

Program of Studies

2016-2017 School Year



NEW PROVIDENCE HIGH SCHOOL

New Providence School District—Dedicated to Excellence

Academics, Arts, Athletics, and Community Service



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A Message from the Superintendent of Schools

The Program of Studies is updated annually to be used by students and parents to assist in selecting a course of study that will best suit the needs of our students. A thorough review of this information will help make our students' experience at New Providence High School meaningful, challenging, and rewarding.

The faculty, administration, and the Board of Education strive to provide a comprehensive program of instruction for all of the students in New Providence. Our commitment is to prepare our students for a dynamic global society, but at the same time try to remain flexible. New courses will sometimes be added to the curriculum in response to new requirements, and on occasion, courses may be dropped or combined because of changing relevance or low enrollment. Your recommendations or suggestions are always welcome.

Our goal is that each student will take advantage of the many opportunities offered at New Providence High School. By doing so, students can develop their talents to the fullest extent and demonstrate their success in and outside of the classroom. New Providence High School has been recognized for its overall excellence in curriculum, and we will continue to make every effort to meet the needs of all students.

I wish each student a productive and enjoyable year.

David M. Miceli, Ed.D.

General Information

Program Requirements

1. Credit assignment shall be based exclusively on a time factor. Each credit will be based on **1440** minutes (24 hours) of classroom instruction per year.
2. Credit assignment is dependent upon the number of periods per week and semesters per year a course meets. A course which meets 5 periods per week for a full year earns **5.00** credits; a course which meets 5 periods per week for a semester merits **2.50** credits.
3. The minimum graduation requirements shall be **120.00** credits, which will require the acquisition of at least **30.00** credits each year as a prerequisite to graduation from high school.
4. In order to be promoted to the next grade level, the following credit requirements must be successfully completed by September of the entering year:

SOPHOMORE: 25 credits, including summer school, if applicable

JUNIOR: 60 credits, including summer school, if applicable

SENIOR: 85 credits, including summer school, if applicable

If additional credits are earned during the fall semester, which would meet the requirements of the next grade, a student may be promoted to the next grade level.

5. Successful completion of the following courses shall be required for graduation.

20 credits in Language Arts Literacy

20 credits in Health, Safety, and Physical Education

5 credits in World Studies

10 credits in United States History

2.5 credits in financial, economic, business or entrepreneurial literacy (starting with 2010-2011 freshman class)

15 credits in Mathematics including Algebra 1 or content equivalent, geometry or content equivalent (starting with the 2010-2011 freshman class) and a third year of mathematics that builds on the concepts and skills of algebra and geometry

15 credits in Science including biology/life science or the content equivalent (presently required), chemistry, environmental science, physics (starting with the 2010-2011 freshman class) and one additional science

5 credits of 21st century life and careers or career-technical education

5 credits in Visual and Performing Arts

5 credits of World Language or pupil demonstration of proficiency

Students will be required to sit for and/or pass the appropriate End Of Course and Proficiency Assessments as required by the State Board of Education

The requirements for technology literacy standards are integrated throughout the curricula.

6. Students transferring into the New Providence School district will be placed in the grade level designated by their total accepted transfer credits.
7. The district may approve individualized pupil learning opportunities that meet or exceed the Core Curriculum Content Standards.

Program Requirements—continued

8. Seniors enrolled in an eighth-period study at the opening of school in September may be released from that study providing the following conditions are met:
 - a. Submission to the high school principal of a written request for early dismissal signed by the parent or guardian.
 - b. Approval by the high school principal.
9. Schedule changes initiated by the student which result in an eighth-period study are excluded from the provision for early release.
10. All courses must be completed before any credit is earned. Withdrawal from a course prior to its completion, absences in excess of those noted in the Attendance Policy, or a final failing grade will preclude the acquisition of any credit for that course.
11. To be eligible for summer school, a student must be in a course for seventy-five percent of its scheduled term.

Attendance Policy

Regular attendance is essential to the successful completion of the course of study. Students are expected to be present on every day that school is in session, except as their absence may be excused in accordance with Board of Education policy. Specifically, it has been established that a student absent from classes scheduled for a course of study more than 10% of the days in which class meets, shall receive no credit for that course. That is, a student absent from a class in excess of nine (9) days in a semester course, or in excess of 18 days in a year course will receive no credit for the course. Students in courses other than those assigned two and a half (2 ½) or five (5) credits will be advised by the subject area teacher of the number of absences which will result in the loss of credit. In all instances of absence from class, the student is responsible for making up the missed work.

