	2.5
Pre-College Marketing	X		X	X	X	X	5	2.5
Sales and Advertising	X		X	X	X	X	5	2.5
Career Internship	X					X	10	5.0
Managing Personal Finance	X		X	X	X	X	5	2.5

COOPERATIVE EDUCATION	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Cooperative Marketing I		X			X	X	15	15
Cooperative Marketing II		X			X	X	15	15

ENGLISH	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Techniques of Writing	X		X				5	2.5
English 9 (**)		X	X				6	6.0
English 9 CP		X	X				5	5.0
English 9 Accelerated (*)		X	X				6	6.0
English 10 (**)		X		X			6	6.0
English 10 CP		X		X			6	6.0
English 10 Accelerated (*)		X		X			6	6.0
English 11 (**)		X			X		5	5.0
English 11 CP		X			X		5	5.0
English 11 Accelerated (*)		X			X		5	5.0
English 12 (**)		X				X	5	5.0
English 12 CP		X				X	5	5.0
Shakespeare	X					X	5	2.5
Greek Drama	X					X	5	2.5
Contemporary Novels	X					X	5	2.5
Women's Literature	X					X	5	2.5
AP English (*)		X				X	5	5.0
AP Composition (*)		X				X	5	5.0
Introduction to Journalism	X			X	X	X	5	2.5
Yearbook		X	X	X	X	X	5	5

(*) Weighted Course

(+) Does not satisfy graduation requirements in given subject area

(**) Learning Center

VISUAL & PERFORMING ARTS ELECTIVES	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Acting I	X		X	X	X	X	4-5	2.5
Acting II	X		X	X	X	X	4-5	2.5
Composing Poetry	X		X	X	X	X	4-5	2.5
Film as Art	X				X	X	5	2.5
Public Speaking	X		X	X	X	X	4-5	2.5

FAMILY CONSUMER SCIENCE	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Foods & Nutrition I	X		X	X	X	X	4-5	2.5
Foods & Nutrition II	X		X	X	X	X	4-5	2.5
American and International Cuisine	X		X	X	X	X	4-5	2.5

INDUSTRIAL TECHNOLOGY	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Robotics/Microcomputers I	X		X	X	X	X	4-5	2.5
Robotics/Microcomputers II	X		X	X	X	X	4-5	2.5
C++ Programming Language	X		X	X	X	X	4-5	2.5
Game Design	X		X	X	X	X	4-5	2.5
Web Design	X		X	X	X	X	4-5	2.5
Web Design II	X		X	X	X	X	4-5	2.5
Digital Photography	X		X	X	X	X	4-5	2.5
Digital Photography II	X		X	X	X	X	4-5	2.5
Video Production	X		X	X	X	X	4-5	2.5
Video Production II	X		X	X	X	X	4-5	2.5

MATHEMATICS	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Mathematics 9 (**)		X	X				5	5.0
Mathematics 10 (**)		X		X			5	5.0
Mathematics 11 (**)		X			X		5	5.0
Mathematics 12 (**)		X				X	5	5.0
Algebra I		X	X				5	5.0
Advanced Algebra II		X	X	X	X		5	5.0
Accelerated Geometry (*)		X	X	X			5	5.0
Discovering Geometry		X		X			5	5.0
Advanced Geometry		X	X	X			5	5.0
Accelerated Probability, Statistics & Trigonometry(*)		X		X	X		5	5.0
Algebra II		X	X	X	X		5	5.0
Advanced Probability, Statistics & Trigonometry		X		X	X	X	5	5.0
Accelerated Precalculus (*)		X			X	X	5	5.0
Functions, Statistics & Trigonometry		X			X	X	5	5.0
Trigonometry & Introduction to Precalculus		X				X	5	5.0
Advanced Precalculus		X			X	X	5	5.0
Calculus(*)		X				X	5	5.0
AP Calculus AB (*)		X				X	5	5.0
AP Calculus BC (*)		X				X	5	5.0
AP Statistics(*)		X				X	5	5.0

(*) Weighted Course

(**) Learning Center

MUSIC	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Band		X	X	X	X	X	1-5	1-5
Concert Choir		X	X	X	X	X	1-5	1-5
Chamber Choir		X	X	X	X	X	1	1.0
Orchestra		X	X	X	X	X	1-3	1-3
Music Theory	X		X	X	X	X	5	2.5
Music Recording and Engineering	X		X	X	X	X	4-5	2.5
AP Music Theory(*)		X		X	X	X	5	5.0
Select String Ensemble- 2 mornings.7:15-7:45a.m.		X	X	X	X	X	2	2.0

PHYSICAL EDUCATION	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Senior Health Ed (Quarterly Course)						X	5	1.25
Junior Health Ed (Quarterly Course)					X		5	1.25
Safety Education (Quarterly Course)				X			4	1.0
Freshman Health (Quarterly Course)			X				4	1.0
Physical Education		X	X	X	X	X	4	3.0
Dance 1	X		X	X	X	X	4-5	2.5
Dance 2		X		X	X	X	5	5.0
Dance Improvisation	X		X	X	X	X	4-5	2.5
Social, Cultural, and Ballroom Dance Forms	X		X	X	X	X	4-5	2.5
Modern Partnering and Inversion Dance	X			X	X	X	4-5	2.5
Dance Performance Workshop	X			X	X	X	4-5	2.5
Movement Architecture: Becoming a Dance Maker	X			X	X	X	4-5	2.5

SCIENCE	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Survey of Biology (**)		X	X				6	6.0
CP Biology		X	X				6	6.0
Accelerated Biology (*)		X	X				7	7.0
Chemistry (**)		X		X			6	6.0
CP Chemistry		X		X			6	6.0
Accelerated Chemistry (*)		X		X			7	7.0
Principles of Physics		X			X	X	6	6.0
CP Physics		X			X	X	6	6.0
Accelerated Physics (*)		X			X	X	7	7.0
CP Environmental Science		X			X	X	6	6.0
AP Environmental Science (*)		X		X	X	X	7	7.0
AP Physics (*)		X			X	X	7	7.0
AP Biology (*)		X		X	X	X	7	7.0
AP Chemistry (*)		X			X	X	7	7.0
CP Exercise Physiology	X			X	X	X	5	2.5
CP Human Physiology	X			X	X	X	5	2.5
CP Genetics	X			X	X	X	5	2.5
CP Astronomy	X			X	X	X	5	2.5
CP Forensics	X			X	X	X	6	3
CP Marine Science	X				X	X	5	2.5

(*) Weighted Course

(+) Does not satisfy graduation in given subject area

(**) Learning Center

SOCIAL STUDIES	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Global Issues(**)		X	X				5	5.0
CP Global Issues		X	X				5	5.0
Accelerated Global Issues (*)		X	X				5	5.0
U.S. History I (**)		X		X	X		5	5.0
U.S. History I CP		X		X			5	5.0
U.S. History I Accelerated (*)		X		X			5	5.0
U.S. History II (**)		X		X	X		5	5.0
U.S. History II CP		X			X		5	5.0
AP U.S. History II (*)		X			X		5	5.0
AP European History (*) (+) (+++)		X			X	X	5	5.0
AP U.S. Government & Politics (*) (+)		X				X	5	5.0
AP World History (*) (+) (+++)		X			X	X	5	5.0
Sports, Values, and Society (+) (+++)	X				X	X	5	2.5
Race, Class and Gender (+) (+++)	X				X	X	5	2.5
Holocaust and Genocide (+)	X				X	X	5	2.5
Economics (+)	X				X	X	5	2.5
Introduction to Psychology (+) (+++)	X				X	X	5	2.5
Introduction to Sociology (+) (+++)	X				X	X	5	2.5
Criminal Law (+) (+++)	X				X	X	5	2.5
Constitutional Law (+) (+++)	X				X	X	5	2.5
Vietnam (+)	X				X	X	5	2.5
21 st -Century World (+) (+++)	X				X	X	5	2.5

STUDY/VOCATIONAL SKILLS	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Study Skills(**)		X	X	X	X	X	1-4	1-4
Skills for Independent Living (**)		X	X	X	X	X	5	5.0
Vocational Skills/Career Development(**)		X	X	X	X	X	5	5.0
Community Encounter (**)		X	X	X	X	X	5	5.0

WORLD LANGUAGES	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
French I		X	X	X	X	X	5	5.0
French II		X	X	X	X	X	5	5.0
French III		X		X	X	X	5	5.0
French IV		X			X	X	5	5.0
AP French (*)		X			X	X	5	5.0
German I		X	X	X	X	X	5	5.0
German II		X	X	X	X	X	5	5.0
German III		X		X	X	X	5	5.0
German IV		X			X	X	5	5.0
AP German (*)		X			X	X	5	5.0
Latin I		X	X	X	X	X	5	5.0
Latin II		X	X	X	X	X	5	5.0
Advanced Latin		X			X	X	5	5.0
Spanish I		X	X	X	X	X	5	5.0

Spanish II		X	X	X	X	X	5	5.0
Spanish III		X		X	X	X	5	5.0
Spanish IV		X			X	X	5	5.0
AP Spanish (*)		X			X	X	5	5.0

(*) **Weighted Courses**

(**) **Learning Center**

(+) **Does not satisfy graduation requirements in given subject area**

(+++) **Course offered alternating years.**

COURSE DESCRIPTIONS

ART

Introductory Courses

Courses described below meet four to five times per week for one semester and earn 2.5 credits. **Art Survey is a prerequisite to all courses.** In addition, each course consists of art history presented in the form of lectures, slides, films, and visual aids.

