

# **JEFFERSON TOWNSHIP HIGH SCHOOL**



**PROGRAM OF STUDIES  
2019-2020**

# **JEFFERSON TOWNSHIP HIGH SCHOOL**

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## **JEFFERSON TOWNSHIP HIGH SCHOOL SCHOOL COUNSELING DEPARTMENT**

This Program of Studies booklet is a comprehensive resource that students should reference when seeking information regarding courses of study. It contains a description of all courses in the Jefferson Township High School's instructional program, graduation requirements, college admission requirements, guidelines for entrance and withdrawal from courses, standards for special class placement, athletic eligibility rules, the method of computing overall grade point average, and pupil records. It is important for parents and students to become familiar with this information before course selections are made.

As you examine the course selections in this booklet please keep in mind not only your short-term needs, but also your long-term goals. At JTHS, due to the fact that we offer a variety of electives from which you may choose and you must be mindful at all stages of planning that we also have a number of graduation requirements. Students and parents are urged to consult with their school counselor to develop an appropriate academic program. Together, school counselors, students and parents coordinate an appropriate academic plan by reviewing student achievement, interests, and aptitude related to individual career or educational goals. Teachers and department supervisors are also available to answer specific questions regarding course requirements and their importance toward intended college/career choices.

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## **SCHEDULE PLANNING GUIDELINES**

Below are some basic rules that must be followed in planning your program for the coming school year:

Each high school student in grades 9, 10 and 11, must be enrolled in a minimum of (7) courses (35 credits) each semester. Students in grade 12 must be enrolled in a minimum of six (6) courses each semester (30 credits).

In order to fulfill graduation requirements, each high school student is required to earn a minimum of 130 credits. Beginning with the class of 2021, each high school student is required to earn a minimum of 140 credits.

It is the responsibility of the student and his or her parent/guardian to know all applicable deadlines, policies and procedures as they apply to course selection, level changes, application to Honors and AP levels, and all drop/add deadlines. Students and parents are strongly encouraged to read the entire Program of Studies carefully and contact the school counselor with any questions.

We will attempt to fulfill all course requests; however, some constraints such as class size and staff availability have an impact on the master schedule. We are confident that your critical selection of courses will provide you with the foundation necessary to sample new fields of study and reach your goals.

## **COURSE CREDIT**

Credit in New Jersey is based upon minutes of classroom instruction. One hundred twenty (120) hours of classroom instruction equals 5.0 credits of academic course work. Jefferson Township High School assigns all courses equal credit. Generally speaking, successful completion of full-year courses earns 5.0 credits. Half-year electives that earn 2.5 credits are clearly labeled in this Program of Studies.

## **GRADUATION REQUIREMENTS**

In order to graduate, all students must earn a minimum of 130 credits and successfully complete the following course requirements with a grade of “65% (D)” or higher. Beginning with the class of 2022, all students must earn a minimum of 140 credits. This outline reflects the most current information available regarding state graduation requirements at time of publication:

- Language Arts Literacy (20 credits): Four years required
- Social Studies (15 credits): Three years required
  - Must include ten credits of United States History and five credits in World History; and the integration of civics, economics, geography and global content in all course offerings.
- Science (15 credits): Three years required
  - Must include at least five credits in laboratory biology/life science or the content equivalent and one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course.
- Mathematics (15 credits): Three years required
  - Must include Algebra I and Geometry or the content equivalent and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21<sup>st</sup> century careers.
- World Languages (5 credits): One year required, or student demonstration of proficiency.

- Physical Education: 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week.
- Visual and/or Performing Arts (5 credits): One year required.
- 21<sup>st</sup> Century Life and Careers, or Career-Technical Education (5 credits): One year required.
- Financial, Economic, Business, & Entrepreneurial Literacy (2.5 Credits): One-half year required.
- Technological Literacy: Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum.
- Additional electives and coursework to accumulate a minimum 130 credits; 140 credits for the class of 2022 and beyond.

**NOTE:** All students who have otherwise met the requirements for high school graduation are strongly encouraged to include in their programs of study five credits in mathematics, laboratory science, social studies and world languages during each year of enrollment, aimed at preparation for entrance into postsecondary programs and careers.

### **STATE TESTING GRADUATION REQUIREMENTS**

Students graduating as members of the class of 2020 can meet graduation assessment requirements through a variety of ways, including:

- (1) Achieving passing scores on certain NJSLA assessments in Language Arts and Math;
- (2) Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
- (3) The submission by the district of a student portfolio through the Department's portfolio appeals process. (Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)

Students in the graduating class of 2020 can demonstrate graduation proficiency through these alternate pathways provided they take all end-of-course NJSLA assessments for which they are eligible, as of the effective date of when the amendments were adopted by the State Board of Education.

For the Class of 2021 and thereafter, students who have not demonstrated proficiency on the ELA 10 and Algebra 1 state assessments, and have taken all end-of-course NJSLA assessments for which they are eligible, can demonstrate graduation assessment proficiency by meeting the criteria of the portfolio appeals process.

### **GRADUATION REQUIREMENTS IN ELECTIVE STUDIES**

**The following courses, when successfully completed, will count toward the 5-credit graduation requirement in Visual and Performing Arts (VPA):**

Ceramics	Sculpture	Music Theory 1CP
Fine Art	Symphonic Band CP/H	AP Music Theory
Digital Visual Media 1, 2	Chorus CP/H	Advanced Dramatic Study
Art and Design	Survey of Music CP	Principles of Dramatic Study
AP Art History	Introduction to Studio	Guitar CP
Drawing and Painting	Recording CP	Piano/Keyboard Lab CP
Advanced Art	Studio Recording CP	
AP Studio Art	Advanced Studio Recording H	

**The following courses, when successfully completed, will count toward the 5-credit graduation requirement in 21<sup>st</sup> Century Skills:**

All MCTS Courses	American Heart Association	Introduction to Woodworking
Tomorrow's Teachers	First Aid	Machine Woodworking
Basic Coding and Web Design	Fundamentals of	Carpentry and Building
Economics CP	Communications CP	Construction
AP Economics	Advanced Communications	Fine Woodworking
Pathways to Business	Sports and Entertainment	Advertising & Promotion
Personal Finance	Journalism	AP Computer Science
Accounting 1, 2H (CLEP)	Advanced Sports and	Principles
Business and Personal Law H	Entertainment Journalism	Introduction to Culinary Arts
(CLEP)	Media Studies H	AP Computer Science A
Entrepreneurship	Transition Education	Culinary Arts CP
Marketing 1, 2H (CLEP)	Structured Learning Experience	Career and Consumer
Sports and Entertainment	Video Production 1, 2, 3	Awareness
Marketing	Robotics 1, 2	Advanced Culinary Arts
Child Development CP	A.C.E. Skills	Career Exploration
Advanced Child Development	Engineering 1, 2H	
Introduction to Athletic	CAD 1, 2	
Training	Architectural Drawing 1, 2	

**The following courses, when successfully completed, will count toward the 2.5-credit graduation requirement in Financial and Economic Literacy (FEL):**

AP Economics  
Economics CP  
Mathematics of Finance  
Pathways to Business  
Personal Finance

## **RECOMMENDATIONS FOR ADMISSION TO COLLEGE**

Most colleges stress five academic areas for admission. These are: English, social studies, mathematics, science, and modern and classical languages. Students are encouraged by teachers and school counselors to enroll in the highest level courses that challenge their interests and abilities while also allowing them to explore their potential. Students must check college admissions criteria for specific entrance requirements. However, there are certain generalizations that can be made concerning each of the major areas.

**ENGLISH:** The entrance requirement for most colleges is four years of college preparatory English. A student interested in the major area of English, speech, journalism or drama, should exhibit an interest in and an aptitude for English and supplement the required English course load with choices from the elective offerings of the English department.

**SOCIAL STUDIES:** All graduates from JTHS take at least three years of history. This meets most college requirements; a student interested in political science, government, sociology, law or related fields should enroll in additional courses in the social studies areas.

**MATHEMATICS:** Algebra 1, Geometry and Algebra 2 are the standard minimum courses required by colleges for admission, as most liberal arts colleges require three years of mathematics. For majors in engineering, mathematics, science and related areas, a student should take a minimum of four years of college preparatory mathematics in high school. Additional courses in mathematics are available for students interested in math related post-secondary programs.

**SCIENCE:** Earth science, biology, and chemistry represent the standard minimum requirement for college admission. For students entering the field of science, mathematics, engineering, pre-medical, or pre-dental; four years of science are strongly recommended, with one of those being Physics. AP coursework is recommended for students who are interested in science-related majors in college.

**WORLD LANGUAGES:** JTHS offers American Sign Language, French, and Spanish. Generally, most liberal arts colleges require at least two high school years in the same world language for admission, with many competitive colleges requiring three to four years of high school world language study.

In addition to the courses taken, colleges emphasize the following factors in making a decision on a student's application:

- Quality and rigor of student's academic program
- Grades earned
- Scores made on examinations of the SAT or ACT
- School counselor and teacher recommendations
- GPA/Class Standing
- Co-curricular record
- Application Essay

## **SAMPLE SUGGESTED COURSE SEQUENCES**

The following sample course sequences are offered as a guideline for course selection. A student's ability levels, interests and goals may alter these sequences. Students are encouraged to consult with the counselor regarding academic levels and elective courses that offer a challenging learning experience and are aligned to the student's post-graduation plans.

<b>Highly Competitive Colleges (Include AP and Honors Coursework)</b>			
Freshman	Sophomore	Junior	Senior
English 9 H	English 10 H	English 11 H/AP Language	English 12 H/AP Literature
Geometry H	Algebra 2 H	Pre-Calculus H	Calculus H/AP
Biology H	Chemistry H	AP Physics 1	AP Science
World Language 2	World Language 3	World Language 4	World Language AP
P.E. & Health 9	P.E. & Health 10	P.E. & Health 11	P.E. & Health 12
World History H	U.S. 1 H	US History AP	Social St. Elective/AP
VPA Requirement	VPA Elective or 21st Century Skills	Academic Elective/AP	Academic Elective/AP
21st Century Skills or FEL Requirement	FEL or Academic Elective	Academic Elective/AP	Elective
<b>Competitive Colleges ~ (Include AP and Honors coursework in areas of strength)</b>			
Freshman	Sophomore	Junior	Senior
English 9 CP /9 H	English 10 CP/10 H	English 11 CP/11 H	English 12 CP/12 H
Algebra 1 CP/H or Geometry CP/H	Geometry CP/H or Algebra 1 CP/H	Algebra 2 CP/H or Pre-Calculus CP/H	Pre-Calculus CP/H or Calculus H/AP
Earth Science CP	Biology CP /H	Chemistry CP/ H	Physics CP or Science Elective
World Languages 1/2	World Languages 2/3	World Languages 3/4	World Languages 4 /AP
P.E. & Health 9	P.E. & Health 10	P.E. & Health 11	P.E. & Health 12
World History CP /H	U.S. History 1 CP /H	U.S. History 2 CP/H	Academic Elective/AP
VPA Requirement	21st Century Skills or FEL Requirement	Academic Elective	Academic Elective
21st Century Skills or FEL Requirement	Elective	Elective	Elective
<b>Two Year College – Transfer Program ~ (Include Honors coursework in areas of strength)</b>			
Freshman	Sophomore	Junior	Senior
English 9 CP	English 10 CP	English 11 CP	English 12 CP
Algebra 1 CP	Geometry CP	Algebra 2 CP	Pre-calculus/Math of Fin.
Earth Science CP	Biology CP	Chemistry CP	Physics CP or Science Elective
P.E. & Health 9	P.E. & Health 10	P.E. & Health 11	P. E. & Health 12
World Language 1	World Language 2	World Language 3/Elective	Academic Elective
World History CP	U.S. History 1 CP	U.S. History 2 CP	Academic Elective
VPA Requirement	21st Century Skills or FEL Requirement	Academic Elective	Elective
21st Century Skills or FEL Requirement	Elective	Elective	Elective
<b>Vocational Careers ~ (May include Honors coursework in areas of strength)</b>			
Freshman	Sophomore	Junior	Senior
English 9 CP	English 10 CP	English 11 CP	English 12 CP
Algebra 1 CP	Geometry CP	Algebra 2 CP or Algebra 2	Pre-Calculus/ Math of Fin.
Earth Science CP	Biology CP	Chemistry CP or Conceptual Chemistry	Chemistry CP or Conceptual Chemistry
World History CP	U.S. History 1 CP	U.S. History 2 CP	Elective
P.E. & Health 9	P.E. & Health 10	P.E. & Health 11	P. E. & Health 12
World Language 1	World Language 2 (recommended)	JTHS Tech Electives or technical course of study at Morris County School of Technology	JTHS Tech Electives or technical course of study at Morris County School of Technology
VPA Requirement	21st Century Skills or FEL Requirement		
21st Century Skills or FEL Requirement	Elective		



## **SCHEDULING PROCEDURES**

There are many things to consider when choosing courses. At JTHS, courses are offered at different levels: a college preparatory level, an Honors level, and an Advanced Placement level. Students will choose electives based on their level of interest and the level of challenge they wish to pursue.

For courses that are part of a required sequence, teachers will place students in the appropriate level based on certain indicators of success such as quarterly grades, grades on summative assessments, and work ethic. Honors and AP elective choices will require a departmental approval after the course selection process. You have an opportunity to take a variety of challenging and interesting courses at Jefferson Township High School, so choose wisely. Your careful selection will provide you with the foundation necessary to sample new fields of study and reach your post-high school goals.

### **Course Placement/Required Courses:**

Courses that are part of a sequence where students are placed in the appropriate level by their current teacher.

<b><u>English:</u></b>	English 9	English 10	English 11	English 12
<b><u>Mathematics (sequence 1):</u></b>	Algebra 1A	Algebra 1B	Geometry	Algebra 2, Math of Finance, or Math Investigations
<b><u>Mathematics (sequence 2):</u></b>	Algebra 1	Geometry	Algebra 2	
<b><u>Mathematics (sequence 3):</u></b>	Geometry	Algebra 2	Pre-Calculus	
<b><u>Science (sequence 1):</u></b>	Earth Science	Biology	Chemistry	
<b><u>Science (sequence 2):</u></b>	Biology (H)	Chemistry	Physics or Geophysical Science	
<b><u>Social Studies:</u></b>	World History	US History 1	US History 2	
<b><u>World Languages:</u></b>	Level 1	Level 2	Level 3	

Once students are placed by their teachers in the appropriate level, students may request a level change by their teacher if they are in disagreement with the level of placement. If the level change request is not approved, students may petition into the course. All level change requests and petitions must be completed by **June 1**. Students will need to meet with their school counselor to initiate the level change/petition process and to complete the appropriate form(s).

### **AP/Honors Elective Courses:**

During the course selection process, students may request AP/Honors level electives for which they have met the prerequisites. These course requests will then be approved or not approved based on departmental indicators. If a student's AP/Honors course request is not approved, they may petition into the course prior to **June 1**. Students will need to meet with their school counselor to initiate the petition process and to complete the appropriate form.

### **AP/Honors Teacher Placement and Departmental Approval:**

Teacher Placement and Departmental Approval of Honors and AP Level courses will be made based on the following indicators:

- Student's performance on summative assessments and marking period grades.
- Student's attendance.
- Student's completion of daily homework and classwork.
- Student's motivation and student skills.
- AP Potential based on PSAT scores.

## **LEVEL CHANGE, ADD/DROP and WITHDRAWAL PROCEDURES**

**Non-Honors and Non-AP Courses:** Providing that space is available, students may change their non-AP/Honors electives until they receive their final schedules. Once final schedules are distributed, students must remain in their courses until the add/drop period; students may add a course in the place of a study hall only or correct scheduling errors only. During the second full week of a course, the add/drop period, students may drop or add elective courses without penalty. Courses dropped after the second week will be noted on the report card and transcript as either WF (withdraw fail) or WP (withdraw pass). No credit is awarded and WP/WF is not calculated into the overall GPA.

**Honors and AP Courses:** Students may not add or drop any honors or AP courses after June 1 and before the end of the first marking period of following year. Students scheduled for an Honors or AP level class either through an initial course placement or through a change of level request form may drop the course at the end of the first marking period with no penalty. Students who petition into an Honors or AP level class without a teacher recommendation or approval, may drop the course at the end of the first marking period and will receive either WF (withdraw fail) or WP (withdraw pass) on the report card and transcript. No credit is awarded and WP/WF is not calculated into the overall GPA.

### **Changing Course Levels of the Same Course:**

Students who would like to take a course at a higher level than what is recommended need to complete the Level Change Appeals process prior to June 1 for the following school year. At the end of first marking period students may request to move to a lower level of the same course, i.e. Advanced Placement to Honors, or Honors to CP. This request needs to be made in consultation with and approved by the department supervisor. If a student drops to a lower level of a course, the first marking period grade goes along with the student to that new level and is factored in as part of the final grade for that course for the year. Only students with extraordinary circumstances may move to a higher level course at the end of first marking period with the approval of the department supervisor and director.

### **NOTES:**

- *Students withdrawing from or dropping a course before its completion lose eligibility for summer school or credit recovery programs for that course.*
- *Schedule changes may only be accommodated if there is room in the courses impacted by the change.*
- *Students may not withdraw (WF/WP) from a course after the mid-point of the course. (End of first or third marking period for half-year classes and end of second marking period for full-year classes.)*
- *Course changes based on teacher changes or preferences will not be honored.*

## **STUDENT SCHEDULING TIMELINE**

January – March	Student course selection and advisement period
March	Parent Portal opens for parents to view course requests and teacher placements.
June	Summer assignment information distributed
June 1	Applications for Semester 1 Independent Study are due
June 1	Last day to submit requests for a level change or AP/Honors course petitions
July 1	Preliminary student schedules available
Opening Day	Students receive final schedules (Freshmen receive their final schedules during freshman orientation.)
Second Full Week of School	Drop-Add period for non-AP/Honors elective courses
End of First Quarter	Level change requests for CP, H and AP placement courses will be considered Drop period for AP/Honors electives
December 1	Applications for Semester 2 Independent Study are due

### **SUMMER ASSIGNMENTS**

Teachers of various courses assign curriculum work/reading during the summer. Summer assignments are posted on the JTHS website. Students should check with their teacher regarding due dates, grading, etc. Summer assignments in Honors and AP courses are integral to the course and weighted heavily in the first marking period.

### **SUMMA AWARD**

Seniors who have a weighted GPA of 4.0 or higher are eligible for the SUMMA Award which is given by the Jefferson Township Board of Education. Student cumulative averages will be calculated at the end of the seventh semester.

### **PRESIDENT’S AWARD FOR OUTSTANDING ACADEMIC ACHIEVEMENT**

The President’s Award for Outstanding Academic Achievement is awarded each year to students in all grade levels who maintain a cumulative unweighted average of 3.85 or higher on a 4.3 scale.

### **FALCON SCHOLAR WITH DISTINCTION AWARD**

The Falcon Scholar with Distinctions is awarded each year to students in grades 9-11 who have a weighted GPA 4.25 and above.

### **FALCON SCHOLAR AWARD**

The Falcon Scholar is awarded each year to students in grades 9-11 who have a weighted GPA of 4.00 and below 4.25.

### **HONOR ROLL**

Jefferson Township Public Schools have identified the achievement of academic excellence as a district priority. JTHS recognizes student achievements based on the sum of all grades the student earns during each marking period. There are two levels of honor roll:

High Honors: a grade of “A-” or better in all subjects. (90% or better in all subjects)  
Honors: a grade of “B-” or better in all subjects. (80% or better in all subjects)

Any grade below a B-, including incomplete grades and WP/WF, in any subject will render a student ineligible for any honor roll. The honor roll will be calculated two weeks after the completion of each marking period and will be posted in the high school as well as reported to the local paper via press release. Only students who have Honor Roll status at the time of the two-week calculation will be included in the press release.

### **CLASS RANK POLICY**

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates, both to inform pupils of academic placement among their peers and to provide pupils, prospective employers, and institutions of higher learning with a predictive device so that each pupil is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for all pupils in each respective grade. All courses are used in computing rank.