Noncumulative Absences

1. Absences for school-approved activities such as field trips, athletics, instrumental music class, and scheduled counseling appointments, shall not be counted toward the loss of course credit.
2. (a) Special consideration will be given to absences resulting from long-term or chronic illnesses for which a doctor's note is presented. Such special consideration shall be made by the Assistant Principal and/or the Principal. (b) Death in the immediate family and religious holidays as prescribed by the State Department of Education will not count toward cumulative absences.

Cumulative Absences

Cumulative absences, those that count toward the denial of credit, include:

1. Full or half-day absences from school.
2. Individual class absences.
3. Early dismissal from school, even if effected by the school nurse.
4. Tardiness to school or class in excess of 20 minutes.
5. Tardiness to a class of less than 20 minutes three (3) times will count as one (1) cumulative absence.

ALL ABSENCES FROM SCHOOL REQUIRE A WRITTEN EXPLANATION FROM THE PARENT/GUARDIAN UPON THE STUDENT'S RETURN. DOCTOR'S NOTES TO BE CONSIDERED FOR NON-CUMULATIVE STATUS MUST BE PRESENTED TO THE ATTENDANCE OFFICE WITHIN A REASONABLE AMOUNT OF TIME (5 SCHOOL DAYS) UPON THE RETURN TO SCHOOL FOLLOWING THE CORRESPONDING ABSENCE.

Attendance Policy—continued

ATTENDANCE WARNINGS

Parents will now receive automated files via PowerSchool on a weekly basis indicating your child's absences from their classes. We strongly encourage students to maintain their own accurate record of absence and tardiness to each class. The automated system will replace the previously used warning schedule.

Loss of Credit will occur on each of the following absences depending on the course:

Full Year Course	Semester Course	Physical Education	Health Education	Honors Science
19th absence	10th absence	15th absence	6th absence	24th pd absence

\REMINDER: 3 tardies to one class equals one cumulative absence

LOSS DUE TO EXCESSIVE ABSENCE

A student will remain in a scheduled class even after exceeding the absence limit. The report card and permanent record will indicate the grade earned in the course. However, both will also indicate "no credit because of excessive absence."

ATTENDANCE APPEAL

Appeals for an exception to loss of course credit for excessive absences may be made to the Attendance Review Committee. The appeal must be made directly to the attendance officer, in writing, by the student within five (5) days of his/her notification of the loss of course credit.

CAUTION

Students are encouraged to maintain their own accurate record of absence and tardiness. They are also cautioned that short term absences due to routine illness which occur from time to time are considered cumulative absences whether or not they are accompanied by a medical excuse. The 10% allowable days absent are intended to accommodate such contingencies. In the event of an appeal, all days missed to the date of "loss of credit" must be accounted for in terms of documentation, not just the final days in excess of policy.

PREVENTING THE LOSS OF CREDIT

In order to prevent the loss of credit, it is imperative that both student and parent(s) use the weekly attendance figures to keep track of their current standing in each course. Additionally, the guidance counselor will work closely with the students who are accumulating a high number of absences in a particular course. As the student begins to near the allotted amount of absences for a particular course, the counselor will contact the parent(s), and, if warranted, arrange a conference with the student and the parents to review the situation. Be on time: Lateness to class contributes to loss of course credit.

NOTE FROM PARENT EXPLAINING ABSENCE

Parents must call the school if their child is absent or will be tardy (464-8731). Students are required to bring a written explanation for their absence on the day they return. Notes for absence or tardiness should contain the following information:

1. The student's name
2. The student's homeroom
3. Date(s) of absence
4. Reason for absence
5. Signature of parent

It is stressed that notes are merely an explanation for an absence or tardiness. The decision as to whether the absence or tardiness is excused or unexcused will be determined by using the state authorized reasons for school absence:

1. Personal illness
2. Family emergency
3. Religious observance
4. School-authorized field trip

Excuses for "personal reasons" are invalid unless qualified in writing or by telephone with the administration.

Attendance– continued

DEFINITIONS: EXCUSED/UNEXCUSED AND CUMULATIVE/NON-CUMULATIVE

Students are cautioned not to confuse excused and unexcused with cumulative and noncumulative absences. The former merely means that the absence has been accounted for and the student will not be considered as truant from the missed class(es). The absence, even if excused, may still be considered a cumulative absence under the terms of the Attendance Regulation and counted toward a possible loss of credit for a course.