ART SURVEY (*Grades 9, 10, 11, 12*) – This course is designed to introduce all students to a variety of art materials, methods and techniques. Media may include pencil, charcoal, water color, acrylic paint, and clay. *Semester, 2.5 credits.*

EXPLORATION OF TWO-DIMENSIONAL MEDIA (*Grades 9, 10, 11, 12*) – Projects will be presented which explore traditional approaches in drawing, printmaking and painting. In addition, new and advanced computer art techniques will be introduced. A formal program designed to teach the fundamentals of these new materials and approaches is combined with a more diversified program featuring a studio-like atmosphere. Students who excel in this course and express a desire to do so may be placed in Art Major the following year. *Prerequisite: Art Survey, Semester, 2.5 credits.*

EXPLORATION OF THREE-DIMENSIONAL MEDIA (*Grades 9, 10, 11, 12*) – This course will concentrate on the development and production of three-dimensional objects in the form of sculpture and models. Media will include but not be limited to clay, plaster and wood. Experiences are offered to teach the fundamentals of working with these materials. Students who excel in this course and express a desire to do so may be placed in Art Major the following year. *Prerequisite: Art Survey, Semester, 2.5 credits.*

METALS & JEWELRY (*Grades 9, 10, 11, 12*) – Working with a variety of metals and wire, students will learn techniques of jewelry making to create rings, bracelets, necklaces, pins, and pendants. Skills taught include soldering, filing, hammering, drilling, forming, and polishing. *Prerequisite: Art Survey, Semester, 2.5 credits.*

CERAMICS (*Grades 10, 11, 12*) – This is a studio art course designed for the exploration of traditional ceramic techniques such as wheel throwing, hand building, coil, and slab construction. Students will also learn and be expected to practice the process of creative art making:

1. Answer the question, invent, and solve the problem
2. Write an explanation
3. Sketch the plan or ideas, fabricate the final piece, display and discuss the final product. *Prerequisite: Art Survey, Semester, 2.5 credits.*

ART HISTORY (*Grades 10, 11, 12*) – This course is a survey of western art history with strong emphasis on its relationship to civilization and its cultural context from Prehistory through the Modern period. Students will acquire a visual vocabulary of historical art styles. A museum visit will be arranged during the semester. Students will also learn to analyze artworks with identifying stylistic characteristics. *Semester, 2.5 credits.*

Advanced Courses

ART MAJOR (*Grades 10, 11, 12*) – This course is designed to advance the skills and creativity of the serious art student. Students enrolled in this course will find a mix of formal instruction and informal studio time. The variety of art forms may include: drawing, painting, sculpture, graphics and illustration. Students will select projects related to these areas and complete a required amount of work. *Prerequisites: Art Survey, Two-Dimensional Media and one of the following: Three-Dimensional Media, Metals & Jewelry, or Ceramics; Full year, 5 credits*

ADVANCED PLACEMENT STUDIO ART (*Grades 11, 12*) – Second year art majors may be given the option of participating in the Advanced Placement Studio Art Course. This program is designed for the highly motivated student interested in the serious in-depth study and practice of art. **Advanced Placement programs take the place of a college introductory art course.** A portfolio of the individual's works selected from projects done during the course may be evaluated at the end of the year by a group of artists and teachers. *Prerequisite: Art Major, Full year, 7 credits, weighted class.*

BUSINESS

ENTREPRENEURIAL TECHNOLOGY (*Grades 9, 10, 11, 12*) – This course focuses on developing 21st-century business and technology skills. Students will create their own “personal web space” containing their financial, career, school, and personal portfolios. Technologies include Adobe Dreamweaver and Photoshop, QuickBooks as well as advanced functions in Microsoft Word, Excel, and PowerPoint. Topics include global economic awareness, business and personal financial management, presentation skills, and career and college planning. *Semester, 2.5 credits.*

MANAGING PERSONAL FINANCES (*Grades 9, 10, 11, 12*) – This course is a hands-on course that emphasizes choices and decision-making skills necessary for survival in the constantly changing world of finance. Challenging monetary decisions facing the college student and young adult will be addressed through the use of banking, budget and investment simulations and software applications. The student will develop a deep understanding of how the Stock Market works and effective techniques for choosing stock. The “Using not Abusing” credit concept will help prepare students for starting out on their own. *Semester, 2.5 credits.*

PRE-COLLEGE MARKETING (*Grades 9, 10, 11, 12*) – This course will provide the students with a background in the functions of marketing. The course is specifically designed to assist students who plan to major in marketing in college and pursue a career in the corporate world. Students will be introduced to the four basic principles of marketing (the 4 P’s of marketing): product, price, promotion, and place. The functions of marketing will be covered. Emphasis will be placed on the management decision-making process used in distribution. *Semester, 2.5 credits.*

SALES AND ADVERTISING (*Grades 9, 10, 11, 12*) – This course will provide students with a background in the creative functions of marketing. The course is specifically designed to assist students who plan to major in marketing in college and pursue a career in the corporate world. The students will apply the four basic principles of marketing (the 4 P’s of marketing) to a target market. The promotional mix will be designed for various situations. Students will get “hands-on” experience in developing advertisements through various media. The prerequisite of Pre-College Marketing is recommended although not required. *Semester, 2.5 credits.*

COOPERATIVE MARKETING EDUCATION I (*Grades 11, 12*) – This course is a program for 11th- and 12th-grade students interested in gaining marketable skills in a supervised work experience setting. It teaches students logically and systematically about the world of marketing while motivating them to develop the necessary skills to enter the field of sales and marketing and to move ahead. Students may work in a number of occupational areas: Fashion Merchandising, Food Service, Banking, Food Marketing, General Retail Merchandising and Advertising. The skills of resume development and interviewing will be addressed. Students planning on careers in business would benefit from this course. *Full year, 15 credits.*

COOPERATIVE MARKETING EDUCATION II (*Grade 12*) – This course is a program for 12th-grade students interested in developing advanced career skills in a supervised work setting. The content will include: human relations, communications and operational skills needed for job advancement and success. *Full year, 15 credits.*

ENGLISH

Preface: Students learn best when they are able to make connections. Courses in the English Department always connect reading and writing and a student's experience and prior knowledge. These courses represent education for the 21st century.

The objectives of the English program are developed with the following four strands: reading, writing, listening, and speaking.

ENGLISH 9 – This course is offered on two levels: English 9 CP and Accelerated English 9. The two courses differ in degree of difficulty, concentration, and work required, but not in basic content or skills taught. Accelerated English 9 is weighted.

English 9 is an introduction to the Haddonfield Memorial High School language arts program as well as the reading and writing needs across the academic disciplines. Students read and respond to selected literature which introduces them to prototypes in all genres. Some of the literature read during the year includes *The Odyssey*, *Romeo and Juliet*, *To Kill a Mockingbird*, and *Hiroshima*. Writing opportunities help students develop an individual repertoire of language arts skills. Students write essays based on readings related to cultures studied in social studies to understand and value diverse cultures. *Full year, CP English 9 – 5 credits; Accelerated English 9 – 6 credits.*

TECHNIQUES OF WRITING – This semester-long course is designed to help students improve their writing and language arts skills, especially those in expository writing. To accomplish this, the focus of the course is on the process of writing. As the course is directed to meeting the needs of individual students, grading is based on a student's effort and improvement, as well as on the quality of the student's writing. Students will also participate in frequent self-assessment of changes in their writing and their attitudes toward writing. *Semester, required for 9th CP English students, 2.5 credits.*

ENGLISH 10 – This course is offered on two levels: English 10 CP and Accelerated English 10. The two courses differ in degree of difficulty, concentration, and work required, but not in content or skills taught. Accelerated English 10 is weighted.

English 10 explores a variety of American literary forms. Building on skills developed in English 9, this course focuses on more sophisticated reading and analytic writing skills with importance placed on individual perspective. The literature read during the year includes *The Adventures of Huckleberry Finn*, *Catcher in the Rye*, *Death of a Salesman*, and *The Great Gatsby*. *Full year, 6 credits.*

ENGLISH 11 – This course is offered on two levels: English 11 CP and Accelerated English 11. The two courses differ in degree of difficulty, concentration and work required, but not in content or skills taught. Accelerated English 11 is weighted.

English 11 provides a survey of great British literature from *Beowulf* to contemporary works. Major authors studied include Chaucer, Shakespeare, Swift, Austen, Wilde, Bronte, Hardy, the Romantic Poets, Orwell, and Golding. Students experiment with strategies for reading, responding, and composing based on literature, the background of the times, and their own personal experience. They explore the critical thinking strategies of analysis, synthesis, and evaluation. *Full year, 5 credits.*

ENGLISH 12 – This course provides a survey of great world literature, contemporary as well as classic, and includes works by Voltaire, Ibsen, Shakespeare (*Hamlet*), Cisneros, Esquivel, Kafka, Hesse, Kincaid, Camus, and Morrison. Students will be expected to analyze literature with sophistication and appreciation. English 12 culminates with the Senior Project, which includes a variety of interdisciplinary readings, interviews, and written assignments that students share both in a formal paper and a final exhibition before a panel of faculty/community members. *Full year, 5 credits.*

CONTEMPORARY NOVELS (Grade 12) – The course will examine contemporary novels along with basic literary theories. The first part of the class will be dedicated to group study of teacher-chosen novels. In the second part of the class, students will create their own course of study using lists of current fiction best sellers of literary merit and a teacher-provided lists of other novels of note. Ideally, the course will periodically employ a "book club" format of discussion in order to provide students with a model of what literacy looks like outside a formal classroom

setting. Students will take turns holding responsibility for planning and facilitating these discussions. *Semester, Academic elective; 2.5 credits.*

GREEK DRAMA (Grade 12) –This literature and discussion course is devoted to the major works of Greek Drama. Selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes will be studied with particular attention being paid to staging, Athenian politics, and the modern interpretations of the text. *Semester, Academic elective, 2.5 credits.*

SHAKESPEARE (Grade 12) – This literature and discussion course is devoted to the life and works of William Shakespeare. Tragedies, comedies, and histories are studied both within the context of English Renaissance culture and for the timeless, universal appeal of the stories. The plays are reviewed via a range of media: text, film, audio recording, and live performance. *Semester, Academic elective, 2.5 credits.*

WOMEN’S LITERATURE (Grade 12) - Women’s Literature is a course intended for twelfth-grade students interested in analyzing literature by women writers as a vehicle to acquire not only literary analysis skills but also tools for self-discovery. The course is designed to challenge students to uncover author intention and reader interaction. Students will interact with the text through reading, reflecting, analyzing, and creating. *Semester, Academic elective, 2.5 credits.*