Grade point average shall be determined using the following system:

Grades and Quality Points				
Grade	Range	Standard/CP	Honors	AP
A+	100 - 97	4.3	4.8	5.3
A	96 - 94	4.0	4.5	5.0
A-	93 - 90	3.7	4.2	4.7
B+	89 - 87	3.3	3.8	4.3
B	86 - 84	3.0	3.5	4.0
B-	83 - 80	2.7	3.2	3.7
C+	79 - 77	2.3	2.8	3.3
C	76 - 74	2.0	2.5	3.0
C-	73 - 70	1.7	2.2	2.7
D	69 - 65	1.0	1.5	2.0
F	Below 65	0	0	0
LC	*	0	0	0

\* Loss of credit due to attendance

### **Weighted GPA and Class Rank:**

Class rank is based upon the quality points assigned to the final grade in all subjects for which credit is awarded. Additional quality points are earned in Honors and Advanced Placement courses. The quality points earned for each course are multiplied by the number of credits for that course. The quality points for each course are totaled and then divided by the total number of credits attempted to arrive at the students' weighted GPA. Any two or more pupils whose computed weighted grade point averages are identical will be given the same rank. The rank of the pupil who immediately follows a tied position will be determined by the total number of all preceding pupils not by the rank of the immediately preceding pupil.

The class ranking of a pupil who has transferred to this district prior to February of Grade 11 will include the grades earned in the regular program of the prior school. Students who transfer to this district after January of Grade 11 are not included in the calculation of class rank. A pupil's weighted and unweighted grade point average and rank in class will be entered on the pupil's record and will be subject to Board Policy 8330 on the release of pupil records.

### **UNWEIGHTED GRADE POINT AVERAGE**

JTHS computes both weighted and unweighted GPA and both are posted annually on the student's cumulative record. When calculating un-weighted GPA, the un-weighted (CP scale) quality points for each course attempted are totaled and multiplied by a factor of 1 for each 5-credit course. The resultant value is then divided by the factored credits to arrive at the student's un-weighted GPA.

### **ACADEMIC SUPPORT OPTIONS**

Students at JTHS are encouraged to be in good academic standing throughout the school year. Students who do not select a full schedule have an opportunity to select an Academic Study or Self-Directed Period. Additionally, there is an Academic Support Center for tutoring and makeup work/tests. Placement into these courses is at the discretion of building administration.

#### **Academic Study is provided for:**

- All grade 9 students who elect not to have a full schedule.
- Grade 10, 11, 12 students who do not meet the eligibility requirements of the Self-Directed Period.

**Self-Directed Period** is provided for students in grade 10, 11, and 12 by administrative discretion. Students have flexibility in how to manage their time.

**Eligibility based on:**

- History of complying with all school rules regarding attendance and discipline.
- Demonstrated good attendance record.
- Academic record including transcript.

**Academic Support Center** is provided for students during the school day and is located within the High School Media Center. Staff members from the core academic departments provide tutoring, extra practice, oversee student work and assignments, or proctor make-up assessments. Students may be administratively assigned to an academic support period as needed.

**Criteria:**

- Low or failing grades
- Difficulty in a specific subject area
- Missing assessments
- Assigned by the assistant principal

**After-School Options:** National Honor Society students and subject area teacher specialists are available in the Media Center from 2:30 pm –3:15 pm on Monday – Thursday for academic support and computer use.

**SUMMER SCHOOL/CREDIT RECOVERY**

Students who have failed or lost credit in required courses during the school year are *strongly encouraged* to take credit recovery courses over the summer at district approved summer schools. All students attending any area summer schools must have their summer school application approved by their school counselor. Courses completed in summer school will be posted on the official transcript along with the failing grade originally earned during the academic year. Credit recovery courses must be taken during the summer.

**ACADEMIC PROBATION/SUSPENSION REGULATION**

The purpose of this regulation is to address students that are not in performing well academically within a season (marking period for co-curricular activities) and to assist their recovery to good academic standing.

**Probation** – During the mid-season of the fall, winter, and spring seasons (mid-marking period for non-athletic co-curricular activities), an academic review will occur to determine students that are not in good standing. Any student failing any subject and/or obtaining two (2) or more “D” grades will be placed on probation and will have a period of two (2) weeks to raise the grades in question. No restrictions will be placed on the student during the probation phase of the regulation.

**“Red Shirt” Suspension** – After the duration of the two-week probationary phase any student on probation that does not raise his/her grade(s) above the standards described above will be “red shirted” for a period of one (1) week during which they will be permitted to attend and participate in practices and meetings but not compete in games, contests, and events.

**Suspension** - After the “red shirt” suspension phase further review will be conducted. If the student has raised his/her grade(s) above the standards they will continue on probation and be restored to full participation status. Any student that remains below the standards will be immediately suspended from the sport/activity with no participation or attendance at practices, contests, events, and meetings until his/her grades improve to the acceptable level.

## **NCAA ELIGIBILITY REQUIREMENTS**

Students who are interested in playing a sport in college at the Division I or Division II level must meet specific eligibility requirements specified by the National Collegiate Athletic Association. Scholar-athletes are advised to compare course selection against the list of NCAA-approved core courses. This list, along with complete information on eligibility rules and requirements, can be reviewed at <http://ncaa.org>.

## **NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION ATHLETIC ELIGIBILITY REQUIREMENTS**

The New Jersey State Interscholastic Athletic Association, of which Jefferson Township High School is a member, abides by eligibility rules. In order to be academically eligible for sports, a student must earn a certain number of credits each year or each semester

For the fall and winter, incoming grade 10, 11, and 12 students must have acquired thirty (30.0) passing credits in the immediately preceding academic year to be eligible to participate in athletic and co-curricular activities for the fall and winter. All incoming grade 9 students are eligible to participate in sports and co-curricular activities. To participate in spring athletic and co-curricular activities, grade 9, 10, 11 and 12 students must have earned fifteen (15.0) passing credits in the first semester.

***THESE ARE NJSIAA ASSOCIATION RULES AND NO EXCEPTIONS CAN BE MADE.***

Number of Credits Required for Participation

<u>Grade</u>	<u>First Semester</u>	<u>Second Semester</u>
9th grade	0	15.0
10th grade	30.0	15.0
11th grade	30.0	15.0
12th grade	30.0	15.0

## **SPECIAL COURSE OFFERINGS**

At its meeting of June 17, 2009, the New Jersey State Board of Education revised the requirements for Option Two, at N.J.A.C. 6A:8-5.1(a)1ii, which allows students to fulfill graduation credit requirements in whole or in part through program completion of a range of personalized learning opportunities. This revision requires school districts to establish a process to approve personalized student learning opportunities.

The Jefferson Township Board of Education offers students several processes by which Option Two coursework may be considered and approved, as follows:

## **CONCURRENT ENROLLMENT PROGRAMS**

A concurrent enrollment program allows students to get a head start on earning college credits while in high school. Jefferson Township High School has partnered with the following programs to allow students to take the approved courses and earn college credit and high school credit concurrently. Specific procedures apply for each program. Students should see their counselor if they choose to take advantage of the co-enrollment courses.

### **Seton Hall - Project Acceleration**

Two Jefferson Township High School courses have been approved by Seton Hall University for inclusion in Project Acceleration. This approval allows Jefferson Township High School students enrolled in these courses to elect to earn college credits from Seton Hall University. Students who wish to earn college credits enroll simultaneously in the College of Arts and Sciences at Seton Hall.

Currently, the cost per credit is \$75.00. The college credits earned through Project Acceleration are accepted at more than 200 colleges and universities. There are currently 70 high schools offering Project Acceleration courses and approximately 3000 students participate each year. Project Acceleration courses meet the criteria for graduation

as well as earn college credit and appear on the student's high school transcript. For information regarding this program, students should see their school counselor.

The following Jefferson Township High School courses have been approved within the Project Acceleration Program: **Calculus Honors and Media Studies Honors**

### **Kean University**

#### **Tomorrow's Teachers Honors**

Kean University will offer college credit/s to high school students who successfully complete the college-level course, EDUC 1999- Introduction to Education, based on the one-year Tomorrow's Teachers high school course with a grade of B or better. The concurrent enrollment program is optional. Further, upon graduating from the 4-year high school program, the students who successfully complete the course may be eligible for admission to Kean University with advanced standing in the appropriate program in which the course applies, depending upon adherence to the terms and conditions of the Agreement. Similarly, the students may transfer these credits to other higher education institutions, if such credits are accepted by the institution. For information regarding this program, students should see their school counselor.

#### **Holocaust, Genocide, and Human Rights Honors**

Jefferson Township High School is partnering with Kean University to offer a concurrent enrollment program for students enrolled in the Holocaust, Genocide, and Human Rights course at JTHS. In addition to earning five (5) high school credits from JTHS; students may choose to receive three (3) undergraduate college credits from Kean University. The concurrent enrollment program is optional. If a student decides to participate in the concurrent enrollment program, he or she will be required to make a payment of \$300.00 to Kean University, complete four college forms, and complete the course with a passing grade to receive three college credits.

### **Fairleigh Dickinson University-Middle College Program**

Students who meet all of the following criteria are qualified to initially participate in the FDU Middle College Program:

1. The student is a high school freshman, sophomore, junior, or senior at Jefferson Township High School.
2. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements and has the appropriate academic background.
3. The administration of Jefferson Township High School shall determine the eligibility of students for enrollment and participation in Middle College Program for each new registration period. Students who are interested in being considered for the Middle College Program must have the written endorsement of the administration of Jefferson Township High School.
4. A student must in order to remain eligible to continue participating in the Middle College Program maintain a minimum of a "C" in the class.

The tuition cost for the 2018-2019 academic year per course is \$237.00 for each 3-credit course. Tuition rates for 3-credit courses are subject to change at the end of each academic year.

*\*\*\* The student and his/her parent or guardian must exercise the option to participate in the Middle College Program by registering through Fairleigh Dickinson University's secure online registration portal by visiting [www.fdu.edu/middle](http://www.fdu.edu/middle). Tuition payment is the responsibility of the student/parent/guardian and shall be made at time of registration.*

The following Jefferson Township High School course has been approved within the FDU Middle College program: **Geophysical Science Honors**

## **INDEPENDENT STUDY**

**Independent study for credit means any significant learning activity, experience, and/or project that includes/follows the criteria and guidelines set forth below.**

1. The program reflects self-directed learning, and the student should reflect the qualities of self-motivation, dependability, perseverance, honesty, integrity, willingness to put forth effort, ability to accept criticism and direction, and a high degree of responsibility.
2. An independent study plan and contract will be developed by the student and parent/guardian, recommended by the teacher/mentor, guidance counselor, and approved by the following (after the entrance interview): supervisor of the gifted and talented program, gifted and talented teacher, and Director of guidance and any necessary subject area supervisors.
3. The student must complete the independent study proposal form, which can be obtained online or from the guidance department, obtain the appropriate signatures, and have an entrance interview before any further action can be taken in terms of approval/scheduling of the planned program.
4. The proposal, and ultimately the program, reflects the study of material that is accelerated and expanded in relation to the regular school curriculum. The program involves varied sources of information and guidance within and/or outside of school.
5. Progression must be made throughout the semester/school year on the independent study project that is documented by scheduled meetings with the gifted and talented teacher.
6. The program results in an “end product” of sufficient length and substance related to the independent study project (journal, presentation, portfolio, performance, showcase, etc.) that will be evaluated by the gifted and talented supervisor and gifted and talented teacher.
7. It is expected that the student attends all regularly scheduled classes unless prior approval is obtained from the gifted and talented teacher and after consultation with the class instructor to be excused from said classes periodically. The student is responsible for any class work missed during the completion of the independent work if it is deemed necessary for him/her to miss a scheduled class.
8. Students may elect to take a full year (5 credits) or half year (2.5 credits) independent study. The program involves a minimum of 1600 minutes per credit in terms of effort no matter the choice.
9. Generally, a student will be permitted to propose and complete a maximum of one independent study project per semester. Students may submit another proposal for independent study only after the previous project is completed in a satisfactory manner.
10. A student must report to his/her teacher/mentor or designated area (i.e. media center, etc.) during his/her Independent Study period on his/her schedule.
11. It is suggested that a student attempt to earn no more than 5 credits per academic year for each of the four years in high school. However, special consideration can be given to extremely motivated students who present valid, challenging project proposals to the evaluatee(s). The evaluatee(s) could recommend the earning of additional credits for such accelerated and expanded independent study proposals or activities.
12. Any student, who, in the judgment of the gifted and talented teacher and/or teacher/mentor, is not performing satisfactorily, will have his/her project reviewed by the evaluatee(s) and may be removed from the program. If this is done, no credit will be given for the project. A notation of “Independent Study-Withdrawn -No Credit” will be made in the student’s record.



13. Students will not receive a specific grade other than “pass or fail” and credits earned will not affect GPA or class rank.
14. Coursework will be noted on school records as “Independent Study ---project topic ---number of credits awarded ---and assessment” (pass/fail).
15. **\*\*\*Typically, independent study credits do not satisfy graduation requirements. Any student who wishes to use independent study credits to satisfy a graduation requirement such as “Visual and Performing Arts”, “Career, Consumer and Family Life” or “Financial and Economic Literacy” must make that distinction in the appropriate spot on the independent study application AND have his/her program approved by a committee comprised of the Supervisor of Gifted and Talented, the Principal, the Director of Guidance and the supervisor of the subject area in which the student would like to obtain credit.**

**For Semester 1 (September-February): All applications must be submitted by June 1<sup>st</sup>.**

**For Semester 2 (February-June): All applications must be submitted by December 1<sup>st</sup>.**

### **DISTANCE LEARNING**

At times, it may be necessary or desirable for students to attempt coursework for the purpose of credit recovery, to resolve scheduling conflicts, or to reach accelerated levels of study in a given discipline through the completion of high school or college-level coursework offered at accredited institutions other than JTHS via virtual technology or other institutions. In order to be approved for credit, students wishing to pursue such educational opportunities must:

Ensure that there is no practical way for the course to be taken at JTHS. In all cases, where a substantially similar JTHS course is available to the student, he or she will be required to complete the JTHS course. Distance learning coursework will not be approved to supplant an available JTHS course or instructor.

Complete an Application for Approval for Distance Learning Coursework. In addition to the Application, students must submit a course syllabus and course contact information to the school counselor. Forms and further information may be obtained in the Guidance Office. The counselor will review and forward the completed form to the Director of Guidance, who will review the Distance Learning Application with the appropriate Department Supervisor(s).

It is strongly recommended that the student not commit to enrolling in the distance-learning course until he or she receives official notification that the course has been approved as requested. If the student plans to complete this coursework during the summer months, it is essential to obtain the Application form early in the course selection process. ***The Application must be approved prior to the start of coursework.***

Students must request that an official transcript be sent to Jefferson Township High School from the credit-granting institution. Jefferson Township High School cannot assume responsibility for ensuring the receipt of these documents. No credit or advanced standing will be awarded until an official transcript is received from the approved institution.

Please note that students who take a course over the summer for the purpose of accelerating the advancement in a program, will be placed in the same level (CP, H, or AP) of the original recommendation unless a petition or level change for is complete prior to the summer course work and before June 1.

## **MORRIS COUNTY VOCATIONAL TECHNICAL SCHOOL** **SHARE-TIME OCCUPATIONAL PROGRAMS**

### **GRADES 11-12**

### **20 Credits**

Morris County School of Technology provides students with the opportunity of gaining 160 minutes daily of vocational training as part of their junior and/or senior high school program. Academic subjects are taken at the Jefferson Township High School. Students are transported to Morris County School of Technology for specialized vocational training. Participants earn 20 credits per year for successful completion of this program.

Morris County Vocational Technical School admits those students who can reasonably be expected to profit by the programs offered. General school records (including attendance), exploratory experiences, and activities are carefully reviewed in determining whether or not a prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required in the chosen training area.

Interested students must file an application to Morris County Vocational Technical School through their respective school counselor.

Below are the share-time programs currently available. Additional information about MCVTS programs is available at [www.mcvts.org](http://www.mcvts.org).

- Allied Health (Pequannock Township High School)
- Auto Body and Collision Repair
- Auto Service Technology
- Carpentry
- Cosmetology
- Cyber Security and Information Protection (County College of Morris)
- Electrical Trades
- Engineering Design and Advanced Manufacturing (EDAM – County College of Morris)
- Fundamentals of Building & Grounds Maintenance
- Fundamentals of Food Services
- Fundamentals of Retail and Supermarket Careers
- Plumbing and Pipefitting
- Welding Technology

## JEFFERSON TOWNSHIP HIGH SCHOOL FOUR YEAR GRADUATION WORKSHEET

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Subject	GRADE 9	CREDIT	GRADE 10	CREDIT	GRADE 11	CREDIT	GRADE 12	CREDIT
<b>ENGLISH</b>	English 9		English 10		English 11		English 12	
<b>MATH</b>	Required		Required		Required		Recommended	
<b>SCIENCE</b>	Required		Required		Required		Recommended	
<b>SOCIAL STUDIES</b>	World History		US History 1		US History 2		Recommended	
<b>WORLD LANGUAGE</b>	Required		Required (4-year college)		Recommended		Recommended	
<b>HEALTH/ PHYS ED</b>	H/PE 9		Driver Education Theory/PE 10		H/PE 11		H/PE 12	
<b>OTHER</b>	Required: FEL or 21 <sup>st</sup> Century Skills Elective		Required: FEL or 21 <sup>st</sup> Century Skills Elective					
<b>OTHER</b>	Required: VPA Elective							
<b>CREDIT EARNED</b>								
<b>NJSLA</b>	ELA 9 Score:				Algebra 1 Score:			
	ELA 10 Score:				Geometry Score:			
	ELA 11 Score:				Algebra 2 Score:			
<b>NJSLA-S</b>	Score:							
<b>Other</b>	PSAT Score:				Accuplacer Score:			
	SAT Score:				ASVAB Score:			

## **ACADEMY FOR ENVIRONMENTAL SCIENCE**

Environmental Science is the study of interrelationships between human activities and the environment. The objective of the Environmental Science Academy is to provide students with scientific knowledge about the natural world while at the same time exploring the environmental, economic, and social aspects of these interactions and how they influence decision-making and policy. Students will learn about human and natural systems, gain interdisciplinary knowledge about the environment and understand the impact of work in this field of study. Emphasis will be placed on field-based learning and practical applications of concepts. The course of study is designed to integrate all academic perspectives and reflects the interdisciplinary nature of environmental studies. Upon graduation, students will have the foundation needed to pursue a degree in environmental studies in preparation for one of the growing numbers of environmental careers in resource management, engineering, business, non-profit work, law, conservation, or education.

All courses listed as part of the Academy for Environmental Science are open to students who have gone through a rigorous application process through the Morris County Vocational School District and have gained entrance into the program. Students will travel as a cohort of learners through designated “academy specific” courses and follow a predetermined sequence of coursework. Non-matriculated students are not eligible to enroll in academy specific courses.

### **FRESHMAN ACADEMY COURSES**

#### **INTRODUCTION TO ENVIRONMENTAL SYSTEMS**

**GRADE 9**

**Prerequisite: Acceptance into Academy Program**

**5 Credits**

Introduction to Environmental Science provides academy students with the scientific principles, concepts, and methodologies necessary to understand the interrelationships of the natural world and its systems, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving and/or preventing them. This course will cover major topics such as interdependence of Earth’s systems, biodiversity, evolution, nutrient cycling, the tradeoffs between the environment and society and will serve as the foundation for all future academy specific science courses.

#### **ACADEMY HONORS ENGLISH 9**

**GRADE 9**

**Prerequisite: Acceptance into Academy Program**

**5 Credits**

All students will demonstrate mastery of the New Jersey Student Learning Standards in English Language Arts as grade level appropriate. The purpose of the ninth grade English Language Arts program is to examine the universal themes of life such as coming of age, first love, marriage, friendship, and family. An in-depth look at each genre will expose the student to the various styles, and techniques used by such classic authors as Homer, Lee, Bradbury, Angelou, Capote, Dickinson, Frost, Dickens and Shakespeare to name a few. Students will analyze and evaluate plot, character, and point of view in their study of the short story. In the poetry genre, emphasis will be on the epic poem along with other poetry devices. The ninth grade course is rounded off with an in depth view of the classic novel *To Kill A Mockingbird* by Harper Lee, *The Book Thief* by Markus Zusak and *Great Expectations* by Charles Dickens. The drama genre includes Shakespeare’s *Romeo and Juliet*. The year also includes two modern authors Stephen King and Ray Bradbury both of whom present unique perspectives of character. Additionally, media study will include an examination of film including *The Blind Side* directed by John Lee Hancock and *I, Robot* directed by Alex Proyas.

Academy Honors English will be enhanced for the Academy for Environmental Studies students through the study of Ecocriticism, the study of literature and the environment from an interdisciplinary point of view. Literature will be analyzed and evaluated, which illustrates environmental concerns and examines the various ways in which literature treats the subject of nature. The course will additionally focus on man’s relationship with the environment and how that relationship has impacted literature and composition.