CLASS ABSENCE EXCUSED BY THE SCHOOL NURSE

Excused absences from the class may come as a result of a student becoming ill after reporting to school. In this case, the following procedures should be followed:

1. The student obtains the classroom teacher's permission to go to the nurse. In emergencies, the student should report directly to the health office. If the office is unattended, the student should report to the Principal's office.
2. If the nurse decides that the student should be excused for the day, the student takes the excuse slip to the attendance office and signs out. Attendance office personnel **MUST** see the nurse's excuse slip. If the attendance office is closed the excuse slip is taken to the main office.

TARDINESS

1. Students not in class when the bell rings are considered late.
2. Students who are tardy to school must report to the attendance office to sign in. At this time, attendance office personnel will take the student's note explaining the reasons for being late and determine whether the lateness is excused. No student will be admitted to class without an admit-to-class slip.

Students are expected to be in school and arrive at class on time. The consequences for lateness to class will be handled by the teacher. After the student is given a warning about lateness, the parent will be contacted by the teacher. If the student continues to be late, a teacher detention will be assigned. Continued lateness will result in an administrative detention.

TRUANCY: CLASS CUTS

Class cuts are considered to be the same as truancy. Both demonstrate a deliberate disregard for our educational program and are considered a serious matter.

Administrative action is as follows:

1. No credit will be recorded for work missed.
2. Missed work will be recorded as a failing grade.
3. A record of the offense will be entered into the student's personal record file.
4. A parent will be informed of the offense either by a telephone call or letter.
5. Students will be assigned an administrative detention to make up the time missed. Minimal detention time for each class cut will be two (2) hours; second offense four (4) hours.
6. A second cut in any one course will result in a letter being sent to the home, making the student and parent aware of the consequences of a third cut: loss of credit in the course. Additionally, a discussion will be held in person with the student and, either in person or on the telephone, with the parent, advising both of the jeopardy in which the student has placed him/herself, including the danger of loss of course credit in the event of the ensuing cut. These communications shall be considered as fulfilling the requirements of due process.
7. Students losing credit due to truancy will remain in the course for the rest of the year. If the student is failing the course at the time of the third cut, a grade of WF (withdraw failing) will be recorded. If the student is passing at the time of the withdrawal a grade of WP (withdraw passing) will be recorded.

Attendance Policy—continued

END-OF-YEAR ATTENDANCE

State law requires that students be in attendance a minimum of 180 days. Students are cautioned to keep this fact in mind when they are seeking summer employment or making plans to participate in summer programs of any type. Requests for early release will be honored only under extraordinary circumstances. Students attending college orientation programs should select dates which do not conflict with exam week and the closing of school. Students will be asked to submit documented evidence that alternate date(s) are not available and/or that college acceptance depends on attendance at the summer program.

EARLY EXCUSE

In the event that a student is to be excused from school early for a valid reason, the parental note is taken to the attendance office immediately upon reporting to school. The note must have the student's name, date, time leaving, and how the student will be leaving the school. If the student drives to school, the note must also contain permission from the parent/guardian allowing the student to drive. Attendance office personnel will place the student's name on the sign-out sheet for early dismissal. If the attendance office is closed, the excuse slip is taken to the main office for processing. A parent must report to the attendance office at the time the student is to be released.

Course Selection

Each student's program of studies should be thoughtfully planned, giving careful consideration to individual interests, abilities and occupational goals. The course selection process is outlined below:

1. At the beginning of the second marking period each student will make his/her course requests for the following school year.
2. Students and/or parents may confer with the counselor concerning the student's proposed program of study.
3. Parents and students sign the course request form and return it to the Guidance Department.
4. A student's course requests, when possible, become his/her program of study for the coming year, and staff and room assignments are predicated upon these choices.
5. Students must follow the program he/she chose and parents approved for the school year.