ADVANCED PLACEMENT ENGLISH LITERATURE– This course is intended for the student who has displayed a serious interest and superior performance in English during the first three years in high school. Major authors studied will include Sophocles, Shakespeare, Ibsen, Kingston, Silko, Bronte, Hardy, Morrison, Conrad, Kafka, Dostoevsky. Students will use assignments and classroom discussion to clarify their reading. Both individual performance and group participation are required and evaluated. Students are encouraged to take the Advanced Placement English Exam in May. Class size is limited and by selection only. *Full year, 5 credits, weighted class.*

AP ENGLISH COMPOSITION - Students in this college-level course will analyze and interpret a variety of texts from different time periods and in different rhetorical patterns and genres. Our theme for this year-long course will be the Realms of Knowledge: Self-Knowledge, Knowledge of Others, Knowledge of the Nation, and Knowledge of the World. We will sample essays from a variety of perspectives to try to find answers to the following questions: What does it mean to be “educated”? Can we know anything for certain? How can knowledge lead to power in a democratic society? How does knowing about the world help us understand more about ourselves? While in pursuit of these answers, we will be learning the different rhetorical patterns, enriching vocabulary with literature-based lists, and improving writing with journals, in-class writing prompts to simulate the AP® Exam questions, out-of-class essay writings in various rhetorical patterns, and a longer research essay using MLA documentation. *Full year, 5 credits, weighted class.*

ENGLISH 9 (LEARNING CENTER) – The course surveys a variety of literary forms, and provides writing opportunities to help students develop an individual repertoire of language arts skills. Some of the literature read during the year is *Hiroshima, The Odyssey, Romeo and Juliet* and *To Kill A Mockingbird*. Class size is limited and by selection only. *Full year, 6 credits.*

ENGLISH 10 (LEARNING CENTER) – Explores a variety of American literary forms. Building on skills developed in English 9, this course focuses on reading and analytic writing skills. Some of the literature read during the year is *The Adventures of Huckleberry Finn, Catcher in the Rye, Of Mice & Men,* and *The Great Gatsby*. Class size is limited and by selection only. *Full year, 6 credits.*

ENGLISH 11 (LEARNING CENTER) – Provides a survey of British literature from Beowulf to contemporary authors. Students will read, respond, and compose based on literature. The students will also explore the critical thinking strategies of analysis, synthesis and evaluation. Class size is limited and by selection only. *Full year, 5 credits.*

ENGLISH 12 (LEARNING CENTER) – The course will provide a survey of great world literature, including contemporary as well as classics. Some of the literature read during the year includes *Annie John, A Doll’s House, The House on Mango Street, Hamlet,* and *Like Water For Chocolate*. Students will be expected to analyze literature with sophistication and appreciation. Continued emphasis will be placed on developing writing. Class size is limited and by selection only. *Full year, 5 credits.*

WRITING ELECTIVES

COMPOSING POETRY (*Grades 9, 10, 11, 12*) – Be a poet and discover the power of the printed word to freeze time and capture elusive images in crystalline phrases. Experiment with rhyme and rhythm to sustain and intensify feelings. Keep a poetry journal and publish your own collection of poetry. *Semester, 2.5 credits.*

INTRODUCTION TO JOURNALISM (*Grades 10, 11, 12*) – Students will learn about the field of journalism by exploring its history, reading and critiquing professional articles, and writing as student journalists. Students will be expected to have at least two articles published in the school newspaper and/or a local newspaper. The course is excellent for students who want to become more aware of current events, voice opinions on issues, explore new subjects, and interact with others. This is semester course that is driven by consistent reading and writing. Students taking this course should be aware that submitting carefully written work on deadline is a constant expectation of this course. *Semester, 2.5 credits.*

PERFORMANCE ELECTIVES

ACTING I (*Grades 9, 10, 11, 12*) – Discover how to use your voice and body as tools of the actor. Create effective pantomimes, characters, and scenes. Study techniques and methods used by professional stage and film actors. Learn tips on perfecting characterizations and memorization of lines from plays. Perform frequently for your fellow classmates. Perfect your audition presentation. Analyze and interpret a variety of playwrights' works, from classical to contemporary. Enjoy the art of improvisation; explore the avenues of all aspects of acting, from comic timing to dramatic pause. "Feel" and enjoy your presence on stage as the world of acting unfolds before you. *Semester, 2.5 credits.*

ACTING II (*Grades 9, 10, 11, 12*) – Challenge your acting abilities with characters from traditional and classical works such as Laura from Tennessee Williams' *The Glass Menagerie*, Puck from William Shakespeare's *A Midsummer Night's Dream* or Kate from *The Taming of the Shrew*. Analyze and interpret difficult masterpieces by Brecht, Pinter, Lonesco, or O'Neill. Study and create characters from works by contemporary playwrights Simon, Shaffer, Wilson, Kushner, Albee, and Wasserstein. Master the art of balance between staging scenes and technical theatre. Direct your fellow actors in high-level scenes. Master the art of improvisation and stage combat. Perform for groups outside the acting class for a true experience and chance to develop as an actor. *Prerequisite: Acting I, Semester, 2.5 credits.*

FILM AS ART: THE AESTHETIC VALUE OF FILM (*Grades 11, 12*) – The artistic and social value of film will be explored thematically through this semester course. Active viewing sessions will provide the student with an opportunity to study and evaluate the validity of the film medium. Each semester, students will actively view six to ten films in class and three to five films out of class. The students will be required to create a definition of art and measure various films by that definition. Work will be compiled and used to support an end-of-the-semester project/assessment. *Semester, 2.5 credits.*

PUBLIC SPEAKING (*Grades 9, 10, 11, 12*) – The purpose of this course is to give the student an opportunity to develop the qualities of an effective communicator. Various types of speaking situations are emphasized to give the student the experience of making prepared speeches, impromptu speeches and debating. In-class discussion and evaluation of presentations are encouraged to develop critical listening skills. The research and writing skills necessary for effective speech and debate preparation will also be evaluated. Strong emphasis is placed on the organization and presentation of ideas in a logical and coherent manner. Also emphasized is the ability to listen and respond appropriately in a controlled discussion and/or debate format. *Semester, 2.5 credits.*

YEARBOOK (*Grades 9, 10, 11, 12*) – Students in this year-long course are responsible for the design and publication of the high school yearbook. These aspects include but are not limited to publication design, photojournalistic writing, organizational skills, and teamwork. Students in this class are responsible for the creation and production of a certain number of assigned page layouts. Page layout assignments include: collecting and taking photographs, conducting interviews, writing captions and stories, organizing the information into well-designed page layouts, meeting deadlines, and editing the pages for spelling errors and misinformation. *Full year, 5 credits.*

FAMILY AND CONSUMER SCIENCE

All of the courses listed below are independent of one another and can therefore be taken in any order. For example, Foods I does not have to precede Foods II or American & International Cuisine. Each course emphasizes health, safety, food sanitation, consumer issues, careers, and food science skills. Students will use a variety of food preparation techniques and equipment.

FOODS & NUTRITION I (*Grades 9, 10, 11, 12*) – This course will provide a solid background in nutrition through a review of the food pyramid and study of the six major nutrient groups, their sources and functions. Students will learn which nutrients each food group provides, what those nutrients do for the body and what happens when nutrients are lacking in the body. Students will then apply this information through the study and preparation of foods from the following categories: dairy foods, quick breads, soups, eggs and cookies. The culminating unit, cake decorating, gives students an opportunity to be creative in the kitchen. *Semester, 2.5 credits.*

FOODS & NUTRITION II (*Grades 9, 10, 11, 12*) – This course is similar in format to Foods & Nutrition I, with the nutritional study emphasizing diet, exercise and weight control. Students will study safe, nutritious ways to gain, lose or maintain their weight, depending on individual goals. Students will learn about the buying, preparation and storage of each of the following categories: salads, grains, fruits and vegetables, yeast breads, one dish meals, and pies. Students will learn how to increase or decrease sugar, fat and caloric content according to need. *Semester, 2.5 credits.*

AMERICAN & INTERNATIONAL CUISINE (*Grades 9, 10, 11, 12*) – The focus of this course is on ethnic, regional and global culinary practices and how food relates to the history, geography and culture of the country. Mealtime atmosphere, food presentation and table etiquette will be incorporated into classroom activities. The customs and foods of the following cuisines will be studied: New England, the Pennsylvania Dutch country, South and Southwest, France, Italy and Asia. Students will prepare a wide variety of dishes representative of each region, including appetizers, main dishes, soups, salads and desserts. *Semester, 2.5 credits.*

INDUSTRIAL TECHNOLOGY

ROBOTICS/MICROCOMPUTERS I (*Grades 9, 10, 11, 12*) – This course is an introductory course in which students will design and construct robots that will be able to navigate mazes and sense and respond to their environment. Students will be engaged in programming, the study of power transmission, DC motors, and rudimentary sensory devices. In addition, students will become familiar with the internal components and workings of a computer and how to interface with various ports. *Semester, 2.5 credits.*

ROBOTICS/MICROCOMPUTERS II (*Grades 9, 10, 11, 12*) – This course is an advanced course in which students will construct and program robots to perform sophisticated tasks. Emphasis will be placed on programming skills, working knowledge of DC, stepper, servo motor control, utilization of infrared and sonar sensors, and vision systems as they apply to solving robotic problems. Students will also design web pages in order to maintain a robotic web page. *Semester, 2.5 credits.*

These two courses may be combined into one depending upon enrollment.