**ACADEMY HONORS WORLD HISTORY****GRADE 9****Prerequisite: Acceptance into Academy Program****5 Credits**

This course is an intensive in-depth analysis of the historical events that have affected the development of civilization throughout the world. Exploring the Enlightenment as a turning point in world history, students will analyze natural law, capitalism, socialism, imperialism and nationalism. The course devotes considerable time to a wide-ranging survey of the Middle East, the Asian sub-continent, and Africa. Emphasis is placed upon the role of religion and religious conflict, government, history, and current global issues. In addition, this course will focus on man's relationship with the environment and how it has impacted human history through competition for resources, disease and geography. Advanced reading, writing and comprehension skills are necessary for this course. A summer assignment is required.

**SOPHOMORE ACADEMY COURSES****INTRODUCTION TO ECOLOGICAL DESIGN****GRADE 10****Prerequisite: Introduction to Environmental Systems****2.5 Credits**

This sophomore Academy for Environmental Studies course is an honors level course that explores the application of basic sustainability principles. This course will explore how ecological systems can improve environmental quality. Students will analyze methods of food production, waste management, energy use, land and water management and environmental restoration and their resulting impact on the local and global environment.

**INTRODUCTION TO ENVIRONMENTAL RESEARCH****GRADE 10****Prerequisite: Introduction to Environmental Systems****2.5 Credits**

This sophomore Academy for Environmental Studies course is an honors level course that introduces students to the various stages in the environmental research process focusing on scientific journal article construction as well as research design, data collection, and data analysis. Students will utilize knowledge gained throughout the program to construct a final research project or 'intern' with a research project through a partner institute of the academy to gain experience in environmental research.

**ACADEMY HONORS ENGLISH 10****GRADE 10****Prerequisite: Academy Honors English 9****5 Credits**

All students will demonstrate mastery of the New Jersey Student Learning Standards in English Language Arts as grade level appropriate. This course will cover a survey of American Literature, focusing on various time periods and literary movements important to the development of the many American literary voices we see today. Some major texts that may be covered include *The Crucible*, *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *Of Mice and Men*, *One Flew Over the Cuckoo's Nest*, *The Catcher in the Rye*, *The Things They Carried*, and *The Great Gatsby*. These major texts cover multiple historical time periods and represent varied slices of what may be considered the American consciousness, in various stages of its development. Essentially, the course focuses on how literature can reveal the development of a society, particularly its interactions with and responsibility to the natural world. This ecocritical connection between American society and the natural world in which it has developed and continues to function will be made more explicit through excerpts of ecocritical texts *Silent Spring* and *The Green Studies Reader*, as well as through a study of the Transcendentalist writings of Thoreau and Emerson. One specific focus of the course will be the environmental and ecocritical implications of these phases of development of the American consciousness. The advanced ecocritical connection this course will offer is essential to the development of the Environmental Science Academy students, who built a foundation of skills in ecocritical literary analysis in the English 9 Academy Honors course.

**ACADEMY US HISTORY 1 HONORS****GRADE 10****Prerequisite: Academy World History Honors****5 Credits**

This year long course is designed to educate our students in the foundations of our nation's governmental system and values which still hold true today. It is part one of a two-year study of American History. The course will

begin with the pre-Columbian era and continue to the Industrial Era of the late nineteenth century. The course will follow the creation, development, and obstacles a young republic faced while setting the stage for becoming the world's greatest power during the 20th century. Students will develop critical thinking skills and content knowledge through analysis of primary sources. Students will investigate the relationship between Early Americans with their environment and how that shaped the course of American History. In addition, the students will examine the early stages of environmental movements as more Americans placed an emphasis on science, discovery, and innovation.

### **JUNIOR ACADEMY COURSES**

#### **ACADEMY HONORS CLIMATE CHANGE BIOLOGY**

**GRADE 11**

**Prerequisites: Ecological Design & Environmental Research**

**2.5 Credits**

This is a college level course which will be offered with credit from Fairleigh Dickenson University. This course will examine the underlying principles of climate dynamics. We will consider the physical evidence for climate change and use a variety of data sources both past and present. Anthropogenic climate change presents a wide range of impacts and challenges for both the planet and the organisms that exist upon it. The potential consequences for individual organisms with regard to physiology, behavior, population dynamics, and community effects will be highlighted. Students will also explore the challenges and uncertainties climate change presents to scientists in terms of its potential impacts on terrestrial and marine species' distributions.

#### **ACADEMY HONORS HUMAN ECOLOGY**

**GRADE 11**

**Prerequisites: Ecological Design & Environmental Research**

**2.5 Credits**

Human Ecology is the interdisciplinary study of the relationships between humans and their natural and cultural environments. The purpose of this course is to build a community of learners that will explore the question of human ecology from the perspectives of the arts, humanities, and sciences; both in and outside the classroom. This course examines our role in the natural world and compares it with the philosophies of nature that have guided other peoples in other times and other places.

#### **ACADEMY HONORS ENVIRONMENTAL ENGINEERING**

**GRADE 11**

**Prerequisites: Ecological Design & Environmental Research**

**5 Credits**

Academy Honors Environmental Engineering is a full year course intended for students in the Academy for Environmental Science. Learners will see how the engineering and design process is applied to the production of solutions for real-world problems. An understanding of the basic principles of mathematics and science, achieved primarily through hands-on activities, will help students develop solutions that make efficient use of manmade and natural materials. Specific areas of focus within this course include sustainability, renewable power sources (e.g. solar, wind, biomass), water and air pollution control.

#### **ACADEMY HONORS ENGLISH 11**

**GRADE 11**

**Prerequisite: Academy Honors English 10**

**5 Credits**

Students will study British literature and examine in depth themes such as the noble savage, the art of temptation, the search for identity and social enlightenment, while also investigating universal ideas such as love, good versus evil, humor and satire, societal conflicts, internal conflicts and many others. One specific focus of the course will be the environmental and eco-critical implications of these themes. The advanced eco-critical connection for this course builds on the foundation that was established during the English 9 & 10 Academy Honors courses. Core works to be studied may include: *Frankenstein*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *1984*, *Lord of the Flies*, *Macbeth*, *The Canterbury Tales*, *Sir Gawain and the Green Knight*, *Beowulf*, *Wuthering Heights*, *Dubliners*, *Pygmalion*, *The Importance of Being Earnest*, as well as various poems, short stories and informational texts.

**ACADEMY US HISTORY 2 HONORS****GRADE 11****Prerequisite: Academy United States I Honors****5 Credits**

For Environmental Science of this course provides students with a framework for the political, social, economic, military, cultural and intellectual history of the United States from imperialism to the present. This year long course begins with the late nineteenth century and analyzes the events that shaped the twentieth century with a focus on the emergence of the United States as the world's greatest power. In addition, this course analyzes the influence and impact of the environmental movement on American society. Students will investigate the creation of the Environmental Protection Agency and determine the effectiveness of the federal government's role in regulating the factors harmful to the environment. Students will engage the learning process through informational text analysis, discussion/debate, document based questions, and integrated technology. Students will develop critical thinking skills and content knowledge through analysis of primary sources.

**SENIOR ACADEMY COURSES**

In 12<sup>th</sup> grade, Academy for Environmental Science students will complete a Structured Learning Experience (SLE) in addition to their normal coursework. The SLE is an internship that requires 120 hours of time spent with employers. The details of the Structured Learning Experience (SLE) will be articulated during students' junior year with students able to begin accruing hours over the summer before grade 12. Time to complete the SLE is not limited to the school day or work week, but students and/or parents must provide their own transportation to their internships. Students must ensure that they make time in their daily class schedules to complete the SLE and all other required courses.

Academy students have several options with which they can complete coursework. Students, provided they meet entrance requirements, may complete up to 24 college credits as a full time college student at various institutions such as the County College of Morris, Kean University, Centenary University, and Ramapo College. Students may also elect to take college level environmental science coursework at one of our participating institutions and take the remaining general education courses (English, Math, Physical Education, etc.) here at JTHS. Finally, students have the option to stay at JTHS full time. Should students choose to stay, they must meet the standard graduation requirements as outlined in the program of studies and take the following Academy specific course:

**ACADEMY HONORS FIELD RESEARCH AND  
GLOBAL ISSUES IN SUSTAINABILITY****GRADE 12****10 Credits****Prerequisite: Successful completion of academy  
Coursework in grades 9-11**

This is a culminating academy science experience for students choosing to remain at JTHS for grade 12. Students opting to take their environmental science courses at one of our partner colleges do not need to take this course. Students will be immersed in the exploration, evaluation, and solution creation of authentic, complex and multilayered issues that humans must face in order to ensure the survival of our planet and species. Students will also immerse themselves in novel research to help them explore, explain and make conclusions about critical environmental issues. Students will ultimately produce a final, polished presentation about their work.

**ACADEMY STRUCTURED LEARNING EXPERIENCE (SLE)****GRADE 12****Prerequisite: Successful completion of academy  
Coursework in grades 9-11****5 Credits**

The Structure Learning Experience allows Academy for Environmental Science students to observe and interact with individuals currently employed in one of many areas under the umbrella of Environmental Science. Students will reflect and keep record of important information and knowledge gained during the process. Students are required to provide their own transportation to all site visits.

## **FUTURE EDUCATORS' PROGRAM**

### **TOMORROW'S TEACHERS**

**GRADE 12**

**Prerequisite: None**

**5 Credits**

This course is designed to introduce potential future teachers to the field of education. Students will be exposed to thematic curriculum that covers the history of education, educational theory, learning styles, and classroom procedures. During the third marking period, students will perform field work in the middle school or high school in order to observe a selected content area, grade level, and styles of instruction. Teacher cadets will model professional behavior and dress while observing and teaching during the fieldwork experience. The student may be eligible to receive college credit through Kean University accompanied by a 3 credit course tuition fee. Please see requirements for concurrent college credits for additional information.

## **ART**

### **Level One Art Courses**

All level one courses provide students with a common, rigorous study in the elements and principles of art via study within a specific artistic approach. Each course satisfies the graduation requirement and prepares students for further study in any artistic discipline.

### **ART AND DESIGN**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**5 Credits**

This course offers an introduction to the design and creation of functional objects and establishes a foundation of basic art and design concepts. Students will learn the elements of art and principles of design and apply them to the creation of objects in a variety of media. The course will provide information about basic materials, tools, techniques and the historical background for each process. By analyzing and evaluating professional artworks, as well as their own creations, students will develop an appreciation for aesthetics. They will learn a four-step process for writing art criticism essays.

### **FINE ART**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**5 Credits**

The course introduces students to the elements and principles of art and establishes a foundation for further study in the art department. Students will sharpen their perceptual skills while learning about the language of art. They will become familiar with sources of inspiration for artists and art history, while creating extensive studio projects covering each of the elements of art. This course will help students to appreciate art history by analyzing and evaluating artworks orally and in writing. Students will also create their own original works of art using a variety of media and art processes.

### **DIGITAL VISUAL MEDIA 1**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**5 Credits**

The course introduces students to the elements and principles of art and establishes a foundation for further study in the art department by introducing students to Adobe Photoshop. This course will focus on basic techniques of shaping a digital image and manipulating it in Photoshop on the Mac platform. Students will sharpen their perceptual skills by applying the elements of art and principles of design to their own photographs and digital image. The students will receive an introduction to Virtual Reality and learn the basics of design in the platform. This course will help students to appreciate digital art by analyzing photographs, evaluating digital art and writing art criticism essays.



## **Level Two Art Courses**

Level two courses require one year of art at the introductory level; this can be a course in Art and Design, Fine Art or Digital Photography. Each course is a discipline specific study that builds on the elements and principles of art established in level one.

### **DRAWING AND PAINTING**

**GRADE 10, 11, 12**

**Prerequisite: Level One Art Course**

**5 Credits**

The Drawing and Painting class will build on the skills students gained in the introductory art classes. It will provide further explorations of the art elements and principles of design. In this class, students will gain a deeper understanding of how they can organize the art elements into compositions that communicate their personal thoughts, ideas and feelings. Extended projects will challenge students to develop their skills in drawing, painting and printmaking. This class will prepare students for further study in Advanced Art and it will help them to begin developing portfolios for college admissions. Each student will develop and maintain a sketchbook and a portfolio of their work throughout the year.

### **CERAMICS**

**GRADE 10, 11, 12**

**Prerequisite: Level One Art Course**

**5 Credits**

This course exposes the student to clay and glaze and the procedures for manipulating the medium. Techniques will move from basic to advance as students learn historical content and reinforce their skills in art criticism and aesthetics. Students will learn many hand-building techniques such as pinching, coiling, slabs, and sculpture. using texture and various types of glazes. Each student will sketch and design all projects before producing functional and decorative ceramic pieces that are fired in the kiln.

### **SCULPTURE**

**GRADE 10, 11, 12**

**Prerequisite: Level One Art Course**

**5 Credits**

The Sculpture course will provide students with an exploration of three-dimensional design and construction. Students will create thrown forms using the potter's wheel. Special attention will be given to surface decoration. Participants will gain skills in assemblage, carving, casting, and modeling techniques. Materials may include clay, fiber, metal, paper, plaster, stone, wax and various found and recycled objects. An examination of an era in the history of sculpture and an exploration of a specific sculpture technique will introduce each study unit. Drawing exercises will help students to create two-dimensional designs for each project that they will then translate into three-dimensional media. Students will view and evaluate their work and the work of professional artists in oral and written critiques.

### **DIGITAL VISUAL MEDIA 2**

**GRADE 10, 11, 12**

**Prerequisite: Completion of Digital Visual Media 1**

**5 Credits**

This Digital Visual Media course will build on the skills students learned in the Digital Visual Media 1 course. Students will engage the art and design process in a digital format through a deeper level as they draw, paint, and create in Photoshop and Virtual Reality. Students will analyze various artworks and reinterpret them with digital imaging techniques. Techniques will move from basic to advanced, as students learn historical content and reinforce their skills in art criticism and aesthetics. Students will view and evaluate their own work and the work of professional artists in oral and written critiques providing further explorations that communicate their personal thoughts, ideas and feelings. Each student will develop and maintain a digital portfolio of their work throughout the year.

## **Level Three Art Courses**

Advanced level art courses require a minimum of two years of art and a teacher's recommendation. Students must have completed a level one course and at least one course at the second level. These courses further students' knowledge, understanding and skills in art and help prepare them for college admission.

**ADVANCED ART****GRADE 11, 12****Prerequisite: Level Two Art Course****5 Credits**

This full year course offers students opportunities to explore art areas of interest and prepare for a college fine arts program. Students will build on elements and principles of art to create artwork with strong compositional and technical skills. They will learn and utilize additional principles through the experience of hands-on learning, always allowing for creative expression. Students also explore new media and advanced techniques. Studio projects will integrate past and present art traditions from around the world while integrating aesthetics, art criticism, art history, and production. Students preparing a portfolio should take this course in eleventh grade.

**ADVANCED PLACEMENT ART HISTORY****GRADE 11, 12****Prerequisite: Level Two Art Course and Departmental Approval****5 Credits**

The Art History course will provide a survey of art from ancient times through the 21<sup>st</sup> century. Students will view, analyze and discuss artworks from Europe, the Americas and a variety of non-western cultures. The course will provide students with an understanding and appreciation for architecture, sculpture, painting and other art forms. Students will learn art historical terminology and the technical processes used in the production of art. Students enrolled in Advanced Placement courses are encouraged to take the AP exam at the end of the course.

**ADVANCED PLACEMENT STUDIO ART****GRADE 11, 12****Prerequisite: Level Two Art Course and Departmental Approval****5 Credits**

The AP Studio Art course is a college level course designed for high school seniors who have received a teacher recommendation and are seriously interested in the practical experience of art. Students will produce a portfolio for judgment by the College Board in one of the following areas: Drawing, 2-D Design, or 3-D Design. Each portfolio shares a basic structure that requires students to investigate, develop, and exhibit the aspects of Quality, Concentration, and Breadth.

## **BUSINESS**

The Business Department offers a wide selection of courses to prepare students for future careers in the business world, and to provide students with the essential knowledge and skills to become fiscally responsible citizens and educated consumers in a global economy. The department program also offers opportunities for students to engage in 21<sup>st</sup> century leadership through participation in business organizations, such as DECA (Distributive Education Courses of America) and FBLA (Future Business Leaders of America).

There are courses in the Business Department that are designed to prepare students to take the CLEP Exam. By passing a CLEP exam, students can earn 3 or more college credits.

**BASIC CODING AND WEB DESIGN****GRADE 9, 10, 11, 12****Prerequisite: None****2.5 Credits**

Basic Coding and Web Design is a one-semester, project-based course that infuses digital communication skills with basic coding and web design. Web design tools such as Dreamweaver and online Internet based web software are used. Basic coding and web design develops three key areas: coding, web design and basic game development. This course also offers basic components of Scratch. Each component of this course builds on the other, adding more challenging skills onto the foundation proficiency.

**ECONOMICS CP****GRADE 10, 11, 12****Prerequisite: None****2.5 Credits**

Economics is designed for the student planning to attend a 2 or 4-year college. This semester course presents basic economic principles with economic and financial literacy as its goal. Special emphasis is placed on decision-making while examining the individual's economic role as producers, consumers, and citizens in a free market society. Students participate in the Stock Market Game in competition with other schools. This course also

provides students with an introduction to finance and the capital markets, as well as basic investment management and financial planning.

### **ADVANCED PLACEMENT ECONOMICS**

**GRADE 10, 11, 12**

**Prerequisite: Pathways to Business or Personal Finance and Departmental Approval**

**5 Credits**

This course is designed to be equivalent to a college Microeconomics/Macroeconomics course taken by business majors during their first year of college. The purpose of the course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system and the economic system as a whole. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The course also places particular emphasis on the study of national income and price-level determination, and also develops the students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

### **PATHWAYS TO BUSINESS**

**GRADE 9, 10, 11**

**Prerequisite: None**

**5 Credits**

This is an introductory course designed to ensure that all students interested in furthering their business education have a broad understanding of the various business disciplines. This course will cover units in economics, business management, marketing, human resources, financial management, business organization, entrepreneurship and business ethics. Traditional tests, quizzes and exams will be enhanced with individual and group projects, real-life simulations such as multimedia production, and public speaking so that students are building the requisite skill to compete in a 21<sup>st</sup> Century world.

### **PERSONAL FINANCE**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**2.5 Credits**

This course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. This course will provide a foundational understanding for making informed personal financial decisions.

### **ACCOUNTING 1**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**5 Credits**

Accounting 1 is designed for those students who desire a basic knowledge of the fundamentals of bookkeeping and accounting principles and procedures. This knowledge can be applied to office support vocations or as a basis for the advanced study of accounting. The accounting cycle is introduced as it is applied to double-entry bookkeeping. Simple adjusting and closing entries are included. Assets, liabilities owner's equity, profit, loss, income, and expense transactions are explored. Simulated financial statements are used to complete practical applications of accounting principles and procedures. Students will be introduced to real world business applications and will explore fundamental general business concepts throughout the year.

### **ACCOUNTING 2 HONORS (CLEP)**

**GRADE 10, 11, 12**

**Prerequisite: Accounting 1 and Departmental Approval**

**5 Credits**

Accounting 2 Honors (CLEP) introduces the business student to more advanced accounting principles common in the first year of accounting employment and high education business and accounting courses. Students will move from report production to introductory report analysis and interpretation. They will be introduced to the basics of the accounting information systems field through introductory spreadsheet creation, spreadsheet/database manipulation, and business simulation projects.

**BUSINESS AND PERSONAL LAW HONORS (CLEP)**  
**Prerequisite: Pathways to Business or Personal Finance**  
**and Departmental Approval**

**GRADE 10, 11, 12**  
**5 Credits**

The Introductory Business Law Honors (CLEP) course is designed to provide students with an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. Knowledge of business law is particularly useful because all students eventually assume the role of citizen, worker, and consumer in society. Businesses operate in an increasingly global environment where the laws of different governments and judicial systems frequently conflict. As a result, business students must include in their academic preparation a basic knowledge of the legal system and how law impacts commerce both nationally and internationally. Students must understand how and why local, state, and federal law works in conjunction with international law. Students need to also be able to distinguish unethical behavior from illegal behavior and to understand the rising importance of social responsibility as an aspect of corporations and organizations in a global society.

**MARKETING 1**  
**Prerequisite: None**

**GRADE 9, 10, 11, 12**  
**5 Credits**

Marketing 1 is one of the largest and most exciting areas of business today. In this course students will explore an introduction to basic principles and practices of marketing in our global economy. It is based on important marketing areas, which include business management, entrepreneurship, human relations, and economics. This course provides an overview of marketing concepts, marketing mixes, marketing strategies, market segmentation, target markets, pricing, distribution and promotion. These principles will be applied in the areas of advertising, apparel and accessories, business services, e-commerce, financial services, hospitality services, restaurant marketing, and sports and entertainment. In addition, students will study merchandising, principles of salesmanship, public relations, and publicity, all of which deal with the buying, selling and promoting of goods and services. It is required for students to join DECA a co-curricular marketing club. Students will have the opportunity to participate in regional, state, and national competitions. Club meetings take place during class.