Schedule Changes

Requests for schedule changes will be approved only in cases of unique and significant circumstances. Courses will not be dropped to accommodate a student's personal preference or convenience. Schedule changes may be requested for the following reasons:

1. Student is not scheduled for a sufficient number of credits (30.00 credits required; 35.00 credits recommended).
2. Student's post-secondary plans have changed, e.g., from vocational planning to college preparatory or vice-versa.
3. Student is experiencing *serious academic difficulty* in a course and an intra-departmental change may be warranted (i.e., a change from an advanced to a regular or remedial section within the same subject area). This change is made two times only: 1) during the first week of school, and 2) at the end of the first marking period. No schedule change will be effected on parental request only. When it is determined that the educational needs of the student can best be met by means of a schedule change, approval of the parent guardian, counselor, curriculum area department head, guidance department head, and principal are required.

All schedule changes must be completed within the first ten days of school not including weekends

Any adjustment in a student's schedule is contingent upon class enrollment and the availability of another course during the same period as the course dropped or during the period of a study hall. In cases where a schedule change is made in an academic course level (i.e., honors to regular level) the grade point average calculation will be based on the course where the student completes the semester/year.

1. NOTE: In addition to meeting District requirements, all students must pass the PARCC (Partnership for the Readiness of Colleges and Careers) Assessment first administered in the spring of their freshman year, prior to receiving a state endorsed high school diploma.

PLEASE NOTE: This is subject to change



Student Achievement

Grading Policy

Explanation of Grades

The regular grading system uses the symbols A, B, C, D, E, and F to report the achievement in each marking period. The final grade for a course extending over the four marking periods is the average of the marking period grades (80% of the grade) and the semester and final examination grades (together 20% of the grade). A student must pass a course in order to receive credit. An explanation of the symbols used follows:

A	Superior (95-100%)	The student's achievement in all areas of the subject is clearly superior; the quality and quantity of work is consistently excellent; a high degree of efficiency, application, and purpose is demonstrated.
B	Above Average (85-89%)	Achievement in many areas of the subject is above average; the quality and quantity of work is frequently excellent; the student generally demonstrates strength in the subject.
C	Average (75-79%)	Achievement in most areas of the subject is average; the quality and quantity of work is generally acceptable; a satisfactory degree of proficiency is demonstrated.
D	Below Average (65-69%)	Achievement in the subject is barely passing; the quality and quantity of work is the minimum acceptable for credit; demonstrated proficiency in the subject is considered weak.

Where appropriate, midpoint grades of A- (90-94%), B- (80-84%), C- (70-74%), D- (60-64%) may be used. **THE PERCENTAGES ARE GUIDELINES.**

Below D- is failing, and no grades below this will receive credit. Failing grades, as with passing grades, call for some sort of quantification. Some failing grades are closer to passing than others. Since the degree of failure in any one marking period will have a bearing on the final grade for the semester or year, failure grades of E and F have been established.

E	Failure	Achievement is poor; progress is lacking; need for remediation to meet minimum standards.
F	Failure	Little or no observable effort to do assigned work; little understanding and/or concern for course content; no observable attempt to maintain or improve skill levels.
I	Incomplete	INCOMPLETE may be given only to students who: <ol style="list-style-type: none"> Were absent from school for a legitimate purpose, and Were absent for an extended period of time. One day of make-up shall be allotted for each day of absence; however, all missing work should be completed within 14 calendar days after the student's return to school. Exceptions to this time allotment may be made at the teacher's discretion and with Administrative approval.
X	Excused	The student was excused from following the requirements of the course; applied chiefly to physical education classes.
W	Withdrawn	The student has dropped the course after the 10th day but prior to the end of the 1st marking period.
WP	Withdrawn Passing	The student has dropped the course and had satisfactory achievement prior to withdrawal.
WF	Withdrawn Failing	The student has dropped the course and had unsatisfactory achievement prior to withdrawal. Students removed from classes by administrative action will receive a grade of WF.

Grading Policy—continued

A final grade in a one-semester course is the average of two marking period grades (80% of the grade) and the semester examination (20% of the grade). A final grade in a full year course is the average of four marking period grades (80% of the grade) and the semester and final examination grades (together 20% of the grade).

In semester courses without an exam, each marking period is worth 50% of the grade. In full year courses without an exam, each marking period is worth 25% of the final grade. Students who are administratively withdrawn from a full year course after the successful completion of the first semester of that course may receive 2.5 credits.

In a full year course, a student who receives three failing grades, at least one of which is an F, will not receive credit for the course regardless of the mathematical formula. If a student receives four or more failing grades, he/she will not receive credit for the course regardless of the mathematical formula.