C++ PROGRAMMING LANGUAGE (*Grades 9, 10, 11, 12*) – This course is designed to introduce students to the C++ programming language. Students will not be required to have previous programming experience nor will they have to complete a specific math course. Students will explore the potential of programming utilizing a structured-design approach. Students will be required to write, compile, debug, and execute programs using a basic graphics package as part of the program solutions. *Semester, 2.5 credits.*

WEB DESIGN (*Grades 9, 10, 11, 12*) – This course is a foundation for basic web development and design and to familiarize the students with HTML. As they become comfortable with source code, they will begin a thorough study of the software application Micro-Soft FrontPage, and learn the essential elements of effective web site development and design. The course will be concluded with a capstone project in which students will work in teams to develop a website of moderate complexity. *Semester, 2.5 credits.*

WEB DESIGN II (*Grades 9, 10, 11, 12*) - In the web design world, one needs to combine technical skills with design skills and creative content. Throughout the semester, students in Web Design II develop technical competence and knowledge in a real-life, practical environment that fosters the development of problem solving, decision-making, and creativity within the framework of electronic publishing. Students are challenged to develop sites that demonstrate creative interface design, present visually compelling graphics, allow convenient navigation, and possess functional site organization. Students work within the framework of the entire web site development process to establish goals, information architecture, interface design, create content, program and script, and finally produce and publish. Students will be introduced to web development on the server, including the hypertext transfer protocol (HTTP), common gateway interface (CGI) programming, and relational database manipulation. *Semester, 2.5 credits.*

DIGITAL PHOTOGRAPHY (*Grades 9, 10, 11, 12*) - This course instructs students in basic digital photography concepts and skills. Students will be instructed in the following areas: digital camera operation, scanning, retouching, duplicating, and manipulating photographic images. Both technological and artistic techniques will be explored including merging multiple images, adding text, and using special effects filters. Students will learn to import, sort, file, and save digital photos into individual and class network folders, and archive work to CD or DVD media. *Semester, 2.5 credits.*

DIGITAL PHOTOGRAPHY II (*Grades 9, 10, 11, 12*) - This course is an advanced continuation of Digital Photography I. Emphases are placed on intermediate to advanced Adobe Photoshop techniques as they apply to a variety of photographic products, and refinement of basic photography camera skills. A personal digital point-and-shoot camera is not a requirement for this course. *Semester, 2.5 credits.*

VIDEO PRODUCTION I (*Grades 9, 10, 11, 12*) – This course introduces students to the principles and methods of video production. Students participate in all phases of production, including conception of ideas, scripting, direction, editing, and operation of equipment. Students will produce short-form projects for a variety of media, including broadcast and Internet. *Semester, 2.5 credits.*

VIDEO PRODUCTION II (*Grades 9, 10, 11, 12*) - This course expands students' understanding of Electronic News Gathering/Electronic Field Production (ENG/EFP) through the production of various news packages and production assignments to be streamed online. News story, documentary, archival footage and interview production

and postproduction techniques will be covered. Students will utilize skills in video capture, interviewing, and non-linear editing techniques. *Semester, 2.5 credits.*

GAME DESIGN (*Grades 9, 10, 11, 12*) - Students will design, implement, and test video games. Students will employ incremental game engine development, graphics, user input, animation, sound, music and artificial intelligence. Students will learn the fundamentals of grayscale and color display, digital compositing. They will learn basic game strategies and how to manage multiple digital resources to create a compelling user experience. *Semester, 2.5 credits.*

MATHEMATICS CURRICULUM

The core of the secondary mathematics program follows the sequence of the *University of Chicago School Mathematics Program (UCSMP)*. All courses in the sequence are full-year and carry five (5) credits.

SEQUENCE OF MATHEMATICS COURSES

The mathematics department attempts to provide instruction at levels appropriate for student interest and ability. These levels are not considered rigid; students may move between levels as their needs and interests change.

ACCELERATED SEQUENCE

Students in the accelerated sequence should have completed Algebra I and Algebra II prior to entering 9th grade. The sequence of courses is for students who are interested in mathematics, have good insight, display curiosity and a sense of wonder, and who have good educational study skills. These classes are weighted.

9 th Grade: Accelerated Geometry	11 th Grade: Accelerated Precalculus
10 th Grade: Accelerated Probability, Statistics, & Trigonometry	12 th Grade: Calculus, AP Statistics, AP Calculus AB, AP Calculus BC

ADVANCED SEQUENCE

Students in the advanced sequence should have completed an Algebra I program prior to entering 9th grade. The sequence provides a strong mathematical program for students who need more time to grasp concepts. The typical advanced student has good study skills and is capable of performing well when given the time and practice necessary.

9 th Grade: Advanced Algebra II	11 th Grade: Advanced Probability, Statistics & Trigonometry
10 th Grade: Advanced Geometry	12 th Grade: Advanced Precalculus or Calculus

REGULAR SEQUENCE

Students in this sequence should have completed a strong pre-algebra program prior to entering 9th grade. This sequence develops the mathematics required for all citizens of a global and technological world to be successful. The emphasis in this sequence will be the application of content to real situations, and students completing this program will be prepared for college mathematics.

9 th Grade: Algebra I	11 th Grade: Algebra II
10 th Grade: Discovering Geometry	12 th Grade: Functions, Statistics & Trigonometry, Trigonometry and Intro to Pre-Calculus

VISUAL CHART

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Accelerated	Algebra I	Algebra II	Accelerated Geometry	Accelerated Probability, Statistics & Trigonometry	Accelerated Precalculus	Calculus, AP Statistics, AP Calculus AB, AP Calculus BC
Advanced	Algebra Ia	Algebra Ib	Advanced Algebra II	Advanced Geometry	Advanced Probability, Statistics & Trigonometry	Advanced Precalculus Calculus
Regular		Pre-algebra	Algebra I	Discovering Geometry	Algebra II	FST Trigonometry and

						Introduction to Precalculus
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ALGEBRA I – This course provides the opportunities for students to develop mathematical concepts in a variety of applications. The emphasis is on the use of algebraic equations to model real data and solve problems. The focus is predominantly on linear situations with introductions to both exponential and quadratic functions. Students will develop the ability to manipulate algebraic expressions, solve linear equations, fit linear and exponential functions to real data. Concepts of probability, descriptive statistics, and combinatorics will be included. The relationship between analytical and graphical concepts will be stressed. *Full year, 5 credits.*

ALGEBRA II – This course continues the development of functions and equations, systems of equations and inequalities, and exponents. New concepts such as matrices, logarithms, trigonometry, and polynomials will be included. It is recommended that students take this course following Algebra I unless it would not be possible to complete Geometry by the end of the sophomore year. This course could be taken concurrently with geometry for students who wish to accelerate their program. *Full year, 5 credits.*

GEOMETRY – This course introduces the concepts of Euclidean geometry with extensive work with transformations. The content will be developed through a variety of techniques from traditional presentations to student discovery utilizing the Geometer’s Sketchpad software package. With SAT tests consisting of Algebra I and Geometry content, it is recommended that students complete the geometry program by the end of their sophomore year. *Full year, 5 credits.*

FUNCTIONS, STATISTICS AND TRIGONOMETRY– This course requires an understanding of algebraic and spatial concepts. This program develops methods for collecting and reporting data, functions and their use in modeling real-world situations, transformations of functions and data, polynomial, exponential, logarithmic and trigonometric functions, probability and simulation, sequences, series, combinations, and binomial distribution. *Full year, 5 credits.*

PROBABILITY, STATISTICS AND TRIGONOMETRY – This course is offered in the accelerated and advanced sequences, and assumes that the student has completed the corresponding level in both Algebra II and Geometry with success enough to continue in the sequence. Most of the first semester will cover topics in probability and statistics, including sample spaces, counting techniques, conditional probability, random variables, distribution and density functions, expected value, uniform, normal, and binomial distributions, and least squares regression. The majority of the second semester will be dedicated to a thorough study of trigonometry, including the wrapping function, right triangle applications, graphs, inverses, identities, trigonometric equations and inequalities, and applications. Embedded in the middle of this course will be a study of any advanced algebra skills necessary for Precalculus and Calculus that have not been discussed in previous coursework. *Full year, 5 credits.*

TRIGONOMETRY AND INTRODUCTION TO PRECALCULUS – This course begins with a thorough review of the analytic geometry and advanced algebra topics and techniques required for the remainder of the course. Then, after covering the trigonometry of circles and triangles, students will take an introductory level look at topics from precalculus including: exponents, logarithms, functions and composition, complex numbers, sequences, series and probability. The goal of this course is to prepare students to select a full precalculus course at the college level. *Full year, 5 credits.*

PRECALCULUS AND DISCRETE MATHEMATICS – This course assumes successful completion of all the previous courses. The course is designed to strengthen the mathematical skills and understandings needed for Calculus, enhance students’ confidence in their ability to work with functions and graphs, further develop the use of graphing calculators to solve problems, and initiate work in differential and integral calculus. *Full year, 5 credits.*

CALCULUS – This course is an applied calculus program for students who do not wish to take an Advanced Placement course. Students will develop an understanding of limits, continuity, and sequences as well as develop skills of differentiation and integration. The development of these skills will come as a result of their application to a variety of real-world situations. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT STATISTICS – A course offered to students who have completed Advanced or Accelerated Precalculus and received the recommendation of that teacher. The course will cover the College Board’s syllabus for AP Statistics, including exploring data (observing patterns and departures from patterns), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability and simulation), and statistical inference (confirming models). Technology employed will include a statistical graphing calculator and the Fathom software package for computer data analysis. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT CALCULUS AB – This is the first of two AP Calculus courses offered to students in the accelerated program. The course will provide students with the understanding and skills needed to be successful on the CEEB Advanced Placement Calculus exam, AB level, by covering the syllabus issued by the CEEB for that level. This course would be equivalent to a one-semester Calculus I class at the college level. Students should have completed the Accelerated Precalculus course with at least 89 for the final average, have that teacher’s recommendation, have at least an 89 average for their three years in the accelerated program at HMHS, and have completed the AP application. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT CALCULUS BC – This is the second (and more challenging) of two AP Calculus courses offered to students in the accelerated program. The course will provide students with the understanding and skills needed to be successful on the CEEB Advanced Placement Calculus exam, BC level, by covering the syllabus issued by the CEEB for that level. This course would be equivalent to two semesters of college Calculus (I & II). Students should have completed the Accelerated Precalculus course with a minimum of a 93 for the final average, have that teacher’s recommendation, have at least a 93 average for their three years in the accelerated program at HMHS, and have completed the AP application. *Full year, 5 credits, weighted class.*

MUSIC

The Music Department endeavors to provide stimulating and satisfying musical experiences by and for its students. Accordingly music students are required to: (1) demonstrate consistent attendance at rehearsals, performances, and lessons; (2) maintain a good attitude; (3) be responsible for assigned music, uniforms, robes, and instruments.