**MARKETING 2 HONORS (CLEP)**  
**Prerequisite: Marketing 1 and Departmental Approval**

**GRADE 10, 11, 12**  
**5 Credits**

The Marketing 2 Honors CLEP course will focus on the concepts, tools, and analysis that underlie marketing decisions. The exam is concerned with the role of marketing in society and within a firm, understanding consumer and organizational markets, marketing strategy planning, the marketing mix, marketing institutions, and other selected topics, such as international marketing, ethics, marketing research, services and not-for-profit marketing. Students are also expected to have a basic knowledge of the economic/demographic, social/cultural, political/legal, and technological trends that are important to marketing.

**ENTREPRENEURSHIP**  
**Prerequisite: Pathways to Business or Personal Finance**

**GRADE 10, 11, 12**  
**2.5 Credits**

The Entrepreneurship class will look at entrepreneurs who changed business as well as those who contributed to the overall good of business. Entrepreneurship encourages self-expression by inspiring students to think, analyze, and to apply concepts to real world problems. This course explores such subjects as developing a business plan, identifying and meeting a market need, marketing a business, strategies for maintaining customer loyalty, and selecting a type of ownership.

**SPORTS AND ENTERTAINMENT MARKETING**  
**Prerequisite: Pathways to Business or Personal Finance**

**GRADE 10, 11, 12**  
**2.5 Credits**

Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements, and promotions will be part of this course. The course will develop critical thinking, decision making and communication skills through real world applications.

Students will be prepared to handle specific tasks associated with either industry. This course offers students an edge if pursuing marketing or sports management degrees on the collegiate level. Guest speakers, case studies, field trips, videos and computer integrated activities will be incorporated into the class.

### **ADVERTISING AND PROMOTION**

**GRADE 10, 11, 12**

**Prerequisite: None**

**2.5 Credits**

Advertising and Promotion allows the students to take a walk through the advertising business world. Everybody recognizes the NIKE "Swoosh" and McDonald's "golden arches." In the Advertising and promotion courses, students learn to appreciate the skills needed to secure market information, develop budgets, price advertising services, and evaluate promotional campaigns.

## **FAMILY AND CONSUMER SCIENCE**

### **INTRODUCTION TO CULINARY ARTS**

**GRADE 9, 10, 11**

**Prerequisite: None**

**5 Credits**

This year long course will provide students with the fundamental skills needed to cook and bake a variety of meals, including smart budgeting. Safety and sanitation will be stressed throughout this course, with students learning safe handling procedures, proper cooking temperatures, measuring and knife skills. Students will learn about the major categories of ingredients (grains, poultry, eggs, breads etc.) and how to prepare each. Nutrition will be studied throughout the course through various lenses such as portion size, nutrition labels, nutrition content of meals, and key nutrient requirements for optimal health.

### **CULINARY ARTS CP**

**GRADE 10, 11, 12**

**Prerequisite: Introduction to Culinary Arts**

**5 Credits**

This year long course offers students the opportunity to further develop their skills while working on many creative culinary projects. Students will research, study and experience the foods of the regions of the United States and they will experience the customs and cuisine of many foreign countries.

### **ADVANCED CULINARY ARTS CP**

**GRADE 11, 12**

**Prerequisite: Culinary Arts CP**

**5 Credits**

This year long course offers students a chance to further their expertise and skills gained in the prior two culinary courses. Students will work on all the courses of meal planning in the context of developing a working menu and restaurant. As a result, students will develop creativity and meal planning skills. Students may also work on projects for special occasions and events for the school community which will further their ability to plan and refine the execution of menus.

### **CHILD DEVELOPMENT CP**

**GRADE 11, 12**

**Prerequisite: None**

**5 Credits**

This course is designed to prepare students for parenting and/or careers involving children. The pre-school lab called "Teens-N-Tots" includes children from the community who participate three days per week for a fall and spring session. Students plan activities and work with the children. When the preschool is not in session the students cover behavior management, understanding child development, effective parenting skills, and prenatal development.

### **ADVANCED CHILD DEVELOPMENT CP**

**GRADE 12**

**Prerequisite: Child Development CP**

**5 Credits**

This course is geared to the person who is interested in working with children as a career. Students will continue their work with the preschool children. They will plan subject area lessons like cooking, science, math, movement, and letters. They will observe the children and apply theories they have learned to what they see. When the pre-school is not in session they will learn about prenatal development. They will also learn about the

emotional, social, and intellectual development of infants, children one to three, and children four to six years of age. Students will also explore the various careers that deal with young children and the credentials needed.

## **HEALTH AND PHYSICAL EDUCATION**

In order to graduate from Jefferson Township High School, physical education and health education courses are required for every year a student is enrolled. Students at each grade level will have physical education for three marking periods and Health or Driver Education Theory for one marking period. The physical education program introduces and reinforces for each individual the sources, knowledge, and skill to enable them to effectively utilize their leisure time and, if necessary, develop a personal fitness program for future needs. Our program combines the introduction of skills and the enjoyable participation in a wide variety of sports-related activities that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. The planned and sequential physical education curricula will emphasize knowledge about the benefits of physical activity and the recommended amounts and types of physical activity needed to promote health.

### **HEALTH AND PHYSICAL EDUCATION 9**

### **GRADE 9**

#### **Required Course**

#### **5 Credits**

The content of this course consists of the following activities: physical fitness testing, outdoor education, basketball, volleyball, physical fitness concepts, soccer, football, and badminton. Health 9 gives an overview of intra-familial relations in relation to personality development and peer relations. The health course content includes many of the current issues affecting the youth of today covered through a variety of methods including guest speakers, community resources, student research, and teacher instruction. The course content on current health issues includes topics such as HIV/AIDS, dating violence, date rape, nutrition and eating disorders, family life issues, substance abuse including drugs, alcohol and tobacco, as well as decision-making, body systems, mental health issues, anger management, disease prevention and control, safety and careers.

### **HEALTH AND PHYSICAL EDUCATION 10**

### **GRADE 10**

#### **Required Course**

#### **5 Credits**

The 10<sup>th</sup> grade physical education program is made up of electives that students choose throughout the year. Course choices are dependent on class sizes, available facilities, weather, personal preferences, and teacher expertise. The list of electives includes: football, soccer, field hockey, ultimate frisbee, lacrosse, indoor games, outdoor games, basketball, volleyball, badminton, tennis, weight training, aerobics, softball, track and field, pickle ball, floor hockey, team handball, indoor soccer and in-line skating. Driver Education Theory develops a responsible driver who is informed of rules and regulations, causes and prevention of traffic accidents, basic automotive principles, and community safety. Upon completion of the course and intense scrutiny and instruction directly related to the New Jersey State Driving Manual, students will be given the New Jersey State driver examination. Careers related to driver education are also studied. The course content includes various topics that relate directly to driving and safety. Other topics include: Assessing and Managing Risks, Knowing Yourself, Handling Social Pressures, Signs, Signals, and Markings, Rules of the Road, Getting to Know Your Car, Starting, Steering, and Stopping, Basic Driving Skills, Turning and Parking, Driving Environments, Light and Weather Conditions, Sharing the Roadway, Natural Laws and Driving, Responding to an Emergency, Buying a Car, Car Systems and Maintenance, and Planning a Trip.

### **HEALTH AND PHYSICAL EDUCATION 11**

### **GRADE 11**

#### **Required Course**

#### **5 Credits**

The 11<sup>th</sup> grade physical education program is made up of electives that students choose throughout the year. Course choices are dependent on class sizes, available facilities, weather, personal preferences, and teacher expertise. The list of electives includes: football, soccer, field hockey, Ultimate Frisbee, lacrosse, indoor games, outdoor games, basketball, volleyball, badminton, tennis, weight training, aerobics, softball, track and field, pickle ball, floor hockey, team handball, indoor soccer and in-line skating. The content of the Health 11 course includes

many of the current issues affecting the youth of today covered through a variety of methods including guest speakers, community resources, student research and teacher instruction. The course is divided into three areas: family living, AIDS and First Aid. Students are encouraged to evaluate their values regarding dating and relationships. They are also encouraged to understand how the people around them, such as their parents and friends, influence those values. The AIDS unit provides the facts about the disease, how it is transmitted, and safeguards against contracting the disease. Students are also introduced to the basic principles of first aid, choking, shock, burns, cold exposure and poisoning in the hope of achieving a better awareness of proper decisions regarding medical emergencies. Other topics include: Peer pressure, nutrition including weight control, supplements, fad diets and eating disorders, substance abuse including drugs, alcohol and tobacco, mental health, self-esteem, personality, stress, suicide and depression, death and dying, decision-making, careers, self-exams, and disease prevention and control including HIV/AIDS.

## **HEALTH AND PHYSICAL EDUCATION 12**

**GRADE 12**

### **Required Course**

**5 Credits**

The 12<sup>th</sup> grade physical education program consists of electives chosen by the students. The electives are the same as are described in the 11<sup>th</sup> grade physical education program. The Health 12 course content includes current issues affecting the youth of today covered through a variety of methods including guest speakers, films, community resources, health and hospital personnel, research, and teacher instruction. Family living issues are presented as related to the dynamics of the family. Mandated material such as substance abuse including alcohol, drugs, tobacco, steroids, and club drugs, and HIV/AIDS will be addressed in view of its influence on the family. Other topics include: dating and relationships, childbirth and parenting, nutrition and related topics, mental health, self-esteem, personality, stress, cancer, decision-making, self-exams, self-help resources, and disease prevention and control and careers.

## **HEALTH AND PHYSICAL EDUCATION ELECTIVES**

### **INTRODUCTION TO ATHLETIC TRAINING**

**GRADE 11, 12**

#### **Prerequisite: None**

**2.5 Credits**

This course involves a rigorous study of human anatomy where students will be exposed to actual images and/or videos of injuries and pathologies. Students will learn how to treat orthopedic injuries and pathologies through simulated activities where classmates tape one another's hands, wrists, feet, and ankles. Students will also be required to participate in written assessments and assignments. This course is recommended for students wishing to pursue a career in the medical field.

### **AMERICAN HEART ASSOCIATION FIRST AID & CPR**

**GRADE 11, 12**

#### **Prerequisite: None**

**2.5 Credits**

This course prepares students to recognize and to respond to emergency situations. Students will be trained in basic First Aid, CPR, and AED use. As part of this course, students will be exposed to images and/or videos of actual injuries and traumas requiring an emergency response. In order for students to receive their American Heart Association First Aid/CPR/AED certification, students will be required to perform simulated emergency responses for CPR using a manikin and will be required to demonstrate appropriate bandage wrapping on classmates. In addition to practical assessments, students will be required to pass written assessments.

## **ENGLISH LANGUAGE ARTS**

The mission of the Jefferson Township School District's English Department is to foster the development of literate individuals who critically read and purposefully write for a variety of inter- and intra- personal purposes, so as to fulfill their need to connect with texts and the world. When students engage in meaningful literacy instruction, by being exposed to diverse texts and a variety of literary perspectives, they become self-motivate in their learning. The Jefferson Township English Department encourages students to examine the how and why of

human passions, hopes, dreams, achievements anxieties, downfalls, transgression, and failures of the past, present, and future through literature.

Students will demonstrate mastery of the New Jersey Student Learning Standards in English Language Arts. Students will be well prepared for 21st Century Skills, as well as College and Career Readiness. An integrated approach in the study of reading literature, reading informational texts, writing, speaking, listening and language study will be addressed in each course.

Through a variety of genres students will discover connections between personal experiences and the written word. Students will examine themes such as tolerance, empathy, compassion, responsibility or duty, and perseverance and how they impact society. Students will ultimately be encouraged to define themselves through self-discovery. Writing as a process will be reinforced throughout ongoing writing activities. Through their practice of vocabulary, grammar, and in-class writing assignments, students will be able to communicate coherently and with a purpose. The Modern Language Association (MLA) is required all four years of high school and the use of parenthetical citation and the preparation of a works cited list is a critical skill that students should master.

### **English 9 Honors and English 9 College Preparatory**

#### **ENGLISH 9 CP**

##### **Prerequisite: Teacher Placement**

The purpose of the ninth grade language arts program is to examine the universal themes of life such as coming of age, first love, marriage, friendship, and family. Through a variety of genres students will discover connections between personal experiences and literature. Through an examination of tolerance or acceptance, empathy or compassion, responsibility or duty, and perseverance or determination students will interpret the reading and its impact on society and ultimately define themselves through personal self-discovery. The ninth grade course is a full year course designed to reinforce and develop the incoming high school student's fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will learn the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as Laurie Halse Anderson, Harper Lee, and Shakespeare to name a few. The ninth grade course is rounded off with choice titles such as *Milkweed*, *The Help*, and *The Red Bandana*.

#### **GRADE 9**

##### **5 Credits**

#### **ENGLISH 9 HONORS**

##### **Prerequisite: Teacher Placement**

The purpose of the ninth grade language arts program is to examine the universal themes of life such as coming of age, first love, marriage, friendship, and family. Through a variety of genres students will discover connections between personal experiences and literature. Through an examination of tolerance or acceptance, empathy or compassion, responsibility or duty, and perseverance or determination students will interpret the reading and its impact on society and ultimately define themselves through personal self-discovery. The ninth grade course is a full year course designed to reinforce and develop the incoming high school student's fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will learn the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as Sandra Cisneros, Harper Lee, and Shakespeare to name a few. The ninth grade course is rounded off with choice titles such as *Briar Rose*, *Fahrenheit 451*, and *Woodson*.

#### **GRADE 9**

##### **5 Credits**



## **English 10 Honors and English 10 College Preparatory**

### **ENGLISH 10 CP**

### **GRADE 10**

#### **Prerequisite: Teacher Placement**

#### **5 Credits**

The purpose of the tenth grade curriculum is to present an enlightening and challenging overview of American literature. Students will benefit from an awareness of history and how it impacts the literature of the day. Students are encouraged to question and discuss the attitudes and actions of many literary figures and relate them to the present. The goal is to prepare students to become active readers who are able to respond critically to what is happening in the world around them and ultimately, make the world a better place through their being a part of it. Students will be encouraged to become life-long lovers of reading; they will see reading not only as a means to an end, but also as a source of entertainment and enjoyment. Students will be exposed to reading informational texts and reading literary texts in a theme genre approach. The tenth grade course is a full year course designed to develop high school student's fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will utilize the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as Tim O'Brien, F. Scott Fitzgerald, and Henry David Thoreau to name a few. The tenth grade course is rounded off with choice titles such as *Friday Night Lights*, *The Perks of Being a Wallflower*, and *Ready Player One*.

### **ENGLISH 10 HONORS**

### **GRADE 10**

#### **Prerequisite: Teacher Placement**

#### **5 Credits**

The purpose of the tenth grade curriculum is to present an enlightening and challenging overview of American literature. Students will benefit from an awareness of history and how it impacts the literature of the day. Students are encouraged to question and discuss the attitudes and actions of many literary figures and relate them to the present. The goal is to prepare students to become active readers who are able to respond critically to what is happening in the world around them and ultimately, make the world a better place through their being a part of it. Students will be encouraged to become life-long lovers of reading; they will see reading not only as a means to an end, but also as a source of entertainment and enjoyment. Students will be exposed to reading informational texts and reading literary texts in a theme genre approach. The tenth grade course is a full year course designed to develop high school student's fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will utilize the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as Tim O'Brien, F. Scott Fitzgerald, and John Steinbeck to name a few. The tenth grade course is rounded off with choice titles such as *Catcher in the Rye*, *A Streetcar Named Desire*, and *Breakfast at Tiffany's*.

## **Advanced Placement English Language, English Honors, and English 11 College Preparatory**

### **ENGLISH 11 CP**

### **GRADE 11**

#### **Prerequisite: Teacher Placement**

#### **5 Credits**

The purpose of the eleventh grade curriculum is to present the students with information and skills to become successful, informed students and citizens. Through an examination of power, corruption, blind ambition, manipulation of nature, and human behavior students will interpret the readings and their impact on society. Students will be exposed to reading informational texts and reading literary texts in a theme genre approach. The eleventh grade course is a full year course designed to extend the high school student's

fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will extend their application of the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. It is expected that the students' writing skills will be further developed beyond being grammatically correct, to master the art of expressing themselves and their opinions coherently, logically, and poignantly. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as Shakespeare, Mary Shelley, and Robert Louis Stevenson to name a few. The eleventh grade course is rounded off with choice titles such as *Enter Three Witches*, *Dorianna*, and *This Changes Everything: Capitalism v. Climate*.

## **ENGLISH 11 HONORS**

### **Prerequisite:-Teacher Placement**

The purpose of the eleventh grade curriculum is to present the students with information and skills to become successful, informed students and citizens. Through an examination of power, corruption, blind ambition, manipulation of nature, and human behavior students will interpret the readings and their impact on society. Students will be exposed to reading informational texts and reading literary texts in a theme genre approach. The eleventh grade course is a full year course designed to extend the high school student's fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will extend their application of the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. It is expected that the students' writing skills will be further developed beyond being grammatically correct, to master the art of expressing themselves and their opinions coherently, logically, and poignantly. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as Shakespeare, Mary Shelley, and Robert Louis Stevenson to name a few. The eleventh grade course is rounded off with choice titles such as *Lord of the Flies*, *Dr. Jekyll & Mr. Hyde*, and *Tribe: On Homecoming and Belonging*.

## **GRADE 11**

### **5 Credits**

## **ADVANCED PLACEMENT ENGLISH LANGUAGE**

### **Prerequisite: English 10 Honors and Teacher Placement**

Students in this introductory college-level course read and carefully analyze a variety of texts, both fiction and nonfiction. Through the rigor of the course and the challenging level of the readings, the students will learn and practice critical thinking skills. The reading for this course encompasses a wide variety of fiction, focusing particularly on British texts, and nonfiction, including documentary, popular and scholarly periodicals, advertisements, and historical documents. As they read, the students will examine the language of the piece and read closely to determine and interrogate not just what is written, but how it is written. They will learn to connect the form that a text takes and how it connects to the author's function. They will also have experiences to mimic the rhetorical strategies used by these authors as they explore how structure mirrors content.

## **GRADE 11**

### **5 Credits**

A principle focus of the class will be on writing and rhetoric. The goal is that the students will participate in diverse styles of writing to prepare them for the variations within writing at the college level. This will include analytical writing – both literary and rhetorical, expository writing, and argumentative writing. They will be required to synthesize their own theses and experiences with their readings in order to make informed opinions and essays. They will also be required to transition from a formulaic writing style to a more advanced one, taking care to utilize primary and secondary sources while adhering to MLA standards. Core works to be studied may include: *Frankenstein*, *The Picture of Dorian Gray*, *Macbeth*, *Jane Eyre*, *Wuthering Heights*, *A Portrait of the Artist as a Young Man*, *Persepolis*, *Nickel and Dimed: On (Not) Getting By In America*, *1984*, *The Handmaid's Tale*, *Lord of the Flies*, as well as various short stories, poems, nonfiction sections and informational texts.

**Advanced Placement English Literature, English 12 Honors, and  
English 12 College Preparatory**

**ENGLISH 12 CP**

**GRADE 12**

**Prerequisite: Teacher Placement**

**5 Credits**

The purpose of the twelfth grade curriculum is to prepare students to meet college entry and real world expectations in communication skills, research techniques, and literary analysis and appreciation while preparing them for a life of active and responsible citizenship. The students will be enabled to master the act of expressing themselves and their opinions logically and coherently. With self-knowledge and a sense of one's beginnings providing a grounding for the eventual foray into the modern world (which is becoming ever more multicultural and inclusive), the course provides a survey of a variety of literature. Through an examination of the questions: Who am I? Why am I here? and Where do I come from? students will use literature to explore their impact on society. Character development, one's role in society, cultural and societal influences, as well as critical thinking and writing, will be emphasized. The twelfth grade course is a full year course designed to expand the high school student's fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will refine their use of the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as Ishmael Beah, Paulo Coelho and Eric Schlosser to name a few. The twelfth grade course is rounded off with choice titles such as *A Long Walk to Freedom*, *Life of Pi*, and *The Dorito Effect*. Finally, a capstone research project, focusing on personal interests is also a requirement for this course.