Grade Point Average

The system of calculating grade point average used by New Providence High School is consistent with the procedure most often recommended by the National Association of Secondary School Principals and most frequently used by local high schools. The procedure weights honors and AP courses by one full grade value, includes all courses, and excludes classified students who are not fully mainstreamed. Grade point average is cumulative, incorporating all individual marking period and exam grades in all courses taken in grades 9 through 12. Each marking period grade is doubled, then exam grades are added and the sum is then divided by ten to determine the final average for a full year course. In cases where a schedule change was made in an academic course level (i.e., honors to regular level) the grade point average calculation will be based on the course where the student completes the semester/year.

Please note that all courses may involve the completion of readings and assignments during the summer preceding the course.

Honors and Advanced Placement Courses

Honors and/or Advanced Placement courses are offered in all major academic areas. Advanced Placement programs constitute college-level courses in which students are expected to meet college standards, including level of difficulty and challenge of assignments. Honors and/or Advanced Placement courses include the following:

ART	Advanced Placement Studio Art 1 and 2 Advanced Placement Art History
LANGUAGE	Honors World Literature
ARTS	Honors American Literature Honors British Literature AP Language and Composition AP Literature and Composition Honors Humanities
MATH	Geometry Theory and Applications Advanced Algebra and Functions Honors Pre-Calculus Advanced Placement Calculus AB Advanced Placement Calculus BC

Honors and Advanced Placement Courses—continued

MATH cont.	Advanced Placement Computer Science Advanced Placement Statistics
SCIENCE	Honors Biology Honors Chemistry Advanced Placement Biology Advanced Placement Chemistry Advanced Placement Physics I /STEM Advanced Placement Physics C
SOCIAL STUDIES	Honors World Studies Honors United States History 1 Advanced Placement United States History 2 Advanced Placement European History Advanced Placement Psychology Advanced Placement Economics Advanced Placement United States Government and Politics
WORLD LANGUAGES	Honors Spanish Advanced Placement French Language Advanced Placement Italian Advanced Placement Japanese Advanced Placement Spanish Language
STEM	Honors Biomedical Engineering (formerly Honors Human Physiology) Introduction to Engineering Design Principles of Engineering AP Computer Science Principles

Honors Courses

I. Prerequisites for Enrollment

LANGUAGE ARTS: A– end of year average in the preceding course

- Passing score on Honors World Literature Placement Exam (for incoming 9th graders only.)

WORLD LANGUAGES

AP French Language—successful completion of French 3.

AP Italian —successful completion of Italian 3.

AP Japanese—successful completion of Japanese 3.

Honors Spanish—from Spanish 3—A– average; from Spanish 4—successful completion of Spanish 4.

AP Spanish Language—from Spanish 4 or Honors Spanish —A- average and Departmental Assessment.

MATHEMATICS: A– in Algebra 1 for Advanced Algebra & Functions; B– in Algebra 1 for IAT.

SCIENCE: A- average in related subject area (e.g.— A– in Biology for A.P. Biology)

- Passing score on Honors Biology Competency Assessment (for incoming 9th graders only.)

-Passing score on Math Competency Assessment for AP Physics I/Stem and AP Chemistry

Honors Courses—continued

SOCIAL STUDIES: A– end of year average in the preceding course
- Passing score on Honors World Studies Placement Exam (for incoming 9th graders only.)

ADVANCED PLACEMENT STUDIO ART

Students must be in grade 11 or above and have an A- average or above in a minimum of two courses OR have a portfolio of the student's work demonstrating an appropriate level of artistic accomplishment approved by the Department Head.

II. Continuance Criterion and Appeal Procedure

Admission to sequential honors level courses is subject to annual review. In order to continue in a sequential honors level course, a student must maintain a minimum average grade of “B” each year. If, however, **extenuating circumstances** cause a student to fail to meet the “B” criterion, he/she may submit a written petition for continuance in an honors level program to the principal. Appeals can also be requested if no alternative course is available. A letter from the student must be sent to the Principal **within two (2) weeks of grades being received**. The letter should be in typed business format.

There is no appeal process for students that do not meet the honors requirements.

Any student granted permission to remain in an honors/advanced placement level course will remain in the course for the duration of the school year. Students need to thoroughly think through the rigor of the course work at this level and be prepared to make a commitment. Students will be permitted one appeal per discipline throughout their 4 years.

Honor Roll

The Honor Roll recognizes students who have demonstrated academic excellence. It is predicated on the marking period grades and is published four times each year. The Honor Roll recognizes two levels of student performance.