CONCERT BAND (*Grades 9, 10, 11, 12*) – Concert Band is a course which meets on a daily basis for rehearsal purposes. Students who demonstrate a reasonable proficiency on a wind or percussion instrument are eligible. Students will perform in three scheduled school concerts and festival events. All instrumentalists are expected to attend weekly lesson groups and are encouraged to participate in the HMHS Colonial Marching Band. *Full year, 1-5 credits.*

ORCHESTRA (*Grades 9, 10, 11, 12*) – Orchestra is open to those students who are proficient on string, wind, and percussion instruments. Orchestra meets during first period and performs in conjunction with the Concert Band and Choir in three school concerts and festival events. The orchestra studies music of the masters as well as contemporary styles. All instrumentalists are expected to attend weekly lesson groups. *Full year, 1-3 credits.*

SELECT STRING ENSEMBLE (*Grades 9, 10, 11, 12*) – Select String Ensemble is a full-year course open to students who have previously studied or are currently studying a string instrument at an intermediate or advanced level. Students will study music from a variety of styles and genres in preparation for concert performance. Students will receive practical experience in string ensemble and orchestral playing, emphasizing the improvement of instrumental technique and the study of orchestral works. Woodwind, brass and percussion players are selected from the Concert Band as needed. Rehearsals include sectionals, chamber music, small groups and the larger ensemble. The course includes the development of listening skills, music theory, and opportunities for student leadership such as student conducting. The Select Ensemble will perform at school concerts, community events, and performance evaluation festivals. The Select Ensemble will perform at NYSSMA Levels V and/or VI. *Full year, 2 credits.*

CONCERT CHOIR (*Grades 9, 10, 11, 12*) – Concert Choir is a non-auditioned vocal ensemble, open to any student who wishes to sing. Concert Choir performs in two school concerts each year, with required dress rehearsal the night before any performance, as well as at several community events and choral festivals. Members are eligible to audition for South Jersey Chorus and All-State Choir. Concert Choir repertoire consists of a representative sampling from the great composers of the last four centuries, as well as folk tunes, popular favorites and Broadway selections. This course includes instruction on vocal production, breathing techniques, diction and sight singing. *Full year, 1-5 credits.*

TREBLE CHOIR (*Grades 9, 10, 11, 12*) – Treble Choir is a non-auditioned vocal ensemble, required for any female as a first-year choir course. Treble Choir performs in two school concerts each year, with required dress rehearsal the night before any performance, as well as at several community events and choral festivals. This course includes instruction on vocal production, breathing techniques, diction and sight singing. *Full year, 1-5 credits.*

CHAMBER CHOIR (*Grades 9, 10, 11, 12*) – Chamber Choir is a small vocal ensemble whose purpose is to provide a challenging course of study for students already skilled in vocal production and sight singing. Chamber Choir meets one period per week, and membership is by audition. Students are eligible to audition after they have completed one year in Concert Choir. All members of Chamber Choir **MUST** also be scheduled for at least two Concert Choir rehearsals each week. *Full year, 1 credit.*

MUSIC THEORY (*Grades 9, 10, 11, 12*) – Music Theory is an introduction to the basic structural elements of music: the staff, intervals, scales, and chord construction. Beyond the basics, students study harmony, tones organized into chord patterns and their functional relationships. Music history and rhythmic and melodic dictation are infused into the course. *Semester, 2.5 credits.*

ADVANCED PLACEMENT MUSIC THEORY (*Grades 9, 10, 11, 12*) – AP Music Theory is designed to be a challenging course for the serious music student. Admission to the class is based upon a student's successful completion of a pre-test, demonstrating ability to fluently read and write musical notation, and competence in voice or on an instrument. The major topics covered in this class include intervals, scales, keys, chords, meter, rhythm, figured bass, functional harmony in four-voice texture, modulation, phrase structure, and musical form. There will be emphasis on melodic, rhythmic and harmonic dictation, analysis of written scores, and sight singing. Students are strongly encouraged to take the Advanced Placement Music Theory exam in May. Course meets five days a week. *Prerequisite: Music Theory, Full year, 5 credits, weighted class.*

MUSIC, RECORDING & ENGINEERING (*Grades 9, 10, 11, 12*) – This is an elective that allows music and non-traditional music students to obtain credit for Fine Arts or practical Arts. Basic recording techniques, GarageBand, LogicPro are some of the programs used to record music and dialogue, create music, and edit/alter video footage. Music reading is not a requisite to take this course. *Semester, 2.5 credits.*

MUSIC SPECIALIZATION COURSE SEQUENCE

Description: A four-year sequence of courses designed to provide a comprehensive musical experience for students with career musical aspirations.

Outcomes: Advanced preparation in applied instrumental, vocal, and theoretical music concepts. Notification of achievement on graduation transcript.

Requirements:

1. Four years of core group performance participation. (Concert Band – Orchestra – Concert Choir – Treble Choir)
2. Two years of extracurricular performance activity. (Marching Band – Jazz Band – Musical Cast/Pit – Indoor Drum Line - Madrigal Singers – Bijoux - Totally Treble - Voicemale)
3. Music Theory I or AP Music Theory.
4. Independent Study in applied voice or instrument, advanced harmony, or music history. 1 year.

EXTRACURRICULAR ACTIVITIES

MARCHING BAND rehearses Tuesday and Thursday evenings 6:30 to 8:30 p.m. Performances include football games, parades, and invitational band festivals. September to November season.

INDOOR DRUM LINE

JAZZ BAND rehearses Tuesday evenings 6:00 to 8:00 p.m. beginning mid-January after the marching season winds down.

PIT ORCHESTRA rehearses January to first week in March as accompaniment for the annual musical.

CHORUS FOR SPRING MUSICAL selected by audition. Rehearsals will be **after school daily**, January through March.

CHAMBER MUSIC ENSEMBLES are formed throughout the year for various performances.

- Madrigal Singers – audition required
- Bijoux – audition required
- Totally Treble – no audition required
- Voicemale – No audition required

PHYSICAL EDUCATION

A state-required course; it is offered four periods each week for a total of 172 minutes weekly. The course is open to students in grades 9 through 12. The course is broken down into three-week units. Units studied include: team sports, lifetime and recreational activities, dance, fitness activities and fitness testing. *Four periods weekly, ¾ year, 3 credits, 1 credit per quarter.*

HEALTH EDUCATION

The Freshman Health course has units in alcohol, narcotics, tobacco, nutrition, adolescent depression, and human growth & development. The Sophomore Safety Course is a comprehensive course dealing with driver education theory, New Jersey motor vehicle laws and practical information on the purchase, operation and maintaining of an automobile. *Four periods weekly, quarterly course, 1 credit.*

The Junior Health course begins with several units in human growth and development, human sexuality, and relationships. Senior Health covers the subjects of stress management, violence in the family, teenage suicide, and eating disorders and culminates with the American Red Cross' CPR modular course. . A research paper is required. *Five periods weekly, quarterly course, 1.25 credits.*

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Touch Football	Basketball	Aerobics/Weight Training	Volleyball Tournament
Soccer	Table Tennis	Indoor Soccer	Paddle Tennis
Badminton	Volleyball	Street Hockey	Recreational Games
Fitness Option	Circuit Training	Fitness Option	Softball
Fitness Testing	Fitness Option		Fitness Option
			Fitness Testing

DANCE 1 (*Grades 9, 10, 11, 12*) – This is a class in which students demonstrate and understand basic movement elements and skills. Students will create and perform dances based on historical and contemporary cultures. We will learn the meaning of the dance vocabulary and verbally discuss and evaluate choreography. All students will perform or participate in an end-of-semester production. Special rehearsal time will be provided for this program. This course can be substituted for Physical Education; however, students must fulfill health education requirements. *Semester, 2-2.5 credits.*

SOCIAL, CULTURAL, AND BALLROOM DANCE FORMS (*Grades 9, 10, 11, 12*) - This course will introduce students to various ballroom dance forms such as the Waltz, Tango, Salsa, and Jive, as well as various popular social and cultural dance experiences. Each section will explore the music and history of the dance form, as well as proper technique, execution, and exploring variations. The structure of this course allows for students to commit to either one quarter or a full semester, as we will be experiencing a medley of dance concepts, and often not spending more than one week on each lesson. This course will culminate with a collaborative dance piece to be presented in the dance concert. *Semester, 2-2.5 credits.*

DANCE IMPROVISATION (*Grades 9, 10, 11, 12*) - This course will introduce students to many modes of improvisational movement study, as well as focus on movement texture, awareness of personal and communal space, internal and external connectivity, and movement invention. Through creative kinetic exercises, and other art-related activities, students will discover their personal dance voice, while also investigating the use of space, time, and energy in a group dynamic. The course will culminate with a structured improvisational dance piece which will be performed at a concert at the end of the semester. *Semester, 2-2.5 credits.*

DANCE 2 (*Grades 10, 11, 12*)- This is an auditioned class where students demonstrate advanced movement elements and skills in performing dance. Students will continue to understand choreographic principles, processes and structures. One standard that is addressed throughout the semester is understanding dance as a way to create and communicate meaning. All students will perform in an end-of-the semester, student-choreographed production. This course can be substituted for Physical Education; however, students must fulfill health education requirements. Audition required for placement. *Full year, 5 credits.*

MODERN PARTNERING AND INVERSION DANCE (*Grades 10, 11, 12*) - This course will challenge students in a kinetic atmosphere that fosters connection and collaboration. The students will focus on strength, flexibility, communication, and body awareness throughout the course. The first part of this semester will

introduce to students numerous methods of inversion movement. Exquisitely crafted exercises will carefully train the students to move comfortably through space with the feet as a secondary locomotor tool.