**ENGLISH 12 HONORS**

**GRADE 12**

**Prerequisite: Teacher Placement**

**5 Credits**

The purpose of the twelfth grade curriculum is to prepare students to meet college entry and real world expectations for communication skills, research techniques, and literary analysis and appreciation. The students will master the act of expressing themselves and their opinions logically and coherently. With self-knowledge and a sense of one's beginnings, providing a grounding for the eventual foray into the modern world-which is becoming ever more multicultural and inclusive, this course provides a survey of a variety of literature. Students will use literature to explore their impact on society through an examination of the questions: Who am I? Why am I here? and Where do I come from? Character development, one's role in society, cultural and societal influences, as well as critical thinking and writing, will be emphasized. The twelfth grade course is a full year course designed to expand the high school student's fundamental language arts skills in grammar, writing, vocabulary, and literature both fiction and non-fiction. Students will analyze plot, character, and point of view in their study of the literature. Students will evaluate author's purpose, central messages, and technical vocabulary in their study of nonfiction. Students will refine their use of the writing process starting from the prewriting stage emphasizing the revision and editing process to achieve a polished final writing product. An in depth look at different genres will expose the students to the various styles and techniques used by acclaimed authors such as James McBride, Albert Camus, and Bee Wilson to name a few. The twelfth grade course is rounded off with choice titles such as *The Other Wes Moore*, *East of Eden*, and *The Omnivore's Dilemma*. Finally, a capstone research project, focusing on personal interests is also a requirement of this course.

**ADVANCED PLACEMENT ENGLISH LITERATURE**

**GRADE 12**

**Prerequisite: English 11 Honors or AP English Language and  
Teacher Placement**

**5 Credits**

This course offers an intensive study of classic and contemporary world literature. While the course prepares students to take the Advanced Placement exam, the student will also prepare to think critically and write thoughtfully. The student will read deliberately and thoroughly, taking time to understand a work's complexity,

absorb its richness and analyze all the meaning, which is embodied in literary form including diction, syntax, tone, imagery, symbolism, figurative language, themes, and mechanics. Students will embrace close reading by experiencing, interpreting and evaluating various genres of literature. Students will carefully observe textual details and consider the works' structure, style, themes, and the social and historical values it reflects and embodies.

The focus of this course is to study and master the craft of literary analysis, apply literary criticism and conduct in depth studies and comparisons of seemingly diverse works. It is imperative that the student become a student of literature. Course work includes twelve to eighteen major novels, literary criticism study, literary composition, projects, and daily opportunities for class discussion and investigation.

The student's ability to make meaning on a universal level is also paramount. Students will have the opportunity to respond to literature as it relates to their own experiences on a daily basis as the student responds to journal prompts, informal and formal essay topics, points of discussion and response or reaction papers. Literary research projects are required regularly throughout the year. Students will complete a capstone project that focuses on personal interests.

### **CORE SKILLS ELA**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: None**

**5 Credits**

The Core Skills ELA course will focus on building foundational literacy skills. The purpose of this course is to support students as they improve their core literacy skills, foundational habits, and basic strategies/approaches for reading and writing. In this course, students will build their confidence in English language arts, while extending retention and bolstering assessment stamina. The teacher will first identify the students' strengths and weaknesses based on assessment data, and then provide appropriate individualized interventions. Students will engage in activities that target the following core areas: (1) Literacy: Independent Reading, Close Reading, Analysis across texts, Author's Purpose, Using Textual Evidence, and Vocabulary, (2) Writing: Narrative, Argumentative, Informational, Voice, Word Choice, Organization, and Grammar usage to improve clarity and flow of student writing. Students will complete practice standardized assessments, and track their own growth throughout the course.

## **ENGLISH LANGUAGE ARTS ELECTIVES**

### **FUNDAMENTALS OF COMMUNICATIONS CP**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: None**

**5 Credits**

Communications is designed to challenge students to become more effective speakers and listeners. As students actively participate in a wide variety of activities, they will gain confidence in those communication skills that are part of the world's experience in communicating effectively. Students will investigate the purpose of speech communications and social conversation. Students will investigate speech fears, problem solving, language and speech style, body language, research methods, listening skills, advertising techniques in the media, and the television commercial.

### **ADVANCED COMMUNICATIONS CP**

**GRADE 10, 11, 12**

#### **Prerequisite: Fundamentals of Communications**

**5 Credits**

In Advanced Communications, students will come to understand communication as a way to exchange ideas, gain understanding about others, and achieve their personal and career goals. All students in this course will demonstrate mastery of the NJSLs for Speaking and Listening, as well as the 21st Century Life and Career Standards. Students will expand their knowledge of basic communication skills learned in Fundamentals of Communications. Students will study the social, academic, civic and professional importance of communication, while considering the purpose of speech communication, social conversation, debate, and communication skills in the workplace including digital communication. This course is designed to help students become more fluent, organized and effective as speakers and as listeners. Students will initiate and participate in a range of

collaborative discussions with peers, building on each other's ideas and expressing their own clearly and persuasively. Students will present information, findings, and supportive evidence clearly, concisely, and logically, ensuring their style is appropriate to task, purpose, and audience. Students will make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. As students actively participate in a wide variety of activities, they will build self-confidence in the communication skills, both interpersonal and digital that are essential in today's world.

### **PRINCIPLES OF DRAMATIC STUDY CP**

**GRADE 10, 11, 12**

**Prerequisite: None**

**5 Credits**

Principles of Dramatic Study allows a student to gain a comprehensive background and experience in speech, voice, and diction as each relate to the study of speech arts and dramatics. Students will be able to recognize their own strengths in these areas. Students will practice numerous exercises designed to help develop a clear, pleasing, audible, and well-modulated voice. Additionally, students will learn the skills needed to develop carefully controlled and well-coordinated movements. The history of theater will be studied. Also, students will gain experience in technical theater skills. Students will be expected to read, select and edit scripts. Students will be expected to block movement, develop characterizations and demonstrate a variety of vocal techniques. Students in Principles of Dramatic Study will place emphasis on the preparation and presentation of major productions of legitimate and or interdisciplinary drama projects.

### **ADVANCED DRAMATIC STUDY CP**

**GRADE 11, 12**

**Prerequisite: Principles of Dramatic Study**

**5 Credits**

Advanced Dramatic Study allows students to further perfect the basic skills experienced in Drama 1 or Principal Dramatic Study. Additionally, students will be expected to read, select and edit scripts of a more advanced nature. Students will be expected to block movement, develop characterizations and demonstrate a variety of vocal techniques. Students in Advanced Dramatic Study will place emphasis on the preparation and presentation of major productions of legitimate and or interdisciplinary drama projects. Students will experience the skills of the director and producer as well as understand the components of publicity and production finances. Students will study the Medieval Theater, modern theater, as well as the roots and historical significance of the American Musical Theater as these may all connect back to the classical works of William Shakespeare.

### **SPORTS AND ENTERTAINMENT JOURNALISM CP**

**GRADE 10, 11, 12**

**Prerequisite: None**

**5 Credits**

Sports and Entertainment Journalism will teach students 21st century skills needed to be successful in the journalism field. All students in this course will demonstrate mastery of the NJSLS for writing, as well as the 21st Century Life and Career Standards. Students will study the essential components of journalism such as print articles, videos, the role of social media in journalism. They will describe and evaluate the reasoning, arguments and specific claims from current sports and entertainment journalism pieces. They will use social media and digital technology along with in person interviews to learn and develop skills necessary to pursue their interest in journalism. By the end of the course each student will develop an individual portfolio of their own journalistic work by collaborating with peers and members of the JTHS community. Additionally, students will be covering JTHS sports and after school events thus becoming a more active part of the school community.

### **ADVANCED SPORTS AND ENTERTAINMENT JOURNALISM CP**

**GRADE 11, 12**

**Prerequisite: Sports and Entertainment Journalism CP**

**5 Credits**

Advanced Sports and Entertainment Journalism will offer students who successfully engaged in the initial Sports and Entertainment Journalism elective, the opportunity to practice the craft of reporting and broadcasting. Students will participate in an active newsroom, covering the local sports and entertainment news in the school, district, and community. These events may include the 28 sports and 51 co-curricular activities offered at JTHS. The outlet for publication, will be our very own Falcon's Nest Sports and Entertainment Page, which can be accessed through our district website. This course offers students a more in-depth look into the historical background of sports and entertainment journalism, including trends and legends on the field. Students will

analyze exemplary writing and broadcasting, become more familiar with current outlets, and become adept at following established journalism writing style guidelines, by immersing themselves in the community events as an active, professional reporter.

### **FILM STUDIES CP**

**Prerequisite: None**

**GRADE 11, 12**

**5 Credits**

The Film Studies course aims for students to take their love and appreciation for film and television to the next level. Using a similar skill set that students have learned in their English classes throughout high school, Film Studies aims to evaluate similar attributes of storytelling, albeit in the visual context of film, as opposed to text. Students will learn how film incorporates traditional narrative elements like plot development, characterization, and conflict; but also how film adds unique elements like casting, camera angles, lighting, and musical score to contribute to a deeper understanding and appreciation of the medium. Units of study include a look at the Pioneer Era that established the technology and some of the rudimentary movie magic that was created in some of the earliest films; an animation unit which looks at the history and evolution of animation from the traditional cel drawing “shorts” of the 1920s all the way to the digitally composed feature films of the 21st century. There are also several film festivals throughout the year, including a Horror Film Festival around Halloween and an Alfred Hitchcock Film Festival to pay homage to one of the greatest directors in filmmaking history. You will never watch movies and television in the same way after taking this class!

### **MEDIA STUDIES HONORS**

**Prerequisite: Departmental Approval**

**GRADE 10, 11, 12**

**5 Credits**

The aim of this course is to provide students with the foundational knowledge and skills to be able to analyze both their media usage and the impact of media on their lives. In order to accomplish this, the students will examine current practices and usages in the larger world as well as in their own lives. Media Studies will be divided into the following three large units: print media (newspapers, books, and magazines), internet media (sites, blogs, online news sources, and instant messenger), audio-visual media sources (television, radio, film, video games, and cell phones). Topics under this unit will include the analysis of the connection between the media and violence, self-esteem, and issues like obesity and attention deficit disorder. Students will be asked to look at the media’s larger influences on individual through units that examine the portrayal of ethnicity, race, and gender. The course will highlight the problems of early media with the purpose to encourage the students to be educated consumers. Students will utilize their abilities to analyze popular media through both written and oral exercises. Students will also participate in group projects, analyzing print, audio-visual, and internet media. In each unit, the students will be responsible for knowing the fundamental histories of each media type, the costs and benefits of each media type, and will be asked to examine the impact of each media type. Impact will include, but not be limited to, media responsibility and ethics as well as issues regarding freedom of speech, as well as the journalist’s right to protect confidential sources. This course is also available for Seton Hall Project Acceleration credit.

### **SAT PREPARATION**

**Prerequisite: None**

**GRADE 10, 11**

**2.5 Credits**

SAT Preparation is a semester course that is designed to maximize student success on the SAT exam. Students enrolled in the course will prepare for the reading and writing as well as the mathematics sections of the test by alternating between English and mathematics instructors. At the beginning of the course, students will take a diagnostic test to determine their competency to maximize their learning. Students will learn test-taking strategies for each test section and question type and learn to identify question patterns, frequently tested concepts, test structure, and scoring methods. To reinforce skills and self-monitor progress, students will take practice tests based on the actual College Board SAT test. A final assessment that mirrors the diagnostic test will determine progress and further identification of any skill weaknesses. From this information, students will be able to develop personal study plans to prepare for the actual test beyond the course work.

## **MATHEMATICS**

The Jefferson Township Mathematics Department offers a comprehensive sequence of courses designed to support the development of all students as problem solvers and meet their graduation requirements in mathematics as measured by the NJ Department of Education. The mathematics program addresses those skills necessary for student success on other national assessments including PSAT, SAT, ACT, and Advanced Placement Tests for AP courses.

### **ALGEBRA 1A CP**

**GRADE 9**

**Prerequisite: Teacher Placement**

**5 Credits**

This course is the first of a 2-year Algebra 1 program. Students taking this course must take the following school year Algebra 1B course and complete four years of mathematics in order to meet the High School graduation requirements. The course content is based upon the NJSLS and emphasizes fundamental algebraic skills. Major topics include integers, laws of exponents, expressions and functions, linear equations, linear and nonlinear functions, equations of linear functions, linear inequalities and systems of linear equations and inequalities.

### **ALGEBRA 1B CP**

**GRADE 10**

**Prerequisite: Teacher Placement**

**5 Credits**

This course builds on topics studied in Algebra 1A; together, Algebra 1A and Algebra 1B fulfill the graduation requirement for Algebra 1. The course content is based upon the NJSLS and emphasizes fundamental algebraic skills. The curriculum includes Exponents and Exponential Functions, Polynomials, Quadratic Functions and Equations, and Statistics. Problem solving, application, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 NJSLA Exam.

### **ALGEBRA 1 CP**

**GRADE 9**

**Prerequisite: Teacher Placement**

**5 Credits**

Algebra 1 CP is the first course of the college preparatory sequence since it is the language through which most of mathematics is communicated; therefore, it is offered to all of our students in their first academic year as their mathematical foundation in preparation for higher education and career goals. Successful students will demonstrate conceptual understanding of properties and operations of real numbers, factoring polynomial expressions, using algebraic radical expressions, graphing linear functions, solving and graphing linear equations and inequalities, solving systems of linear equations and one- or two-variable inequalities, representing simple quadratic functions in multiple ways and solving quadratic equations. At the same time, students should learn to work mathematically without the use of technology. Computing mentally or with paper and pencil is required and should be expected in classrooms where students are working at the Algebra 1 CP level.

### **GEOMETRY CP**

**GRADE 10**

**Prerequisite: Algebra 1 CP or co-enrolled, and Teacher Placement**

**5 Credits**

Geometry CP is the second course of the college preparatory sequence. It helps students who have had informal treatment of geometry in earlier grades to develop a better understanding of geometry as a postulation system and acquire a mathematical model of the physical world. The material is organized to develop students' ability to think spatially, to visualize geometric figures on the plane and in space.

### **GEOMETRY HONORS**

**GRADE 9, 10**

**Prerequisite: Algebra 1 CP/H, or co-enrolled and Teacher Placement**

**5 Credits**

Honors Geometry is the second course of the advanced college preparatory sequence. It is designed to teach students geometry and logical thinking. The ability to apply known information to novel problems in a valid way is as important as the geometrical concepts covered. Students will also develop an appreciation for the connections between geometry and other disciplines such as art and architecture. Calculators, graphing

calculators, Geometer's Sketchpad software, and other appropriate technology tools will be used to assist in teaching and learning.

### **MATHEMATICAL INVESTIGATIONS CP**

**GRADE 11, 12**

**Prerequisite: Algebra 1, Geometry and Teacher Placement**

**5 Credits**

Math Investigations is a junior/senior level course. The class is organized around certain strategies, methods, and techniques as an alternate approach to achieve mathematical understanding. The course continues to build on the development of concepts introduced in Algebra I and Geometry. It emphasizes skills necessary for problem-solving by applying them to concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, and data analysis and probability. The course provides students with tools to represent and solve real-life problems in a variety of ways and it is essential in preparation for careers that utilize or depend upon mathematics.

### **ALGEBRA 2 CP**

**GRADE 10, 11**

**Prerequisite: Geometry CP, or co-enrolled and Teacher Placement**

**5 Credits**

Algebra 2 CP is the third course of the college preparatory sequence. It is designed to provide a more in-depth analysis of the real world system and extend the process of algebra introduced in the Algebra 1 CP course. The following topics are studied in depth: real number system, complex number system, concepts of relation and function, exponential and logarithmic functions, sequences and series, binomial theorem, matrices and determinants. The appropriate and effective use of technology is an essential practice in the Algebra 2 CP classroom. At the same time computing mentally or with paper and pencil is expected in classrooms where students are working at the Algebra 2 CP level.

### **ALGEBRA 2 HONORS**

**GRADE 9, 10, 11**

**Prerequisite: Geometry Honors or co-enrolled and Teacher Placement**

**5 Credits**

Algebra 2 Honors is the third course of the advanced college preparatory sequence. It is designed to provide a more in-depth analysis of the real world system and extend the process of algebra introduced in the Algebra 1 course. Successful students will demonstrate conceptual understanding of the properties and operations of real and complex numbers. They will be able to make generalizations through the use of variables resulting in facility with algebraic expressions. They will solve single and systems of linear equations and inequalities and will demonstrate facility with estimating and verifying solutions of various nonlinear equations. Finally, students will demonstrate knowledge of quadratic, higher-order polynomial, exponential, and piecewise-defined functions and recognize and solve problems that can be modeled by these functions. The appropriate and effective use of technology is an essential practice in the Algebra 2 H classroom. At the same time computing mentally or with paper and pencil is expected in classrooms where students are working at the Algebra 2 H level.

### **PRE-CALCULUS CP**

**GRADE 11, 12**

**Prerequisite: Algebra 2 CP**

**5 Credits**

Pre-calculus CP is highly recommended preparation for students who plan to continue their formal education beyond high school. Successful students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piecewise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will apply mathematical skills and make meaningful connections to life's experiences. New Jersey Student Learning Standards for Mathematics, state assessments, and SAT preparation are addressed throughout the course.



**PRE-CALCULUS HONORS****GRADE 10, 11, 12****Prerequisite: Algebra 2 CP/H and Departmental Approval****5 Credits**

This course is offered to those students who have excelled in Algebra 2. Students must have the ability to perform in an a more rigorous, accelerated program and be able to manage an advanced level of problem-solving, a greater depth of application, a faster pace, and spend more time on exploration and enrichment topics that may include additional writing assignments. A consistent, positive work ethic and the ability to work independently are necessary skills for a successful completion of an honors level course. The main goal of Pre-calculus is for students to gain a deep understanding of the concepts and relationships of functions. Students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piecewise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will analyze various representations of functions, sequences, and series.

**MATHEMATICS OF FINANCE CP****GRADE 11, 12****Prerequisite: Algebra 1, Geometry, and Teacher Placement or Departmental Approval****5 Credits**

Mathematics of Finance CP is a senior level class. Students will use concepts of arithmetic, algebra, and geometry as they apply to a broad spectrum of real-life problem situations such as personal banking, investments, and credit, thus providing them with the knowledge to make financial decisions during and after high school. Students will examine consumer spending decisions, personal investing, simple interest, bank discount, compound interest, percentages, credit principles, percent of change, types of annuities, problem solving, consumer credit, depreciation, and the economics of families.

**CALCULUS HONORS****GRADE 11, 12****Prerequisite: Pre-Calculus CP and Departmental Approval****5 Credits**

Calculus Honors is a rigorous and challenging college level course designed for the student of strong mathematical ability who needs a solid background in mathematics for future academic work at the university level. Students enrolled in this course may also participate in Project Acceleration, a concurrent enrollment program within the College of Arts and Sciences at Seton Hall University. Calculus Honors students can get a head start on their university careers by earning four points from Seton Hall University if they earn a final grade of "C" or better at the end of the course. Calculus Honors students will study topics such as functions and their graphs, limits and continuity, derivatives, indefinite and definite integrals. The course stresses the relationships among expressing the concepts numerically, graphically, analytically and verbally while balancing understanding, skills, and the use of technology.

**ADVANCED PLACEMENT CALCULUS AB****GRADE 11, 12****Prerequisite: Pre-Calculus Honors and Departmental Approval****5 Credits**

Advanced Placement Calculus AB is one of the two crests of the advanced college mathematics preparatory sequence. It is a rigorous and challenging course designed for the student of exceptional mathematical ability who needs a strong background in mathematics for future academic work at the university level. Topics included are functions, graphs, limits and continuity, derivatives, indefinite and definite integrals, and differential equations. The course stresses the relationships among expressing these concepts numerically, graphically, analytically and verbally while balancing understanding, skills, and the use of technology. The study of calculus is necessary not only for programs in mathematics and engineering, but also required for programs in science, medicine and many other fields.

**ADVANCED PLACEMENT CALCULUS BC****GRADE 11, 12****Prerequisite: Pre-Calculus Honors and Departmental Approval****5 Credits**

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP

course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

**GRADE 9, 10, 11, 12**

**Prerequisite: Algebra 1 CP/Honors and Departmental Approval**

**5 Credits**

The AP Computer Science Principles course is designed to develop students' computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions for trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. It is recommended that a student in the AP Computer Science Principles course should have a strong foundation in algebraic concepts dealing with function notation and problem-solving strategies that require multiple approaches and collaborative efforts. It is important that students understand that any significant computer science course builds on a foundation of mathematical reasoning that should be acquired before attempting such a course.

### **ADVANCED PLACEMENT COMPUTER SCIENCE A**

**GRADE 11, 12**

**Prerequisite: Algebra 2 CP/Honors, AP Computer Science Principles, and Departmental Approval**

**5 Credits**

AP Computer Science A introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many computer science courses in colleges and universities.