Once we have established a multifarious approach to movement the students will begin to explore Modern Partnering techniques such as counter balance and weight sharing to create a community of connected movers, shifting through space and time in an endless variety of shapes, levels, and designs. The course will culminate with a collaborative dance piece to be presented in the dance concert. *Prerequisite: Dance 1, Improvisation, or Instructor's approval Semester, 2-2.5 credits.*

DANCE PERFORMANCE WORKSHOP (*Grades 10, 11, 12*) - This course will allow students to cultivate and condition their performance quality. Students in this course will be guided through creative process experiences to facilitate a multi-leveled discovery of self-expression, and uncover the tools necessary to present and perform with a varied range of emotion and steady self-confidence. Students will also have the opportunity to set personal performance objectives for the semester – for instance, improving flexibility, strength, focus, or altering idiosyncratic tendencies. *Semester, 2-2.5 credits.*

The semester will culminate with the students showcasing their artistry in the dance concert while performing in a work created by one of the Movement Architecture students or the dance teacher. *Prerequisite: Dance 1, Improvisation, or Instructor's approval, Semester, 2-2.5 credits.*

MOVEMENT ARCHITECTURE: BECOMING A DANCE MAKER (*Grades 10, 11, 12*) - This semester-long journey will allow students to explore their personal art-making paths while also participating in a communal process with their fellow classmates. The first half of the semester will be dedicated to experimenting with/manipulating time, space, and energy to create design and meaning. Each exercise will give the students the opportunity to discover and challenge their personal aesthetic preferences and prejudices.

Using this fresh knowledge of movement and design, they will delve into the creative process even further in the latter part of the semester. By engaging in exercises and activities that stimulate and encourage the creative process, the students will collect ideas and create either a solo or ensemble dance work, which will be presented in the dance concert. *Prerequisite: Dance 1 or Instructor's approval, Semester, 2-2.5 credits.*

SCIENCE

CP BIOLOGY – This full-year laboratory course in introductory biology is a college-preparatory-level course, with high expectations for class participation, consistent homework completion, formal lab reports, and good study habits. Course material is related to everyday phenomena, presented through the themes of evolution, cell biology, ecology, genetics, and homeostasis (anatomy and physiology). *Full year, 6 credits.*

ACCELERATED BIOLOGY – This full-year course is an intensified introduction to biology which has been designed for those students who anticipate careers directly related to science. This course follows an evolutionary path from the molecular basis of life to the study of human physiology. It relates structures and functions with an emphasis on biochemistry and includes the current information on genetics. Investigative laboratory assignments with basic statistical analysis are conducted throughout the year. *Full year, 7 credits, weighted class.*

CP CHEMISTRY – This first-year course in chemistry is designed for those students who seek an introduction to the study of chemistry. The course introduces most topics encountered in a college level general chemistry course and provides good preparation for those students who go on to pursue the study of science at a higher level. Students will develop critical thinking skills in both the quantitative and qualitative analysis of problems. Students will use algebraic manipulation and graphing to solve problems. *Full year, 6 credits.*

ACCELERATED CHEMISTRY – This year-long course is designed for those students intending to pursue high level careers in science, healthcare, and related fields. The basic goals of this course are (1) students will learn the facts, formulas, and principles that compose a standard high school chemistry curriculum, (2) students will understand the basic concepts underlying the facts, formulas, and principles, and (3) students will develop critical-thinking and problem-solving skills, not only to use in chemistry but, by extension, to use in everyday life. Laboratory investigations are an important part of this course. Students are expected to have demonstrated the ability to excel in accelerated science courses, and to be competent in using algebra. *Full year, 7 credits, weighted class.*

CHEMISTRY – is a first-year high school chemistry course. The chemistry concepts are organized around and presented in the context of societal issues. Students learn content on a need-to-know basis, then evaluate data and make decisions based on their knowledge and observations. The course features labs and activities that give students practice applying their chemistry knowledge in decision-making situations. The course clearly addresses the fundamental concepts and principles found in the New Jersey Core Content Standards for Chemistry. *Full year, 6 credits.*

CP PHYSICS – This year-long laboratory course is designed for juniors and seniors who wish to continue their interest in the most fundamental subject of all physical sciences. Topics to be studied include: motion, mechanics, astronomy, waves, and optics. The emphasis is placed on the development of the basic concepts and the mathematical relationship through problem-solving. Mathematics (algebra, geometry, and basic trigonometry) plays a major role in helping to define the relationships describing physical phenomena. In addition, historical and social implications will be addressed as they become relevant. Students taking this course will be well prepared to take an introductory college physics course. *Full year, 6 credits.*

ACCELERATED PHYSICS – This year-long inquiry based lab science is designed for juniors and seniors who wish to continue their interest in by investigating physics at a level that delves deeper into the concepts presented in a CP level course. Topics to be studied include: motion, mechanics, astronomy, waves, and optics. There is a focus on the relationship between these concepts and the practical application of mathematics. In addition, historical and social implications will be addressed as they become relevant. *Full year, 7 credits.*

PRINCIPLES OF PHYSICS – Understanding of the physics involved in the daily lives of the student is the focus of this course. Topics covered include, but are not limited to, motion, Newton's laws, momentum, universal gravitation and wave theory. Meeting six periods per week with one double lab, this year-long course will incorporate relevant lab work to enhance and develop the concepts being investigated. All the NJ Core content Standards for Physics and Space Science will be included. *Full year, 6 credits.*

ADVANCED PLACEMENT BIOLOGY – AP Biology is a rigorous full-year course equivalent to one year of college biology. An evolutionary approach to cell biochemistry and physiology comprises the first semester. Embryology, human anatomy and physiology, plant anatomy and physiology, genetics, evolution, ecology and behavior are the other major topics. Students who enroll are taking responsibility for a course that will require a significant time commitment including summer assignments. *Full year, 7 credits, weighted class.*

ADVANCED PLACEMENT CHEMISTRY – This second-year course in chemistry is the equivalent of a two-semester college level introductory chemistry course. It is designed for students who have completed Chemistry. The course is challenging, and it is intended for dedicated students with a strong interest in the subject. The general topics covered include Structure of Matter, States of Matter, Reactions (including Stoichiometry, Equilibrium, Kinetics, and Thermodynamics) and Descriptive Chemistry. The course includes a significant amount of both classroom and laboratory work. *Full year, 7 credits, weighted class.*

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – This one-year lab-based course is designed for those students who are strongly interested in environmental issues. Incorporating concepts from biology, chemistry and earth science, AP Environmental Science course content will allow students to make connections across scientific disciplines as various local, regional and global issues are investigated. The course will also integrate environmental law, economics, history and ethics. Some of the lab work to be completed will be field-based. Lab reports will be prepared for major investigations. Individuals interested in studying ecology, conservation biology, environmental engineering, urban planning, forestry, fisheries, biology or other ecology-based disciplines are encouraged to apply. Students who enroll are responsible for completing an environmental service project. Topics to be studied include water ecology, energy use and alternatives, atmospheric issues, biodiversity and endangered species, topographic map interpretation, resource management and waste generation and recycling. Chemistry may be taken concurrently. *Full year, 7 credits, weighted class.*

ADVANCED PLACEMENT PHYSICS – This year-long lab-based course is designed to meet the requirements of the AP Physics Mechanics C curriculum and will introduce Electricity and Magnetism. The content focus is Newton's Laws and all topics related to the kinematics and dynamics of motion throughout the universe. The intent is to provide the student with a strong foundation in the discipline of an introductory college physics program. It is calculus-based and calculus or precalculus should be taken concurrently. This fast-paced course is intended for the highly motivated student, as the curriculum must cover the material needed for the AP Physics exam given in early May. Students need to complete an application in order to be considered for enrollment in this course. *Full year, 7 credits, weighted class.*

ENVIRONMENTAL SCIENCE (CP) – This course of study will be broken down into two main themes. The first semester will introduce basic ecology concepts including aquatic ecosystems, population studies and community interactions. The second semester will investigate local, regional and global environmental problems including water pollution, air quality, global climate change, waste management and endangered species. Field studies, lab activities and the use of GIS technology will allow students to apply the above subject matter. *Full year, Academic elective, 6 credits.*

HUMAN PHYSIOLOGY (CP) – This course will include the anatomy and physiology of the digestive, excretory, respiratory, cardiovascular, endocrine, and nervous systems (including the senses). Diseases that result from abnormal functioning of these systems will be emphasized including lifestyle changes that would help prevent disease. Brain function and human behavior will also be an integral part of the course. Laboratory experience will be included. This course will complement Exercise Physiology so that a student choosing both semester courses will have a full year of human anatomy and physiology. *Semester, Academic elective, 2.5 credits.*

EXERCISE PHYSIOLOGY (CP) – As a course in applied anatomy and physiology, Exercise Physiology will study the interrelationship between exercise, human anatomy and physiology, and nutrition. Systems covered in depth include skeletal, muscular, cardiovascular, respiratory and integumentary. Parts of the endocrine and nervous systems are also included as they relate to exercise and nutrition. As well as the anatomy and physiology of the human body, other topics will be the chemistry of metabolism, nutrition, and the homeostatic mechanisms of the major systems involved in human movement. The primary resource for Exercise Physiology is an introductory college-level textbook which is supplemented with outside readings. The course is a mixture of labs, lecture/discussion/group work, with some physical activity. Exercise Physiology and Human Physiology complement each other to equal a full year of Human Anatomy and Physiology. *Semester, Academic elective, 2.5 credits.*

FORENSICS (CP) – The major topics of Forensics are criminalistics, engineering science, jurisprudence, deontology, pathology, physical anthropology, psychiatry and behavioral science, questioned documents and toxicology. *Semester, Academic elective, 3 credits.*

ASTRONOMY (CP) – Astronomy is the study of the formation of our solar system including characteristics of the terrestrial and Jovian planetary systems, asteroids, comets and Pluto as well as Earth. Other topics are the birth and

death of our sun and other stars, the Milky Way galaxy and beyond, the evolution of galaxies, dark matter, the Big Bang and interstellar travel. The theory of relativity, the speed of light and their relation to space-time and gravity are included. Note: This course is not about constellations and gazing. A very small proportion of the course may include observing the sky with telescopes. *Semester, Academic elective, 2.5 credits.*

MARINE SCIENCE (CP) - This semester course is designed for those students who have successfully completed one year of chemistry and one year of biology and are interested in applying that knowledge to the marine ecosystems. Emphasis will be placed on the roles of the atmosphere and weather, biology, chemistry, and geology on the marine ecosystems ranging from sea grass beds to deep sea. Additional emphasis will be placed on interactions and interdependence of organisms in each ecosystem, ranging from invertebrates to vertebrates, as well as human impact on the health of the oceans. *Semester, Academic elective, 2.5 credits.*

SOCIAL STUDIES

COLLEGE PREP – GLOBAL ISSUES – Students who enroll in this course will analyze and evaluate contemporary global issues. The course stresses the importance of the individual and the community by critically examining the role of religion, ethnicity, gender, politics, and economics as the factors leading to conflict. The topics discussed include the Israeli/Palestinian conflict, the Northern Ireland conflict, The Russian and Chinese revolutions, and the causes and effects of European colonialism. In addition to the case studies, students will learn about the world's major religions, major economic and political concepts, and various liberation ideologies. The course will also focus on honing essential skills including critical thinking, examining primary and secondary sources, and utilizing technology via the school library's extensive data bases and library collections. *Full year, 5 credits.*

ACCELERATED GLOBAL ISSUES – This course introduces the student to the high school social studies curriculum by posing critical questions that delve into global citizenship. The thematic approach stresses the importance of the individual and the community. The content focuses primarily on 20th-century global case studies including the Israeli/Palestinian conflict, the Northern Ireland conflict, Communist Revolutions, and a myriad of liberation movements. In addition to the expected workload of a college-prep class, the accelerated level course includes more detailed coverage of the course material, the use of sophisticated primary sources, library research, and a strong emphasis on honing critical writing skills. Admission is limited to qualified students and approval of the Social Studies Department required. The course is designed to prepare students for the 10th-and 11th-grade AP history track. *Full Year, 5 credits, weighted class.*

GLOBAL ISSUES – This course introduces the students to some of the world's major cultures. The goal of the course is to present contemporary world conditions and the historical events which shaped them. Global Issues will provide the students with the opportunity to understand the history of our nation as it developed within the context of world events. Class size is limited and by selection only. *Full year, 5 credits.*

U.S. HISTORY I: COLLEGE PREP – This is the first year of a two-year requirement in New Jersey for U.S. History. Course content begins with the Colonial Period and concludes with the social, economic and cultural changes accompanying the industrialization of America. Current affairs and geographical study are integrated into the course work. Additional readings and position papers are also characteristic of this course. *Full year, 5 credits.*

U.S. HISTORY I: ACCELERATED – American history from the Colonial Period through the Reconstruction Era will be covered to fulfill one year of the New Jersey state requirement. More detailed coverage of the course material, a college-level text, and wide supplementary readings characterize the approach. Outside assignments will include a book review, research reports, and advanced essays. Admission is limited to qualified students and approval of the Social Studies Department is required. The course is designed to enable students to study the first half of U.S. History at a pace commensurate with the abilities of high-interest students. *Full year, 5 credits, weighted class.*

U.S. HISTORY I – This course is designed to study the United States from early exploration and settlement to Reconstruction. Current events and geographical studies are an integral part of the course requirements. Class size is limited and by selection only. *Full year, 5 credits.*

U.S. HISTORY II: COLLEGE PREP – This is the second year of a two-year requirement in New Jersey for U.S. History. The course begins with the United States becoming a world power and continues to the present. Current affairs and geographical study are integrated into the course. Additional readings and position papers are also characteristic of this course. *Full year, 5 credits.*

U.S. HISTORY II: ADVANCED PLACEMENT – This is a challenging, demanding course designed to enable students to prepare for the AP American History test in May. Its content is characterized by in-depth study of the history of the United States from 1876 to the present and includes additional readings and research papers. Admission is limited to special interest and high-ability students whose selection shall be determined by the Social Studies Department through an application process. *Full year, 5 credits, weighted class.*

AP WORLD HISTORY- The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This class approaches history in a nontraditional way in that it looks at the common threads of humanity over time – trade, religion, politics, society, the arts, and technology – and it investigates how these things have changed and continued over time in different places. This course emphasizes happenings from 600 CE to the present day with balanced global coverage of Africa, the Americas, Asia, and Europe. Students refine their analytical abilities and critical-thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. This course prepares students to take the AP Test in World History in May. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS –Advanced Placement U.S. Government and Politics will allow students with a high interest level in government, politics, history or law to gain a finer understanding of how our federal government evolved and how it works today. Units to be addressed include: the constitutional underpinnings of the U.S. Government, political beliefs and behaviors, political parties, interest groups, the mass media, the Congress, the Presidency, the bureaucracy, the Federal Courts, public policy, civil rights and civil liberties. In addition to the textbook and supplemental readings, students will be expected to follow national news events closely throughout the year. This course prepares students to take the AP Test in U.S. Government and Politics in May. *Prerequisite: AP U.S. History or outstanding performance in U.S. History II C.P. and teacher recommendation, Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT EUROPEAN HISTORY –Advanced Placement European History covers Europe’s political, social, economic, and cultural evolution from 1300 to today. In addition to a college-level textbook, the students will utilize supplementary works. A book review, research paper and several historical essays are required. The course prepares students to take the AP European History Test in May, if they are so inclined. *Prerequisite: Two years of U.S. History and application process, Full year, 5 credits, weighted class.*

CRIMINAL LAW (Grades 11, 12) - This is a semester-long elective course open to juniors and seniors that will allow students to gain an introduction to the study of criminal law and criminal justice and the problems posed in the 21st century. Topics to be addressed include: the nature and causes of crime in America; crimes against the person; crimes against property; defenses; the criminal justice process – including criminal investigations, pretrial proceedings, trial procedures, sentencing and corrections; the juvenile justice system; and civil rights protections for both criminals and victims. *Semester, 2.5 credits. Course offered alternating years.*

CONSTITUTIONAL LAW (Grades 11, 12) - This is a semester course that serves as an introduction to the study of constitutional law, the Bill of Rights, and important 1st Amendment issues facing Americans today. Topics of study include but are not limited to freedom of speech, obscenity, censorship, defamation, commercial speech, symbolic speech, freedom of the press, the 1st Amendment in public schools, freedom of religion, the right to privacy, reproductive rights, and discrimination based on race, national origin, citizenship status, gender, sexual orientation, age and disability. A strong emphasis on case studies and a focus on current news items are an integral part of the course. *Semester, 2.5 credits. Course offered alternating years.*

SPORTS, VALUES, & SOCIETY(Grades 11, 12) - This semester course is designed to examine some of the major problems American society has faced and still is facing through the lens of sport, both amateur and professional. The course is divided into two sections. The first is the history of American values as demonstrated through the world of sports. It will examine the major sports personalities of the past century and how they have challenged how we view ourselves as a nation. The second half of the course consists of the examination of contemporary moral issues presented through the world of sports. Topics like athletic college recruiting, Title IX, and the role of sport in college will be discussed. The course will be presented primarily in seminar format and is steeped in class discussion, reading, and the writing of position papers. *Semester, 2.5 credits. Course offered alternating years.*

RACE CLASS and GENDER (Grades 11, 12) - This is designed to examine some of the major problems American society is facing regarding racial, economic and gender relations. Topics like race in the media, economics and race, gender discrimination, and sexual violence in America will be discussed. The course will be presented primarily in seminar format and is steeped in class discussion, reading, and the writing of position papers. Students will read a myriad of essays written by leading scholars in the fields of race, economics and women’s studies. *Semester, 2.5 credits. Course offered alternating years.*

INTRODUCTION TO PSYCHOLOGY (*Grades 11, 12*) - This is a study of human behavior and mental processes including how humans observe, describe, explain and predict human behavior. Human development and its effect on learning, thinking, personality, and social relationships will be examined. The course will incorporate a wide variety of activities including formal instruction in writing; debates; presentations; research projects; problem-solving competitions in addition to traditional lectures, incorporation of community resources, exams and various simulation and application activities. *Semester, 2.5 credits. Course offered alternating years.*

INTRODUCTION TO SOCIOLOGY(*Grades 11, 12*) - This is a broad overview and exploration of human groups that include attention to the principles and fundamental concepts of sociology, research methodology, social institutions and change, social control, culture, social structure and the use of the sociological imagination to examine social problems and issues. The course will incorporate a wide variety of activities including formal instruction in writing; debates; presentations; research projects; problem-solving competitions, in addition to traditional lectures, incorporation of community resources, exams and various simulation and application activities while both developing and nurturing critical thinking, decision-making, and social studies skills regarding human relationships. *Semester, 2.5 credits. Course offered alternating years.*

ECONOMICS (*Grades 11, 12*) - This is a dynamic examination of the fundamental principles which govern economic activities at both the level of the individual and that of the aggregate economy. In addition to preparing a student in both micro and macro economics, a major emphasis of this course will be on the development of critical-thinking skills and the application of economic principles and methodologies in problem-solving. Consequently, the course will incorporate a wide variety of activities including formal instruction in writing; debates; presentations; research projects; problem-solving competitions in addition to traditional lectures, incorporation of community resources, exams and simulation activities. *Semester, 2.5 credits. Course offered alternating years.*

HOLOCAUST AND GENOCIDE (*Grades 11, 12*) – This semester course principally examines one of the most significant and unique events in human history: the Holocaust perpetrated by the Nazis against Jews and others between the years 1933 and 1945. Other twentieth-century examples of genocide will be examined including: the Armenian experience at the hands of the Ottoman Empire, the peasant experience in Stalin’s Russia and the Cambodian experience under Pol Pot. Students will grapple with the deepest questions of human nature and human values. The study of Holocaust and Genocide will remind everyone that becoming more human is the most important skill that can be learned. *Semester, 2.5 credits.*

VIETNAM (*Grades 11, 12*) – This semester course details American involvement in Vietnam and the significant and enduring effects of the war on our society. Students will focus on the history and culture of Vietnam, early foreign intervention, the war itself, and such issues as student protest, the plight of the Vietnam veteran, Agent Orange. *Semester, 2.5 credits.*

21ST-CENTURY WORLD (*Grades 11, 12*) This semester elective will allow students to closely examine nations or regions that are currently undergoing political, social, or military transformations that have a direct impact on the United States. Examples of countries or regions that may be studied may include North Korea, India, the European Union, China, Mexico, and Iran. Students will conduct independent research on individual topics, as well as study broader units of international relations such as globalization, climate change, economic and military policies, human rights, diplomacy, the status of women and children, and the role of the United Nations. *Semester, 2.5 credits. Course offered alternating years.*