### **STATISTICS CP**

**GRADE 11, 12**

**Prerequisite: Algebra 2 CP**

**5 Credits**

The purpose of Statistics CP is to introduce students to the basic concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is organized around conceptual themes. Students are taught to use mathematics as a tool to investigate phenomena, explore new concepts and make generalizations. Emphasis is given to topics relevant to students' present and future needs while still covering the core curriculum standards. Graphing calculators are a regular part of class. The graphing, simulation, and inference procedures built into these calculators allow students to focus on the logic of statistical reasoning and techniques, and on communicating their results without getting bogged down in calculations. In addition to graphing calculators, computer software is available for teacher demonstrations. Projects and hands-on activities will be incorporated into each major theme.

### **ADVANCED PLACEMENT STATISTICS**

**GRADE 11, 12**

**Prerequisite: Algebra 2 CP/H and Departmental Approval**

**5 Credits**

Advanced Placement Statistics is one of the two crests of the advanced college mathematics preparatory sequence. It is a rigorous and challenging course designed for the student of exceptional mathematical ability who needs a strong background in mathematics for future academic work at the university level. The course is a broad introduction to the principles of modern statistics and it is designed to prepare students for the AP Statistics Exam. All students are expected to take the AP Examination. The conceptual themes in the course are: Exploring Data, Standard Deviation and Variance, Probability, Random Variables and Sampling Distributions, Confidence

Intervals and Estimation, Hypothesis Testing, Correlation and Regression. Students will learn to use graphical and numerical techniques to study univariate and bivariate data, conduct surveys and experiments to collect data, use probabilities and distributions to study data, and employ confidence intervals, t-distributions and tests of significance to study statistical models. Students are expected to do much more than “show your work.” They are required to justify the methods they choose and to explain their results in clear language appropriate to the context of the problem situation.

### **CORE SKILLS MATH**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: None**

**5 Credits**

The Core Skills Math course will focus on building foundational math skills. The purpose of this course is to support students as they improve their core math skills, foundational habits, and basic strategies/approaches for computation. In this course, students will build their confidence in math, while extending retention and bolstering assessment stamina. The teacher will first identify the students’ strengths and weaknesses based on assessment data, and then provide appropriate individualized interventions. Students will engage in activities that target the following core areas: numerical systems and quantities, algebraic expressions, seeing structure in expressions, reasoning with equations and inequalities, connections to functions and modeling, arithmetic with polynomials and rational functions, and creating equations. Students will complete practice standardized assessments and track their own growth throughout the course.

## **MUSIC**

The Music Department at Jefferson Township High School offers opportunities for all students to participate in the music program at the level most appropriate for them. Courses are offered for the student who merely wants to enjoy music participation to the student seriously interested in pursuing a career in some aspect of the music field.

### **SYMPHONIC BAND CP**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: None**

**5 Credits**

The students perform the finest in current and traditional band literature. Rehearsals stress advanced rhythms, sight-reading, and musical interpretation. Learning activities are many and varied to maintain student interest at a high level and to channel this interest into the worthwhile study of music. The high school band performs at winter concert, mid-winter concert, spring concert, and graduation.

### **SYMPHONIC BAND HONORS**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: See Band Director for details**

**5 Credits**

Once enrolled in Symphonic Band CP, students may be eligible to receive Honors credit by participating in honors bands as well as completing marking period research work as approved by the Band Director.

### **CHORUS CP**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: None**

**5 Credits**

Participation in chorus gives students an opportunity to experience styles and interpretations of new musical forms. It also provides a wider profile for those students of instrumental music. The students perform an extensive repertoire of the music of various epochs, and learn the technical aspects of vocal training and sight singing. The chorus presents three major productions: the winter, midwinter, and spring concerts. The annual Broadway cabaret and the spring musical are interdisciplinary adjuncts to the choral program.

### **CHORUS HONORS**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: See Choral Director for details**

**5 Credits**

Once enrolled in Chorus CP, students may be eligible to receive Honors credit by participating in honors choirs as well as completing marking period research work as approved by the choral director.

**GUITAR CP****GRADE 9, 10, 11, 12****Prerequisite: None****2.5 Credits**

Guitar CP is a semester course (½ year) designed for students who want to play the guitar. Students at any level are encouraged to join as the instructor will cater the course content to the unique needs of each player, from beginner to advanced. The course engages students in a variety of playing styles, including chord strumming, melodic playing, song writing and solo/group performing. All students will engage in an independent study that challenges them to discover and define their musical taste and playing style. No prior experience is required. This course will complement the students' semester of Introduction to Studio Recording CP.

**PIANO/KEYBOARD LAB CP****GRADE 9, 10, 11, 12****Prerequisite: None****2.5 Credits**

Piano/keyboard skills are beneficial to any music student and are an essential music tool. Piano is one of the most popular instruments in the world and students will gain performance knowledge that will stay with them for the rest of their lives. Piano is an instrument that should be played every day. Learning piano skills is much like learning a foreign language in that you have to use the exercises learned every day in order to progress properly. This semester (½ year) course will complement the student's semester of Introduction to Studio Recording CP.

**INTRODUCTION TO STUDIO RECORDING CP****GRADE 9, 10, 11, 12****Prerequisite: None****2.5 Credits**

Introduction to Studio Recording CP is a course designed to introduce music students to the process of audio engineering. In this semester (½ year) course, students will engage daily in hands-on projects that involve song arranging, composition, recording, mixing and mastering a final product. Sound creation is approached in both the analog and digital formats, engaging students in live audio recording with microphones and instruments, as well as digital sequencing, sampling and looping. Any interested student may join with no prior experience required. Students interested in related areas, like Film and Digital Cinema, may also find the course to be relevant.

**STUDIO RECORDING CP****GRADE 10, 11, 12****Prerequisite: Music Technology CP****5 Credits**

Studio Recording CP is a course designed to immerse music students in the process of audio recording. Students will engage daily in hands-on projects that involve song arranging, composition, digital sound recording, mixing and mastering a final product. They will also engage in practice and performance activities on a variety of instruments commonly used in the studio to increase their level of independence and diversify their understanding of the recording process and song arranging. Though any student who meets the requirements can join, it is ideal for those who wish to enter music or audio related careers or are very interested in self-guided audio recording.

**ADVANCED STUDIO RECORDING HONORS****GRADE 11, 12****Prerequisite: Studio Recording CP and Departmental Approval****5 Credits**

Advanced Studio Recording Honors is a natural progression of the content in Studio Recording CP. Students will engage in similar activities at a higher level and expand upon their skill set. Music Theory is tied into the song arranging and communication process and students will be expected to increase the intricacy of their product by addressing finer details with tools in the studio. The recording process will involve a wider variety of recording methods and expansion of the students' tool kit. Mixing and mastering at this level demand that students understand and implement advanced audio manipulation techniques to create a balanced project. Students will also be required to spend time in the field by recording, mixing, and mastering a live performance. Though any student who meets the requirements can join, this course is ideal for those who wish to enter music or audio related careers.

**MUSIC THEORY 1 CP****GRADE 10, 11, 12****Prerequisite: None****5 Credits**

Music Theory 1 is designed for those students who wish to study music harmony in order to become proficient in the knowledge of this art. Course work will provide students with an understanding of the music fundamentals

needed for further study of musical composition. Students interested in music as a major in college are encouraged to enroll.

### **ADVANCED PLACEMENT MUSIC THEORY**

**GRADE 11, 12**

**Prerequisite: Departmental Approval**

**5 Credits**

This course is designed for the highly motivated, musically inclined student who possesses an interest in pursuing music in college and is designed to encompass an in-depth study of the fundamental elements of music including the study of melody, harmony, texture, rhythm, and form. Time is devoted to the analysis of notated examples; to the development and acquisition of aural (listening) skills, sight singing, and keyboard harmony; and to part writing and harmonization. Music writing software will be used to explore all of the concepts presented through the teaching of music composition along with AP Music Theory Exam formatted activities. Musicianship skills such as dictation, sight-singing, and keyboard harmony will be explored on a regular basis.

### **SURVEY OF MUSIC CP**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**5 Credits**

This course is designed to trace the development of the music of western civilization from its beginning in Greece to contemporary American music. This comprehensive survey of musical styles allows students to explore all aspects of musical expression from the point of view of the educated listener. It is highly recommended for students pursuing coursework leading to a career in music, as well as to those desiring a better understanding of the skills needed for critical listening. Each marking period, students will be required to complete a research project.

## **SCIENCE**

The Science Department offers a four-year sequence of courses preparing students for a wide range of science options in the areas of earth, life, and physical sciences. Student course selections are based on interest, ability, proficiency in mathematics, and teacher recommendation.

### **EARTH SCIENCE CP**

**GRADE 9**

**Prerequisite: Teacher Placement**

**6 Credits**

The course shall include a discussion of the Earth, its materials, processes, history and position in space. Earth Science provides students with the opportunity for scientific inquiry in studying the planet Earth and the surrounding environment. It is concerned with Earth's materials, changes of the surface and interior, and the forces that cause these changes. Earth Science also examines the interaction between Earth's weather and climate, the changes of organisms through time as interpreted by organic evolution. A survey of topics includes; geology, oceanography, meteorology, and astronomy.

### **BIOLOGY CP**

**GRADE 10**

**Prerequisite: Earth Science CP and Teacher Placement**

**6 Credits**

Biology focuses on the properties of living organisms. The presentation of cellular and molecular biology gives a background for energy relationships, DNA, protein synthesis, reproduction and development, genetics, ecology, and evolution. Understanding the continuity of life and the transmission of characteristics gives meaning to organic variation and scientific classification. Relationships among structure and function are surveyed in the different kingdoms.

### **BIOLOGY HONORS**

**GRADE 9, 10**

**Prerequisite: Algebra 1 and Teacher Placement**

**6 Credits**

This course is intended for highly motivated students who wish to pursue further science courses as it prepares students for the Advanced Placement Biology course. Biology focuses on the properties of living organisms. The presentation of cellular and molecular biology gives a background for energy relationships, DNA, protein synthesis, reproduction and development, genetics, ecology, and evolution. Understanding the continuity of life

and the transmission of character gives meaning to organic variation and scientific classification. Relationships among structure and function are surveyed in the different kingdoms.

### **CONCEPTUAL CHEMISTRY**

**GRADE 11**

**Prerequisite: Earth Science CP & Biology CP; Teacher Placement**

**6 Credits**

Conceptual chemistry establishes a basic approach to the fundamentals of chemistry. The following concepts will be explored: atomic structure, chemical bonding, chemical reactions, the periodic table, kinetic theory, gas laws, polarity, acids and bases, dimensional analysis, mole concept, stoichiometry and simple organic compounds. The use of technology to gather and analyze data will be incorporated. In class laboratory work and special projects will facilitate active learning and accommodate all different learning styles.

### **CHEMISTRY CP**

**GRADE 10, 11**

**Prerequisites: Biology CP & Algebra 2 CP (can be co-enrolled)**

**6 Credits**

**Teacher Placement**

Chemistry is concerned with the systematic identification and classification of matter as elemental or compound substances. The properties and behaviors of different kinds of substances is a consequence of their chemical structure and composition. This course studies a variety of concepts within the field of chemistry, with an emphasis on chemical stoichiometry and the relationship between the periodic table and the chemical and physical properties of elements and their compounds. Chemical nomenclature, atomic structure, bonding theories, periodic properties, solution calculations, gas laws, the properties of solids and liquids, solution properties, and acids and bases are also studied in this course.

### **CHEMISTRY HONORS**

**GRADE 10, 11**

**Prerequisites: Biology H, Algebra 2 H (can be co-enrolled),**

**6 Credits**

**Teacher Placement**

This course is intended for highly motivated students who wish to pursue further science courses as it prepares students for the Advanced Placement Chemistry course. Chemistry is concerned with the systematic identification and classification of matter as elemental or compound substances. The properties and behaviors of different kinds of substances is a consequence of their chemical structure and composition. This course studies a variety of concepts within the field of chemistry, with an emphasis on chemical stoichiometry and the relationship between the periodic table and the chemical and physical properties of elements and their compounds. Chemical nomenclature, atomic structure, bonding theories, periodic properties, solution calculations, gas laws, the properties of solids and liquids, solution properties, acids and bases, oxidation-reduction, equilibrium, kinetics, and, nuclear chemistry are studied in this course.

### **GEOPHYSICAL SCIENCE HONORS**

**GRADE 11, 12**

**Prerequisite: Biology H, Chemistry H**

**6 Credits**

**Teacher Placement or Department Approval**

Geophysical science is an honors level course that provides students with the opportunity for scientific inquiry in studying the planet Earth and the surrounding environment. It is concerned with Earth's materials, changes of the surface and interior, and the forces that cause these changes. Geophysical science also examines the interaction between Earth's weather and climate, the changes of organisms through time as interpreted by organic evolution. A survey of topics includes; geology, oceanography, meteorology, and astronomy. This course differs from the Earth Science CP due to its emphasis on increasingly complex phenomena, more rigorous lab work and the study of forces and motion throughout various units. Students taking this course have the option to receive college credits from Fairleigh Dickinson University.

**PHYSICS CP****GRADE 11, 12****Prerequisites: Biology CP, Chemistry CP, must be co-enrolled in Pre-Calculus, Statistics, or a higher level math course****6 Credits**

Physics deals with the properties, changes, and interactions of matter and energy. This course is designed to strengthen one's understanding of key physics concepts and encourage scientific thinking. This course will pursue the fundamental principles of mechanics, magnetism, electricity, light and sound, as well as their applications in everyday life. Student laboratory work will be emphasized throughout the course. Additionally, web-based assessment tools and computer-based lab equipment will be incorporated into the course.

**ADVANCED PLACEMENT PHYSICS 1****GRADE 11, 12****Prerequisite: Biology H, Chemistry H, must be co enrolled in Pre-Calculus, Statistics, or a higher level math course and Departmental Approval or Teacher Placement****6 Credits**

This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. The ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning is at the heart of this course. Principles of scientific inquiry will be used to promote an engaging and rigorous experience for AP Physics 1 students. \*\*According to the College Board, AP Physics 1 is considered a first year physics course, i.e. no prior physics coursework is required.

**SCIENCE ELECTIVES****ASTRONOMY CP****GRADE 11, 12****Prerequisite: Three years of required science at the CP level or higher (Student may be co-enrolled in the third year of their required science)****5 Credits**

This course is designed for students who enjoy observing and exploring the world and universe. Concepts covered include stars and constellations, the solar system, lunar cycles, history of modern astronomy, telescopes, stellar spectra, star formation and death, galaxies, structure of the universe, asteroids, comets, and meteorites.

**ANATOMY & PHYSIOLOGY HONORS****GRADE 11, 12****Prerequisite: Biology H, Chemistry H (can be co-enrolled) and Departmental Approval****6 Credits**

This course studies the structures and functions of the human body systems. Topics covered begin with an overview of chemistry, biochemistry, and cytology before moving onto the basic plan of the body, histology, and skin and membranes. Through the study of the different themes within anatomy and physiology the relationship among structure and function of the body systems is discovered. Support and movement study the skeletal and muscular systems. Communication, control, and integration study the nervous and endocrine system, as well as the senses of the body. Transportation and defense study the cardiovascular, immune, and lymphatic systems. Absorption and secretion study the digestive, respiratory, excretory, and urinary systems. The human life cycle studies the reproductive systems as well as growth and development. **Dissection is a major component of this elective course.**

**COMPARATIVE ZOOLOGY CP****GRADE 11, 12****Prerequisite: Three years of required science at the CP level or higher (Student may be co-enrolled in the third year of their required science.)****5 Credits**

This course will cover the following information about invertebrate and vertebrate organisms: habitats and environmental relations, comparative structure and function, feeding and digestion, circulation and gas exchange, excretion and osmoregulation, sensory and information processing, reproduction and species continuation.

Various investigative lab procedures and dissections will be incorporated. Taxonomy will also be presented as a part of each kingdom. **Dissection is a major component of this elective course.**

### **FORENSIC SCIENCE CP**

**GRADE 11, 12**

**Prerequisite: Biology CP, Chemistry CP**

**5 Credits**

The goal of the Forensic Science course is to provide students with the scientific principles, concepts, and methodologies necessary to understand evidence gathering and analysis, crime scene investigation, and legal implications. This class will cover major topics such types of evidence, ballistics, DNA, fingerprinting, blood spatter analysis, handwriting analysis and legal proceedings. This course uses elements of biology, chemistry and physics to explore the previously listed topics, and will help a student prepare for future work in criminal justice.

### **ENVIRONMENTAL SCIENCE CP**

**GRADE 11, 12**

**Prerequisite: Three years of Science at CP Level or Higher**

**5 Credits**

**(May be taken concurrently with a third year science course.)**

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies necessary to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving and/or preventing them. This class will cover major environmental topics such as acid rain, global warming, pollution, and renewable/nonrenewable energy sources.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

**GRADE 11, 12**

**Prerequisite: Biology CP**

**6 Credits**

**Chemistry CP and Departmental Approval**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics covered include earth systems and resources, ecosystem structure and energy flow, populations, land and water use, economics, consumption of resources, pollution and global change.

### **ADVANCED PLACEMENT BIOLOGY**

**GRADE 10, 11, 12**

**Prerequisite: Biology H, Chemistry H (can be co-enrolled),**

**6 Credits**

**Departmental Approval**

This course is designed to be equivalent to a college introductory biology course taken by science majors during their first year of college. Three general areas are covered in AP Biology: molecules and cells, heredity and evolution, and organisms and populations. There are major themes applied to these areas. The themes are: science as a process, evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, and science, technology, and society. Emphasis is placed on developing an understanding of concepts rather than memorizing terms and technical details.

### **ADVANCED PLACEMENT CHEMISTRY**

**GRADE 10, 11, 12**

**Prerequisite: Chemistry H, Algebra 2 H,**

**6 Credits**

**Departmental Approval**

This course is designed to be equivalent to a college introductory chemistry course taken by science majors during their first year of college. An in-depth study of the composition, properties, structure and reactions of matter will be incorporated into discussions, laboratory experiences and problem solving activities. Theoretical aspects of the chemistry such as kinetic theory of gases, chemical kinetics and the basic concepts of thermodynamics are also presented. Students are expected to develop the ability to write formal laboratory reports, answer essay questions, and analyze and solve a variety of complex problems.



**ADVANCED PLACEMENT PHYSICS 2****GRADE 11, 12****Prerequisite: Pre-calculus Honors, Advanced Placement Physics 1, and Departmental Approval****6 Credits***It is recommended that AP Physics students be co-enrolled in Calculus.*

This course is designed to be the equivalent to a second-semester college course in algebra-based physics and builds upon the Advanced Placement Physics 1 course. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. The ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning is at the heart of this course. Principles of scientific inquiry will be used to promote an engaging and rigorous experience for AP Physics 2 students.

**SOCIAL STUDIES**

The Social Studies Program is a 4-year sequence of courses designed to meet the New Jersey State Core Curriculum Content Standards and the 3-year social studies graduation requirement. All students must pass 15 credits of courses including 5 credits of World History and 10 credits of United States History. Students may choose to take elective social studies courses beginning in their sophomore year. All courses are aligned with the current New Jersey State Core Curriculum Content Standards and New Jersey Student Learning Standards for Language Arts Literacy in Social Studies. All required courses include a research paper requirement.

**WORLD HISTORY CP****GRADE 9****Prerequisite: Teacher Placement****5 Credits**

This course is a survey of the historical events that have shaped the development of human cultures around the world. It builds upon the elementary and middle school social studies curricula. Events and trends from the Renaissance and the Age of Discovery to the Modern Era will be studied. Areas highlighted will include Europe, Asia, the Middle East, Africa, and the Asian sub-continent. This course is designed to prepare students to function effectively in the global community as well as in their own society through the analyzing of primary source documents and other first-hand accounts allowing students to have a greater global perspective.

**WORLD HISTORY HONORS****GRADE 9****Prerequisite: Teacher Placement****5 Credits**

This course is an intensive in-depth analysis of the historical events that have affected the development of civilization throughout the world. Exploring the Enlightenment as a turning point in world history, students will analyze natural law, capitalism, socialism, imperialism and nationalism. The course devotes considerable time to a wide-ranging survey of the Middle East, the Asian sub-continent, China, Japan and Africa. Emphasis is placed upon the role of religion and religious conflict, government, history, and current global issues. Advanced reading, writing and comprehension skills are necessary for this course.

**UNITED STATES HISTORY 1 CP****GRADE 10****Prerequisite: Teacher Placement****5 Credits**

This is a detailed study of the political, economic and social history of the United States from its colonial origins to the Industrial Revolution. Students will be expected to complete a variety of assignments including: oral presentations, group projects, primary source document analysis, written assessments, and class participation. Current events constitute an important portion of this program and are infused throughout the study.

**UNITED STATES HISTORY 1 HONORS****GRADE 10****Prerequisite: Teacher Placement****5 Credits**

This course is an advanced level study of United States history from the beginning of the Colonial Period to the Industrial Revolution. The focus of this class is student centered and a good deal individual work is required. Class time is devoted to study and discussion of selected topics, participation in class discussions, and other activities that require higher order thinking skills. Students must complete analytical papers on political,

economic, military and social issues. This course is designed to prepare students for the AP US History program. Students will be expected to become familiar with APUSH analysis techniques, such as APPARTS, DBQs and FRQs.

### **UNITED STATES HISTORY 2 CP**

**GRADE 11**

**Prerequisite: US History 1 CP and Teacher Placement**

**5 Credits**

This course serves as the second portion of our US History graduation requirement. American growth and development from the beginning of the 20<sup>th</sup> century to the present are studied. Economic, political, and social aspects of the time period are examined as they relate to historical issues of the 20<sup>th</sup> Century. Students will be expected to complete a variety of assignments including: oral presentations, group projects, primary source document analysis, written assessments, and class participation. Current events constitute a vital portion of the program and are infused throughout the course.

### **UNITED STATES HISTORY 2 HONORS**

**GRADE 11**

**Prerequisite: Teacher Placement**

**5 Credits**

This is a continuation of the US History 1 Honors program. The content of the course begins with the Progressive Movement and carries through to the present day. Attention is given to current events and their relation to the history of the period being studied. Individual work is required of the students as well as participation in class discussions and other class activities. Advanced reading, writing and comprehension skills are necessary for this course. Analytical papers on social, political, economic and military issues are assigned periodically throughout the year.

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

**GRADE 11**

**Prerequisite: Teacher Placement**

**5 Credits**

AP US History is designed for students to pursue college level studies while in high school. The course is a comprehensive survey of all major aspects of the history of the United States from the origins of American Colonialism to modern day. Students are required to analyze historical documents, respond to document-based essay questions, and do analytical compositions. The course is fast paced and student centered. Students are expected to do the majority of the required reading on their own. Class time will be used for class discussion, presentations (both group and individual), and analysis of primary sources. A summer reading assignment and report are required.

## **SOCIAL STUDIES ELECTIVES**

### **HOLOCAUST, GENOCIDE, AND HUMAN RIGHTS HONORS**

**GRADE 10, 11, 12**

**Prerequisite: World History**

**5 Credits**

This full year course is designed to educate our students on the history of human rights as witnessed by holocaust and other genocides throughout the 20th and 21st centuries. The course will use the United Nations Declaration of Human Rights as their guiding primary source document, further enhancing the authenticity of the learning experience. This course will define the responsibility of each student as global citizens to serve a cause greater than themselves. Additionally, the instructor and students will initiate a Model UN project to provide a deeper understanding of how to investigate and reconcile modern global issues. Holocaust, Genocide, and Human Rights will challenge students to acquire both empathy and altruism that inspire activism as evidenced in a culminating service learning project. This course may be taken for college credit as part of the concurrent enrollment program through Kean University.

### **CRIMINAL JUSTICE AND LAW**

**GRADE 11, 12**

**Prerequisite: US History 1**

**2.5 Credits**

This semester course is designed to educate our students on the foundations of the criminal justice system in the United States of America. Criminal Justice and Law will challenge students to become active citizens who willingly engage in the justice system. In addition, this course is designed to introduce students to the multiple

career options in the areas of Law Enforcement and Criminal Justice fields. The class will include guest speakers from various law enforcement backgrounds as well as opportunities for students to participate in authentic learning experiences.

### **SPORTS IN AMERICAN CULTURE**

**GRADE 10, 11, 12**

**Prerequisite: World History**

**2.5 Credits**

To truly understand a nation's history, one must study its culture. Many countries' cultures can be defined through art, music, religion, and, in some cases, sports. From Jackie Robinson's historic baseball career to the 1980 Miracle on Ice, it is undeniable that sports are culturally, and often politically, influential. Sports in American Culture aims to discover how various sports teams have inspired change, helped aid recovery, or given a people an identity. By studying how teams, athletes, and organizations have changed a culture or a law, students can truly find meaning in how a sports team or individual can change their community for the better. Sports can bring a people together in the wake of a tragedy, represent a movement, and make a political statement all in one setting. Studying these events through a historical lens will help engage students in history while learning about empathy, respect, and community.

### **PSYCHOLOGY CP**

**GRADE 11, 12**

**Prerequisite: None**

**5 Credits**

In this course students will explore the systematic and scientific study of behavior and mental processes. Students will increase their understanding of psychology, its methods, theory, and research. Primarily, the course will explore the psychological facts, principles and phenomena associated with each of the major subfields of psychology (consciousness, learning, personality, cognition, etc.) Over the course of the year students will develop and enhance skills in research, document analysis, use of technology, essay writing, and oral presentation.

### **SOCIOLOGY**

**GRADE 12**

**Prerequisite: None**

**5 Credits**

This course introduces students to the study of sociology and familiarizes them with the concepts of the sociological imagination and the sociological perspective. A focus will be placed on three of the most common theories of sociology: conflict, symbolic interaction and functional. Students are expected to acquire a greater awareness of the complexities of our society and a desire to understand it more fully. Considerable time is devoted to researching and discussing particular social problems selected by the students and the teacher for their relevance today. Analytical papers focusing on selected social topics will be assigned throughout the year.

### **MASS MEDIA/CURRENT ISSUES**

**GRADE 11, 12**

**Prerequisite: US History 1 and/or US History 2**

**5 Credits**

Mass media is concerned with an investigation of mass media and its effect upon society as well as upon the lives of individuals. Topics to be explored include the impact of communication systems on societies, the digital revolution and the creation of an "information society," varying perspectives of media theory, media economics and corporate ownership, as well as an exploration of the history of each facet. Media/Current Issues is an ever evolving course that is responsive to our current political, social, economic climate. Students will research and analyze modern problems that face our society in order to foster a greater understanding of the affect each issue will have on an individual citizen. Emphasis will be placed on the controversies surrounding economic policy, environmental concerns, role played by NGOs, healthcare reform, global terrorism, drug legalization debate and bias crimes.

### **ADVANCED PLACEMENT US GOVERNMENT AND POLITICS**

**GRADE 11, 12**

**Prerequisite: Departmental Approval**

**5 Credits**

Advanced Placement United States Government is a college level course concerned with the nature of the American political system, its development over the past two hundred years, and how it works today. The course will examine in some detail the principle processes and institutions through which the political system functions,

as well as some of the policies that these institutions establish and how they are implemented. The course's focus is primarily on the National government and National policies. The course provides an analytical perspective of government and politics in the United States and involves study of general concepts used to interpret US politics through analysis of specific case studies. Students are expected to have strong writing skills prior to entering this course.

### **ADVANCED PLACEMENT PSYCHOLOGY**

**GRADE 11, 12**

#### **Science Prerequisite and Departmental Approval**

**5 Credits**

Advanced Placement Psychology is a college level course concerned with the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students conduct a detailed examination of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology by analyze landmark case studies. They will also critically analyze the ethics and methods psychologists use in their science and practice. Students are expected to have strong writing skills prior to entering this course.

### **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

**GRADE 10, 11, 12**

#### **Departmental Approval**

**5 Credits**

AP Human Geography course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They include Geography: Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use.

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

**GRADE 10, 11, 12**

#### **Departmental Approval**

**5 Credits**

The AP European History is a college level course that is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in European history. The course is structured around the investigation of five course themes (1. Interaction of Europe and the World; 2. Poverty and Prosperity; 3. Objective Knowledge and Subjective Visions; 4. States and Other Institutions of Power; 5. Individual and Society;) and nineteen key concepts in four different historical periods (1450-1648; 1648-1815; 1815-1914; and 1914-present.) The key concepts help teachers and their students understand, organize, and prioritize historical developments within each period. The course's organization around a limited number of key concepts allows students to spend more time learning essential concepts and developing the historical thinking skills necessary to explore European history.

### **ADVANCED PLACEMENT WORLD HISTORY**

**GRADE 9, 10, 11, 12**

#### **Departmental Approval**

**5 Credits**

In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This course may also satisfy the freshman level World History graduation requirement.

## **SPECIAL EDUCATION**

The philosophy of the Special Education Department, in accordance with the current federal and state rules and regulations, is to educate each student who qualifies for special services in the least restrictive educational environment. The Child Study Team, whose decision is based on specific testing and evaluation procedures, determines qualification for services. Once a student is placed in the program an Individual Education Plan is written. Program placement options include any combination of general education, inclusion and special education courses. Accommodations in the general education curriculum may be written into the IEP with notification of those modifications to each teacher.

**MAINSTREAM COURSES** Special education students who are placed in mainstream courses may have accommodations in those classes that will be written into their IEP. They may also continue to receive supplemental help in the form of study skills, academic support and case management.

**IN-CLASS RESOURCE COURSES (ICR)** The In-Class Resource model places special education students in general education courses taught by a general education teacher and a special education teacher. The special education teacher's role in the class is to adapt and present the general curriculum in ways that follow the educational needs of the special education students.

**SPECIAL CLASS PROGRAM** Students who need more support and curriculum modifications than are appropriate in a mainstream or in-class-support class may be placed in the special class program. A general education content area specialist is the teacher and is responsible for making the necessary modifications and adaptations to the general curriculum and addressing the individual needs of each student. Class size is dictated by NJ state code. These students receive case management and additional academic support help as needed.

### **STUDY SKILLS**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: IEP Required**

**5 Credits**

This course is designed to provide comprehensive study skills instruction such as decision making, critical thinking, and self-management skills applied to content area courses with the goal of creating a self-monitoring student able to problem solve, analyze and apply knowledge across the curriculum. This course is graded on a Pass/Fail basis is not calculated into the student's GPA or class rank.

### **ALGEBRA 1A SCP**

**GRADE 9**

#### **Prerequisite: IEP Required**

**5 Credits**

This course is the first of a 2-year Algebra 1 SCP program. Students taking this course must take the following school year Algebra 1B SCP course and complete four years of mathematics in order to meet the High School graduation requirements. The course content is based upon the NJSLs and emphasizes fundamental algebraic skills. Major topics include integers, laws of exponents, expressions and functions, linear equations, linear and nonlinear functions, equations of linear functions, linear inequalities and systems of linear equations and inequalities.

### **ALGEBRA 1B SCP**

**GRADE 10**

#### **Prerequisite: IEP Required**

**5 Credits**

This course builds on topics studied in Algebra 1A SCP; together, Algebra 1A SCP and Algebra 1B SCP fulfill the graduation requirement for Algebra 1 SCP. The course content is based upon the NJSLs and emphasizes fundamental algebraic skills. The curriculum includes exponents and exponential functions, polynomials, quadratic functions and equations, and statistics. problem solving, application, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 NJSLA assessment.

**GEOMETRY SCP****GRADE 10, 11****Prerequisite: IEP Required****5 Credits**

This course is designed to help students discover, learn, and apply geometry. Students are challenged to make connections from concrete examples to abstract concepts. There is a reality orientation towards both the selection of content and the approaches allowed to the student in working out problems. The curriculum is modified and adapted to meet the special needs of each student. Students use current technology as they follow New Jersey Student Learning Standards and prepare for the NJSLA assessment.

**MATH INVESTIGATIONS SCP****GRADE 11, 12****Prerequisite: IEP Required****5 Credits**

Math Investigations is a junior/senior level course. The class is organized around certain strategies, methods, and techniques as an alternate approach to achieve mathematical understanding. The course continues to build on the development of concepts introduced in Algebra I and Geometry. It emphasizes skills necessary for problem-solving by applying them to concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, and data analysis and probability. The course provides students with tools to represent and solve real-life problems in a variety of ways and it is essential in preparation for careers that utilize or depend upon mathematics.

**ENGLISH 9 SCP****GRADE 9****Prerequisite: IEP Required****5 Credits**

This course follows the general curriculum for English 9 with emphasis on the individual needs of each student as prescribed by his/her IEP. The general education teacher who is the content area specialist will make the modifications and adaptations to the curriculum as necessary. Attention is given to preparation for the NJSLA assessment.

**ENGLISH 10 SCP****GRADE 10****Prerequisite: IEP Required****5 Credits**

This course follows the general curriculum for English 10 with emphasis on the individual needs of each student as prescribed by his/her IEP. The general education teacher who is the content area specialist will make the modifications and adaptations to the curriculum as necessary. Attention is given to preparation for the NJSLA assessment.

**ENGLISH 11 SCP****GRADE 11****Prerequisite: IEP Required****5 Credits**

This course follows the general curriculum for English 11 with emphasis on the individual needs of each student as prescribed by his/her IEP. The general education teacher who is the content area specialist will make the modifications and adaptations to the curriculum as necessary. Discreet reading and writing skills are the focus of this course. Attention is given to preparation for the NJSLA assessment.

**ENGLISH 12 SCP****GRADE 12****Prerequisite: IEP Required****5 Credits**

This course follows the general curriculum for English 12 emphasizing reading and writing skills in the context of real life experiences. Communication skills, both oral and written, will be addressed as they apply to each individual student and his or her IEP. Resume writing, job interviewing skills, career investigation, and work-related personal skills are taught.

**EARTH SCIENCE SCP****GRADE 9****Prerequisite: IEP Required****6 Credits**

The course follows the general curriculum for the earth science course offered to freshman, and shall include a discussion of the Earth, its materials, processes, history and position in space. The small class size allows the individual needs of students to be met. Earth Science provides students with the opportunity for scientific inquiry

in studying the planet Earth and the surrounding environment. It is concerned with Earth's materials, changes of the surface and interior, and the forces that cause these changes. Earth Science also examines the interaction between Earth's weather and climate, the changes of organisms through time as interpreted by organic evolution. A survey of topics includes; geology, oceanography, meteorology, and astronomy.

### **BIOLOGY SCP**

**GRADE 10**

#### **Prerequisite: IEP Required**

**6 Credits**

The course follows the general curriculum for the biology course offered to sophomores, and shall include a discussion of the properties of living organisms and their interactions. The small class size allows the individual needs of students to be met. The presentation of cellular and molecular biology gives a background for energy relationships DNA, protein synthesis, reproduction and development, genetics, ecology, and evolution. Understanding the continuity of life and the transmission of character gives meaning to organic variation and scientific classification. Relationships among structure and function are surveyed in the different kingdoms.

### **CONCEPTUAL CHEMISTRY SCP**

**GRADE 11, 12**

#### **Prerequisite: IEP Required**

**6 Credits**

This course follows the general curriculum for the conceptual chemistry course offered to juniors and seniors, and is designed to address the individual needs of its students. The small class size and multiple laboratory activities are major reasons why hands-on exercises represent a large portion of the curriculum. Major topics are atomic structure, the Periodic Table, chemical compounds and reactions, forces, energy and motion, and light and electricity.

### **WORLD HISTORY SCP**

**GRADE 9**

#### **Prerequisite: IEP Required**

**5 Credits**

This course follows the general curriculum for World History with emphasis on the individual needs of each student as prescribed by his/her IEP. The general education teacher who is the content area specialist will make the modifications and adaptations to the curriculum as necessary. Attention is given to the skills necessary for the ELA NJSLA assessment.

### **US HISTORY 1 SCP**

**GRADE 10**

#### **Prerequisite: IEP Required**

**5 Credits**

This course follows the general curriculum for United States History I with emphasis on the individual needs of each student as prescribed by his/her IEP. The general education teacher who is the content area specialist will make the modifications and adaptations to the curriculum as necessary. Attention is given to the skills necessary for the ELA NJSLA assessment.

### **US HISTORY 2 SCP**

**GRADE 11**

#### **Prerequisite: IEP Required**

**5 Credits**

This course follows the general curriculum for United States History II with emphasis on the individual needs of each student as prescribed by his/her IEP. The general education teacher who is the content area specialist will make the modifications and adaptations to the curriculum as necessary. Attention is given to the skills necessary for the ELA NJSLA assessment

### **CAREER AND CONSUMER AWARENESS**

**GRADE 10**

#### **Prerequisite: IEP Required and Transition Coordinator Recommendation**

**5 Credits**

This course provides students exposure to the 16 different career clusters and the various jobs/careers associated with them. Throughout this course, students will discover their strengths, interests, talents, learning styles, preferred work environment, personal networks, and individual well-being. Students will tour local community sites to explore careers of interest consistently throughout the year, in which they will get to interview people in their area of expertise. From this, students will begin to develop their own personal career goals.

**CAREER EXPLORATION****GRADE 11****Prerequisite: IEP Required and Transition Coordinator Recommendation 5 Credits**

This course is devoted to students in 11<sup>th</sup> grade to further explore their identified personal career goal, and practice career and living skills. Throughout the year students will learn strategies on how they can be successful in their career choice. Activities will include the following topics: professionalism, interviewing, public speaking, developing portfolios, resumes, cover letters, job applications, finance, teamwork and collaboration, and job shadowing. At the end of this course students will be able to identify their specific career goal in moving toward the final year of Transition Education and the Structured Learning Experience.

**TRANSITION EDUCATION****GRADE 12****Prerequisite: IEP Required and Transition Coordinator Recommendation 5 Credits**

This course coincides with the Structured Learning Experience, and students learn skills relevant to workforce preparedness and transition beyond high school. Content includes career exploration and preparation, social and individual well-being, resume writing, interviewing techniques, on-the-job scenarios and reflections, communication skills, employment rights, diversity awareness, executive function skills, and independent living applications. Students will have instruction on consumer and practical math, financial literacy, and computer literacy skills. Students will develop decision making and problem solving skills, practice professionalism and job maintenance strategies, and demonstrate appropriate employment decorum.

**STRUCTURED LEARNING EXPERIENCE****GRADE 12****Prerequisite: IEP Required and Transition Coordinator Recommendation 10 Credits**

The SLE (Structured Learning Experience) is developed in accordance with the New Jersey Core Curriculum Content Standards and School to Work initiatives. This program includes the teaching of skills that can be transferred to the workplace; the readiness skills necessary for students to explore careers, choose employment of interest, apply for positions and help sustain good work performance upon entering the workforce. The Structured Learning Experience may be a paid job, an unpaid learning experience, an internship, or a volunteer position. Students are expected to work a minimum of 10 hours per week in order to obtain credit for participating in the SLE. Students will work under the direction of a work site mentor and will be observed by the SLE Coordinator. If necessary, a job coach will be provided to the student if extra support is required. Students will have an opportunity to develop good work skills, attitudes and behaviors with special focus on following directions, attention to tasks at hand and the ability to cooperate with co-workers. Students will be guided through the process through the collective efforts of school administration, teaching staff, CST, family and community. As students explore their interests and the world around them, they will learn to appreciate diversity, develop tolerance and work collaboratively as they become positive, productive members of society. This course is taken in conjunction with the Transition Education course.

**LIFE SKILLS LAB****Prerequisite: IEP Required and Transition Coordinator Recommendation**

The Jefferson Township Public School District provides a transition education program for students with disabilities. Special education students eligible to remain in school until age 21 may also participate in the Life Skills Lab. In correlation with the Transition Education and Structured Learning Experience programs, students between the ages 18-21 will learn life skills that are essential to independent living within the community. Since the students participating in this program are adult students, the appropriate environment for this learning experience is within various community sites as the probability of exposure to same age peers is highly likely. While the Jefferson Township Public School's transition education curriculum addresses the connection of students to postsecondary education, vocational training, competitive employment, and adult programs and services; the Life Skills Lab will address the remaining aspects of transition services such as independent living and community participation. This will be achieved through daily Community-Based Instruction so that the students may meet individual goals within natural environments, so that they are better prepared for their post-secondary future.



## **TECHNOLOGY EDUCATION**

### **VIDEO PRODUCTION 1**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**2.5 Credits**

This one semester course is for students who are interested in learning video production skills. It is designed to develop an historical awareness of video production. Students will receive hands-on experience as they complete the many tasks necessary to produce video programs. Students will work in production teams brainstorming, scripting, preparing storyboards, recording, editing, and critiquing their productions. There will be exposure to a variety of career opportunities in mass communication.

### **VIDEO PRODUCTION 2**

**GRADE 10, 11, 12**

**Prerequisite: Video Production 1**

**5 Credits**

This full year course provides the opportunity for furthering the study of television production. Emphasis is placed on TV studio programming for the school and the local community. The software used will be the industry standard.

### **VIDEO PRODUCTION 3**

**GRADE 11, 12**

**Prerequisite: Video Production 2**

**5 Credits**

In this intensive course, the foundational skills and concepts developed in Video Production 1 and 2 will be applied in real-world experiences. Since this is a project-based course, students will be expected to be available for off-site/after school productions. This course is designed for students wishing to continue to broaden their skill sets regarding digital media and visual literacy. In addition to studio work, students will learn all areas of electronic news gathering and field production. Remote production techniques will be taught using digital equipment. Students will also be instructed in post-production editing techniques using digital editing systems.