LEARNING CENTER

STUDY SKILLS – This course is designed to assist students in developing more effective learning strategies utilizing the core content areas in which students are enrolled. The students will be evaluated on their ability to transfer newly acquired skills to regular classroom assignments. Class size is limited and by selection only. *Full year, 1-4 credits.*

SKILLS FOR INDEPENDENT LIVING – This course is designed for classified students who will explore a wide variety of life skills in the home, the community, and at work. The course objectives will be approached from both a functional as well as an academic perspective. *Full year, 5 credits.*

VOCATIONAL SKILLS/CAREER DEVELOPMENT – This course is designed for classified students who are interested in exploring employment opportunities in the following areas: retail settings, food services, and office procedures. Students will be expected to master a variety of job skills necessary to be successful in the areas above, to develop workplace readiness skills, and to determine and understand personal interests and abilities. *Full year, 5 credits.*

COMMUNITY ENCOUNTER – This course is designed for classified students who are interested in developing independent skills within the community setting. Emphasis will be placed on travel training, accessing community services, personal safety, and identifying and utilizing local and surrounding resources for recreational daily living. *Full year, 5 credits.*

WORLD LANGUAGES

FRENCH I – This spirited course is designed to introduce students to the French language and culture while providing stimulating classroom conversation and interesting student interaction. Grammatical structures are introduced orally one at a time and students learn to manipulate them using extensive vocabulary. The oral learning is then reinforced by written exercises, compositions and the reading of stories of contemporary student life. The program encourages students to be creative and to use their individual talent and personality. Upon successful completion of French I, the students will be able to converse on many topics, to write what they say and to read with good speed and accurate pronunciation. *Full year, 5 credits.*

FRENCH II – This exciting course is carefully coordinated with the French I program to continue the study of the language and culture of France today. Once again listening and comprehension skills are used as a basis for unlimited classroom discussion of events of contemporary interest as well as cultural aspects of modern France. Grammatical structures are introduced one at a time, as in Level I. Once they are mastered orally, a written reinforcement follows. The text materials are student-oriented to encourage the student to be creative and achieve competence at many different levels. Upon successful completion of Level II, the student will be able to communicate easily and naturally in the language, as well as read and write with relative ease. Students will also possess a basic knowledge of many cultural aspects of the country and its people. *Full year, 5 credits.*

FRENCH III – This course gives the student an opportunity to reinforce the skills acquired during the past two years. Emphasis is placed on further development of the ability to read, write and speak in the language proficiently. An introduction to French literature and cultural studies is planned, as well as a brief survey of French history. Individual research projects may also be assigned and field trips planned. *Full year, 5 credits.*

FRENCH IV – This is a fourth-year course designed for students who wish to increase their communicative skills, pronunciation, and vocabulary. A study of Francophone countries, provinces, art, and current European issues will be pursued. The study of short stories, some philosophy, music, excerpts from novels, magazines, newspaper articles, and web sites are integral parts of this course. *Full year, 5 credits.*

ADVANCED PLACEMENT FRENCH – This college-level course will challenge the student to become proficient in almost all facets of language learning. Debates, skits, directed dialogues, pronunciation drills, and exposés are designed to develop maximum oral proficiency. Listening comprehension skills will be significantly improved through the use of tapes, DVDs, CDs, and films. The analysis of novels, theatrical works, short stories, web-based current articles, magazine and newspaper articles will increase vocabulary and solidify grammatical concepts. Students will write summaries, opinion pages and essays. It is expected that students take the Advanced Placement test in French Language. *Prerequisite: French IV, Full year, 5 credits, weighted class.*

GERMAN I – This course offers a dynamic introduction to the German language and culture of the German-speaking peoples of Europe. Students achieve basic communicative competence in German through the interpersonal, interpretive and presentational modes of language. The course is housed in the scaffolding of the American Council on the Teaching of Foreign Languages Standards for Foreign Language Learning: communication, communities, comparison, connections and culture spiral through the levels. At the end of the course the students will achieve novice high level on the ACTFL proficiency guidelines or A2-waystage Basic User on the Common European Framework of Reference for Languages. *Full year, 5 credits.*

GERMAN II – This course builds on the foundation of language proficiency achieved in level one. Students build communicative competence in German through a strong emphasis on grammar fundamentals as well as intense practice in speaking through the three modes. Students will achieve intermediate low level on the ACTFL proficiency guidelines or B1-Threshold Independent User on the Common European Framework of Reference for Languages. *Full year, 5 credits.*

GERMAN III – This course spirals through the scaffolding of the SCTFL standards to promote accelerated proficiency for all students. Students enhance communicative competence in German through a focused study of vocabulary and culture housed in the three modes. Students will achieve intermediate mid level on the ACTFL proficiency guidelines or B2-Vantage Independent User on the common European Framework of Reference for Languages. *Full year, 5 credits.*

GERMAN IV – This course completes the high school program. Accelerated proficiency leads to high confidence as a user of the language for real world purposes. Students synthesize knowledge of language and culture into an intense study of historical and contemporary themes in the nations and regions of German-speaking Europe. Current media provide the portal to communication and knowledge construction for all students. Students will achieve intermediate high level on the ACTFL proficiency guidelines or C1-Effective Operational Proficiency Proficient User on the Common European Framework of Reference for Languages. *Full year, 5 credits.*

ADVANCED PLACEMENT GERMAN - This undergraduate level course models its curriculum on a hybrid of some of the most outstanding undergraduate courses from across the USA. This course spans all aspects of the American Council on the Teaching of Foreign Languages Standards for the Foreign Language Learning: communication, communities, comparison, connections and culture housed in the interpretive, interpersonal and presentational modes. Students construct their knowledge independently. An emphasis on the literature of the German-speaking cultures of Europe drives the content of the course. Students will achieve advanced low on the ACTFL proficiency guidelines or C2-Mastery Proficient User on the Common European Framework of Reference for Languages. *Prerequisite: German IV, Full year, 5 credits, weighted class.*

LATIN I - This beginning course helps increase word power through derivatives and helps prepare the student for SAT type grammar analysis. Latin, the ancestor of the modern Romance languages, is studied by the traditional methods: declensions, conjugations, translations and drill. This is a beginning course for the first-time language student or the multilingual. Supplementary materials include slides of actual Roman inscriptions, medieval manuscripts, sight readings from a modern Latin newspaper and selections from the award-winning TV series *I CLAUDIUS*. *Full year, 5 credits.*

LATIN II - This course is a continuation of the beginning level. It will enable the student to improve English reading, writing and vocabulary skills through grammar analysis, vocabulary and derivative drills. Latin II concentrates on completing essential grammar by mid-year so that students may begin to read the works of Roman authors such as Julius Caesar's *Gallic Wars*, comedies by Plautus & Terrence, poetry of Martial, Catullus, etc. *Full year, 5 credits.*

ADVANCED LATIN – This course is offered as two separate courses in alternate years which may be taken in either sequence.

LITERATURE OF THE REPUBLIC – This course traces the politics of ancient Rome during the violent era in which Cicero lived, lectured and wrote. Actual court orations and public addresses are studied, as well as selections from Catullus. Parallels are drawn between our modern age and Roman times which enable the student to appreciate the continuity of civilization and the gifts Rome has left for posterity through architecture, law, literature, language, customs, etc. *Full year, 5 credits.*

LITERATURE OF THE EMPIRE – This is a course for the select few who wish to step back into an age of peace, perfection and greatness in everything Roman. The literature of the empire still stands today as a model for its excellence, precision and style. Students will read Vergil's epic, the *Aeneid*, along with the poetry of Catullus, Ovid and Horace and explore the religion, art, patriotism, poetry, politics, language and customs of this "Golden Age." *Full year, 5 credits.*

SPANISH I - This exciting beginning course offers students the opportunity to grasp the pronunciation and structure of Spanish. Communication skills are emphasized through dialogues and practice of language patterns. An extensive tape program accompanies the textbook and allows for additional practice of audio-lingual skills. Students are also introduced to the notion of cultural diversity and relativity. By the end of Spanish I, students will have mastered many grammatical structures including two verb tenses, and will have acquired a significant vocabulary with which to discuss Hispanic culture. *Full year, 5 credits.*

SPANISH II - This dynamic second year course reinforces the command of communication skills as it expands the insights attained through comparative study of cultures. The student is exposed to many verb tenses and is introduced to a wealth of vocabulary through situational contexts. A tape, CD and DVD program helps the student to master pronunciation and structure. Internet exercises reinforce coursework. Highly controlled experiences in composition are also provided. *Full year, 5 credits.*

SPANISH III – This third-year course continues to emphasize the development of skills in listening, speaking, reading and writing Spanish. All content is replete with cultural information. Short literary selections are read and analyzed for the insights they may provide into the nature of different people. Initial opportunities for oral presentations and free composition based on readings may also be provided. Grammatical notions will be addressed as they arise. Some small-group as well as individualized instruction is contemplated. The extensive review of grammar, coupled with a significant increase in command of vocabulary will allow the successful student to exhibit a high degree of competence in the language. *Full year, 5 credits.*

SPANISH IV – This is a fourth-year course designed for students who wish to concentrate on improving their pronunciation, vocabulary, and communicative skills. Students will explore the Spanish and Latino short story, present skits and speeches, investigate current issues, discuss excerpts from magazine and newspaper articles, write about a myriad of topics, and immerse themselves in the culture through music, art, and literature. *Full year, 5 credits.*

ADVANCED PLACEMENT SPANISH – This college-level course will emphasize oral skills, composition and grammar. Students will be expected to comprehend formal and informal Spanish; acquire vocabulary to facilitate accurate interpretation of current web-based newspaper and magazine articles; compose expository passages; and express ideas orally with accuracy and fluency. This course seeks to offer students the opportunity to develop language skills that enable the student to thoroughly discuss the issues in the Latino works. It is strongly recommended that students take the Advanced Placement test in Spanish Language. *Prerequisite: Spanish IV, Full year, 5 credits, weighted class.*

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