### **ROBOTICS 1**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**2.5 Credits**

This semester course is designed to familiarize the students with general robotic devices. Emphasis is placed on developing an understanding of careers, safe work habits, positive attitudes, manipulative skills and the ability to think and reason in a logical manner. Students learning experiences consist of assignments developed from both computers and hands-on projects.

### **ROBOTICS 2 CP**

**GRADE 10, 11, 12**

**Prerequisite: Robotics 1**

**5 Credits**

This full year course provides the opportunity for furthering the study of robotics using college level tools, including LabView programming and Tetrix building kits. Emphasis is placed on designing and programming more complex robotic devices using light, touch, and temperature sensors. Students will be expected to study the field of robotics while designing, building and programming their own robots.

### **ROBOTICS 2 HONORS**

**GRADE 10, 11, 12**

**Prerequisite: Departmental Approval**

**5 Credits**

This full year course provides the opportunity for furthering the study of robotics using college level tools, including LabView programming and Tetrix building kits. Emphasis is placed on designing and programming more complex robotic devices using light, touch, and temperature sensors. Students will be expected to study the field of robotics while designing, building and programming their own robots. The honors section of Robotics 2 will include higher expectations, an increased level of rigor, and more intensive coursework and projects.

**A.C.E. SKILLS****(Architecture/CAD/3D Computer Graphics/Engineering)****GRADE 9, 10, 11, 12****Prerequisite: None****2.5 Credits**

A.C.E. is a semester course which serves as a prerequisite for Architecture 1, Computer Aided Drafting (CAD) 1, 3D Computer Graphics, and Engineering 1. A.C.E. Skills will give students a chance to apply math, science, and technology principles in realistic and engaging situations. This course will encourage all students, whatever their level of interest or experience, to be more technologically literate, responsible and creative. After taking this course, students will have a better understanding of the technologically designed world and the career paths of architecture, computer aided drafting, engineering, and 3D computer graphics.

**ENGINEERING 1 CP****GRADE 9, 10, 11, 12****Prerequisite: None****5 Credits**

Engineers greatly affect our daily life by designing and improving every product, structure and service we use. Engineers use the principles and raw materials of the natural world to make our daily lives more efficient and safe. This course will give students a chance to use math and science principles and engage in hands on projects encouraging them to become technologically literate and creative. Students will develop an awareness of and interest in engineering as a career.

**ENGINEERING 1 HONORS****GRADE 9, 10, 11, 12****Prerequisite: Departmental Approval****5 Credits**

Engineers greatly affect our daily life by designing and improving every product, structure and service we use. Engineers use the principles and raw materials of the natural world to make our daily lives more efficient and safe. This course will give students a chance to use math and science principles and engage in hands on projects encouraging them to become technologically literate and creative. Students will develop an awareness of and interest in engineering as a career. The honors section of Engineering 1 will include higher expectations, an increased level of rigor, and more intensive coursework and projects.

**COMPUTER AIDED DRAFTING (CAD) 1****GRADE 9, 10, 11, 12****Prerequisite: None****5 Credits**

This course provides the opportunity for furthering the techniques and skills of technical drawing which includes: gothic lettering, geometric construction, pictorial drawing, auxiliary and sectioning work, threading drawings, developments and product design. Students will receive extensive experience on the computer aided drafting system (CAD) including colored plotting and style-writer work. Students will create three dimensional objects using computer software. These experiences will provide a broader background for those students wishing to enter vocational, technical or engineering schools or for those who may go directly into industry.

**COMPUTER AIDED DRAFTING (CAD) 1 HONORS****GRADE 9, 10, 11, 12****Prerequisite: Departmental Approval****5 Credits**

This course provides the opportunity for furthering the techniques and skills of technical drawing which includes: gothic lettering, geometric construction, pictorial drawing, auxiliary and sectioning work, threading drawings, developments and product design. Students will receive extensive experience on the computer aided drafting system (CAD) including colored plotting and style-writer work. Students will create three dimensional objects using computer software. These experiences will provide a broader background for those students wishing to enter vocational, technical or engineering schools or for those who may go directly into industry. The honors section of CAD 1 will include higher expectations, an increased level of rigor, and more intensive coursework and projects.

**COMPUTER AIDED DRAFTING (CAD) 2****GRADE 10, 11, 12****Prerequisite: CAD 1****5 Credits**

This course provides the opportunity for furthering the student's technical drawing experiences on both an individual and group basis. The subject provides the opportunity to learn production drawing, industrial

procedures and related occupations. The major objective of this course is to both deepen and broaden the student's skill experiences in technical drawing through CAD methods. Emphasis is placed on the development of personal skills, through individual and group projects. These objects will then be created using a 3D printer and Computer Numerically Controlled (CNC) Router. Each student will be required to develop a major project and draw a complete set of production drawing including assembly drawings on CAD.

### **COMPUTER AIDED DRAFTING (CAD) 2 HONORS**

**GRADE 10, 11, 12**

**Prerequisite: CAD 1**

**5 Credits**

This course provides the opportunity for furthering the student's technical drawing experiences on both an individual and group basis. The subject provides the opportunity to learn production drawing, industrial procedures and related occupations. The major objective of this course is to both deepen and broaden the student's skill experiences in technical drawing through CAD methods. Emphasis is placed on the development of personal skills, through individual and group projects. These objects will then be created using a 3D printer and Computer Numerically Controlled (CNC) Router. Each student will be required to develop a major project and draw a complete set of production drawing including assembly drawings on CAD. The honors section of CAD 2 will include higher expectations, an increased level of rigor, and more intensive coursework and projects.

### **ARCHITECTURAL DRAWING 1 CP**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**5 Credits**

This full year course will build upon the fundamental technical drawing skills established in A.C.E. Skills. Each student will design, develop and draw a set of house plans within the requirements of certain specified instructions. The content of the specific instructions does allow for and encourages each student to do individual creative thinking within the total planning of a house. Related field trips will be taken when possible. Students will be required to complete their house plans using CAD techniques.

### **ARCHITECTURAL DRAWING 1 HONORS**

**GRADE 9, 10, 11, 12**

**Prerequisite: Departmental Approval**

**5 Credits**

This full year course will build upon the fundamental technical drawing skills established in A.C.E. Skills. Each student will design, develop and draw a set of house plans within the requirements of certain specified instructions. The content of the specific instructions does allow for and encourages each student to do individual creative thinking within the total planning of a house. Related field trips will be taken when possible. Students will be required to complete their house plans using CAD techniques. The honors section of Architecture 1 will include higher expectations, an increased level of rigor, and more intensive coursework and projects.

### **ARCHITECTURAL DRAWING 2 CP**

**GRADE 10, 11, 12**

**Prerequisite: Architectural Drawing 1**

**5 Credits**

Architecture 2 is an opportunity for interested students to build upon the skills learned in Architecture 1. Through various drawing, models, and other activities students will begin to learn and use skills that Architecture 1 does not allow time for. Students will be given the opportunity for advanced work in some of the following areas: additional drawings such a HVAC, framing plans, pictorials, and interior design. Students will also get involved in three-dimensional modeling of some of the structures they design. Students will also be required to assemble a portfolio of the work they do throughout the year.

### **ARCHITECTURAL DRAWING 2 HONORS**

**GRADE 10, 11, 12**

**Prerequisite: Architectural Drawing 1**

**5 Credits**

Architecture 2 is an opportunity for interested students to build upon the skills learned in Architecture 1. Through various drawing, models, and other activities students will begin to learn and use skills that Architecture 1 does not allow time for. Students will be given the opportunity for advanced work in some of the following areas: additional drawings such a HVAC, framing plans, pictorials, and interior design. Students will also get involved in three-dimensional modeling of some of the structures they design. Students will also be required to assemble a

portfolio of the work they do throughout the year. The honors section of Architecture 2 will include higher expectations, an increased level of rigor, and more intensive coursework and projects.

### **GENERAL HOME REPAIRS**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: None**

**2.5 Credits**

This semester course will provide students with a general overview of home and building repairs. The course will begin with an introduction to the tools of the trade and provide the application of the identified tool for each issue within a home. The students will be exposed to the basics of plumbing and electrical components and how to safely approach the repairing of each. Students will experience hands on lessons on flooring, painting, installing trim, and the required finishing touches to a project. Students will learn how to properly and effectively maintain small engines in snow blowers and lawn mowers. Additionally, students will learn how make general repairs and maintain the exterior elements of a home or building. Overall, this course will provide students with general and practical solutions to everyday repairs within the maintenance of a home.

### **INTRODUCTION TO WOODWORKING**

**GRADE 9, 10, 11, 12**

#### **Prerequisite: None**

**2.5 Credits**

This semester course is an introduction to the basics of woodworking. The student will have the chance to challenge his/her ability and develop his/her skills through the use of all hand tools, machines and materials available in the shop. Student projects are the culmination of skill, knowledge, attitude and craftsmanship. Course requirements include completion of the project that includes a written report, knowledge of shop safety and proper shop conduct. Supplementary information will be assigned as time permits.

### **MACHINE WOODWORKING**

**GRADE 10, 11, 12**

#### **Prerequisite: Introduction to Woodworking**

**5 Credits**

This course is designed to utilize and improve basic skills learned in Introduction to Woodworking, as well as, introduce advanced techniques and information. Since the project will be the focal point of learning, it will be required that the student select a project that is challenging to his/her ability. The student should select a project that will encourage use of tools, machines and techniques that he/she has not yet experienced. The student will have the use of all the equipment in the shop. The student must pass a written test after instruction to continue using power equipment.

### **CARPENTRY AND BUILDING CONSTRUCTION**

**GRADE 11, 12**

#### **Prerequisite: Machine Woodworking**

**5 Credits**

The Woods 3 Carpentry and Building Construction course is designed to create an appreciation of the industry and to develop entry level skills within the construction industry. Opportunities to develop skills for personal use and to make a smooth transition from school to the workplace or post-secondary institutions will be presented to students enrolled in these courses. It will also be the intent of this course to continue the student's development of existing skills through the construction of individual projects that build on what they have learned in Introduction to Woodworking & Machine Woodworking. The carpentry and building portion of this course will be primarily theory in nature with some hands on activities as time permits.

### **FINE WOODWORKING**

**GRADE 11, 12**

#### **Prerequisite: Machine Woodworking**

**5 Credits**

The Fine Woodworking course is designed to build on the knowledge that students have gained through taking Introduction to Woodworking and Machine Woodworking. This course will allow the students to express themselves in the area of woodworking. This course is primarily a hands-on project oriented experience. A portion of this course will examine the nature and properties of wood. Some written work and research may be required. The project chosen for this class will reflect some type of specialized woodworking yet incorporate the many facets of the woodworking field. The course will also provide insights to the technological advances in the fields related to woodworking.

## **WORLD LANGUAGES**

The Department of World Languages offers courses in three language areas, French, Spanish and American Sign Language. Courses are geared for the beginner speaker through the linguistically gifted student whose goal is to become advanced proficient in the target language. One full year or 5 credits of a world language is a graduation requirement for all students. However, the completion of two years of a world language is generally required for students who plan to attend a four-year college and three to four years of high school world languages study is recommended for more competitive colleges. Learning another language in today's society is viewed as a valuable communicative tool for gaining understanding of other cultures that is necessary in today's competitive global marketplace.

### **AMERICAN SIGN LANGUAGE 1 CP**

**GRADE 9, 10**

**Prerequisite: None**

**5 Credits**

The study of American Sign Language is a cumulative experience. The first year course stresses sign vocabulary, fingerspelling, and numbers as well as expressive and receptive signing activities. The history of American Sign Language and deaf culture will be introduced. Successful completion of this course will prepare students with the skills necessary for the ongoing study of American Sign Language.

### **AMERICAN SIGN LANGUAGE 2 CP**

**GRADE 10, 11**

**Prerequisite: ASL 1 CP and Teacher Placement**

**5 Credits**

American Sign Language 2 reinforces and builds upon the tenets of level 1 rendering it a cumulative experience. The second year course reviews and solidifies sign vocabulary, fingerspelling and numbers and focuses on expressive and receptive signing activities. Students will be asked to begin using their skill for basic/intermediate conversation while paying closer attention to various modes of communication (interpersonal, interpretive and presentational). Also, the history of American Sign Language and deaf culture will be studied further. Successful completion of this course will prepare students with the skills necessary for the advanced study of American Sign Language.

### **AMERICAN SIGN LANGUAGE 3 CP**

**GRADE 11, 12**

**Prerequisite: ASL 2 CP and Teacher Placement**

**5 Credits**

American Sign Language 3 reinforces and builds upon vocabulary and grammatical features learned in ASL 1 and ASL 2. This course reviews and solidifies use of classifiers and features of ASL poetry and storytelling. In ASL 3, students will use ASL classifiers to describe situations as well as to create and present stories in ASL using cumulative vocabulary. Deaf culture will be further explored with the goal of providing the tools necessary for meaningful and appropriate interaction with members of the deaf community.

### **FRENCH 1 CP**

**GRADE 9, 10, 11, 12**

**Prerequisite: None**

**5 Credits**

Level 1 French provides for the students' basic proficiency in interpretive, interpersonal, and presentational modes of communication, integrating cultural aspects of France and French-speaking countries. The students will learn basic vocabulary and grammatical concepts.

### **FRENCH 2 CP**

**GRADE 9, 10, 11, 12**

**Prerequisite: French 1 and Teacher Placement**

**5 Credits**

The second level of French provides further vocabulary acquisition and reinforcement in interpretive, interpersonal, presentational modes of communication, as well as cultural topics of the French-speaking world. The emphasis is on spoken language, with grammar providing the structural basis of study.

**FRENCH 2 HONORS****GRADE 9, 10, 11, 12****Prerequisite: French 1 and Teacher Placement****5 Credits**

The second level of French provides further vocabulary acquisition and reinforcement in interpretive, interpersonal, presentational modes of communication, as well as cultural topics of the French-speaking world. The emphasis is on spoken language, with grammar providing the structural basis of study.

**FRENCH 3 CP****GRADE 10, 11, 12****Prerequisites: French 2 CP and Teacher Placement****5 Credits**

Intermediate French is designed to improve the speaking and comprehension skills of the students through the use of French in class. Students will continue to acquire new conversational expressions, while reinforcing previously learned content. Core content is based on expanded cultural themes.

**FRENCH 3 HONORS****GRADE 10, 11, 12****Prerequisites: French 2 CP/Honors and Teacher Placement****5 Credits**

Intermediate French is designed to improve the speaking and comprehension skills of the students through the use of French in class. Students will continue to acquire new conversational expressions, while reinforcing previously learned content. Core content is based on expanded cultural themes.

**FRENCH 4 CP****GRADE 11, 12****Prerequisites: French 3 CP and Departmental Approval**

The students will continue to refine interpretive, interpersonal, and presentational skills through the basic text series, as well as through the reading and discussion of literary works. French 4 offers more advanced vocabulary and grammar to enhance speaking, reading and writing skills; francophone cultural and historical themes are integral to each unit of study.

**FRENCH 4 HONORS****GRADE 11, 12****Prerequisite: French 3 CP/Honors and Departmental Approval****5 Credits**

The students will continue to refine interpretive, interpersonal, and presentational skills through the basic text series, as well as through the reading and discussion of literary works. French 4 offers more advanced vocabulary and grammar to enhance speaking, reading and writing skills; francophone cultural and historical themes are integral to each unit of study.

**ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE****GRADE 12****Prerequisite: French 4 Honors and Departmental Approval****5 Credits**

The content of the AP French Language and Culture course is structured around six major themes in relation to the Francophone world: families and communities, science and technology, global challenges, contemporary life, personal and public identities, beauty and aesthetics. Units are organized thematically around situations and scenarios that can be applied to real life. To support thematic instruction, authentic materials drawn from a wide variety of sources- print, audio, video, internet, that reflect the linguistic and cultural diversity of the Francophone world. The course is proficiency-based which involves meaningful use of language for *real* communicative purposes. Instruction focuses on what students can do with the language. Students will continue to acquire an advanced degree of proficiency in interpersonal, presentational and interpretive modes. Students will interact and communicate with others while gaining a greater understanding of and respect for the cultural perspectives, practices and products of different cultures in the Francophone world. Critical thinking skills will be strengthened through problem solving, conceptualizing and reasoning.

**SPANISH 1 CP****GRADE 9, 10, 11, 12****Prerequisite: None****5 Credits**

Level 1 Spanish provides for the students' basic proficiency in interpretive, interpersonal, and presentational modes of communication, integrating cultural aspects of Spain and Spanish-speaking countries. The students will learn basic vocabulary and grammatical concepts.

**SPANISH 2 CP****GRADE 9, 10, 11, 12****Prerequisites: Spanish 1 CP and Teacher Placement****5 Credits**

The second level of Spanish provides further vocabulary acquisition and reinforcement in interpretive, interpersonal, presentational modes of communication, as well as cultural topics of the Spanish-speaking world. The emphasis is on spoken language, with grammar providing the structural basis of study.

**SPANISH 2 HONORS****GRADE 9, 10, 11, 12****Prerequisites: Spanish 1 CP and Teacher Placement****5 Credits**

The second level of Spanish provides further vocabulary acquisition and reinforcement in interpretive, interpersonal, presentational modes of communication, as well as cultural topics of the Spanish-speaking world. The emphasis is on spoken language, with grammar providing the structural basis of study.

**SPANISH 3 CP****GRADE 10, 11, 12****Prerequisite: Spanish 2 CP and Teacher Placement****5 Credits**

Intermediate Spanish is designed to improve the speaking and comprehension skills of the students through use of Spanish in class. Students will continue to acquire new conversational expressions, while reinforcing previously learned content. Core content is based on expanded cultural themes.

**SPANISH 3 HONORS****GRADE 10, 11, 12****Prerequisite: Spanish 2 Honors and Teacher Placement****5 Credits**

Intermediate Spanish is designed to improve the speaking and comprehension skills of the students through use of Spanish in class. Students will continue to acquire new conversational expressions, while reinforcing previously learned content. Core content is based on expanded cultural themes.

**SPANISH 4 CP****GRADE 11, 12****Prerequisite: Spanish 3 CP and Departmental Approval****5 Credits**

The students will continue to refine interpretive, interpersonal, and presentational skills through the basic text series, as well as through the reading and discussion of literary works. Spanish 4 CP offers more advanced vocabulary and grammar to enhance speaking, reading and writing skills; Hispanic cultural and historical themes are integral to each unit of study.

**SPANISH 4 HONORS****GRADE 11, 12****Prerequisite: Spanish 3 Honors and Departmental Approval****5 Credits**

The students will continue to refine interpretive, interpersonal, and presentational skills through the basic text series, as well as through the reading and discussion of literary works. Spanish 4 H offers more advanced vocabulary and grammar to enhance speaking, reading and writing skills; Hispanic cultural and historical themes are integral to each unit of study.

**SPANISH 5 CP****GRADE 12****Prerequisite: Spanish 4 CP/Honors and Teacher Placement****5 Credits**

This course is designed for students who began their high school study of Spanish in level 2 during their freshman year. The students will continue to refine their ability to communicate in the target language across all four skill areas as they improve their oral proficiency. The focus of this course will be on conversation through the use of popular culture in the Spanish speaking world.

**ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE****GRADE 12****Prerequisite: Spanish 4 Honors and Departmental Approval****5 Credits**

The AP Spanish Language course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a solid foundation in the knowledge of the language and cultures of Spanish speaking peoples and should have attained a reasonable proficiency in using the language. The AP Spanish course is conducted completely in Spanish in order for students to increase their command of the Spanish language. The AP Spanish Language course emphasizes all

the areas of communication presented in a World Language classroom: listening, reading, speaking and writing. Participants will be exposed to a variety of topics such as: family and home, poverty, politics, economy, environment, consumerism, tourism, education, music, technology, cultural heritage and health among others. Through immersion in Spanish and Latin American literature, art, culture, and current events, our language learners will have an opportunity to converse, discuss, debate and write in the Spanish language. Moreover, students will receive an opportunity to improve self-expression, become more fluent, and become more coherent in both written and oral forms.

#### **ENGLISH AS A SECOND LANGUAGE**

**GRADE 9, 10, 11, 12**

**Prerequisite: Placement based on English language proficiency**

**5 Credits**

English as a Second Language (ESL) promotes cooperation, individual responsibility, creativity and respect for others. ESL student experiences are extended to include information about the community, the culture, and the traditions that represent the people of the United States as well as the people of the world.