High Honor status is achieved by students who earn no grade lower than an **A–** and **Honor** status by those who earn no grade lower than a **B**. Grades of Incomplete and Withdrawn Fail disqualify honor roll eligibility. One Medical grade is acceptable. A Withdrawn Pass grade will be evaluated in view of the individual circumstances.

National Honor Society

Juniors who have earned a grade point average of A– or higher on their first five semesters of high school work are considered for membership in the National Honor Society. The required grade point average is 3.7. In addition to a high level of academic achievement, candidates must also qualify in areas of character, leadership, and service. The National Honor Society members are selected by the faculty according to these criteria.

Eligibility for Participation in Sports and Co-Curricular Activities

Students who wish to participate in sports and/or other co-curricular activities must meet the eligibility standards listed below:

- Students in grades 10, 11, and 12 who in the previous year earned **30 credits** are eligible for participation in sports and other co-curricular activities in the fall and winter semesters.
- Students in grades 9, 10, 11, and 12 must be passing **15 credits** for the previous semester to be eligible to participate in sports and other co-curricular activities during the spring semester.
- Students eligible at the start of a sports season or semester remain eligible for that entire sports season or semester regardless of individual marking period grades.
- Pupils in grades 9 through 12 must maintain a cumulative grade average of C- (1.500 gpa). Students may not have failed in the preceding year a course required for promotion or graduation, e.g., English, Physical Education, or any course which would have to be taken in conjunction with the next sequential level of that course.
- Pupils in grades 9 through 12 must maintain satisfactory records of attendance 90% of the days school is in session in any given year. (Appeals to this provision shall follow the same guidelines as noted in the Attendance Regulation for Cumulative/Non-Cumulative absences.)

Academic Integrity

We would like to remind all students that cheating of any kind is unacceptable. Everyone must act with personal integrity. This means doing one's own work. Any violation of this is cheating. Plagiarism, the use of another's words or ideas as if they were one's own without the acknowledgement of their source, is not permissible.

Cheating on routine and daily/minor homework/assignments:

1. The students shall receive a "0, E, or F" on the assignment/homework.
2. The teacher will follow the incident with a phone call home.
3. The student will serve a teacher detention.

Cheating on a major assignment or evaluation.

1. Consequences #1 and #2 as above.
2. Parents will be notified by the Administration and discipline will be assigned by the Assistant Principal. The nature of the discipline, i.e., two or four hour detention, suspension, will be at the discretion of the Administration.
3. A committee will be assembled to adjudicate any further consequences regarding the cheating incident.

Student Personnel Services

Guidance Program

Guidance Services

Guidance Services at New Providence High School emphasize personal growth and development, student accountability, and educational/vocational planning. Students and parents are urged to draw upon the services, facilities, and expertise of the Guidance Department when they need assistance in academic or personal matters. Parents may confer with counselors either by phone or by appointment during school hours.

Guidance Services focus on the following areas:

- Individual conferences
- Academic achievement
- Admission to college, vocational, or business schools
- Career exploration
- Course selection
- Personal concerns or problems
- Schedule adjustment
- Scholarship and financial aid information
- Test interpretation
- Group meetings

Appointments

Appointments with counselors can be arranged by students before and after school and during lunch period or study hall. Students may make appointments through the Guidance secretaries or directly with their counselors. Parents should call (908) 464-4716 to schedule an appointment.

Guidance Resource Area

The guidance resource area contains valuable sources of information available for the use of all students during the day and after school until 3:45 p.m.

Resources include:

- Armed Services information
- Brochures on occupations
- College applications
- College entrance examination board testing information
- A computer terminal, which provides information on two and four-year colleges, career information, and financial aid information
- Scholarship and financial aid information
- Vocational and career education information

College Representatives' Visits

College representatives' visitation dates are posted in Naviance. Interested junior and senior students may arrange to meet college representatives by registering in Naviance 24 hours in advance. Passes are issued to students, excusing them with the teacher's permission, from classes during the time of the representative's visit. Conferences with college representatives are held in the guidance office unless otherwise specified.

Special Services

The Department of Special Services consists of the following staff: Assistant Superintendent of Educational Services, Supervisor of Special Services, School Psychologists, Learning Disability Teacher – Consultants, School Social Worker, Speech-Language Specialists, Occupational Therapists, Physical Therapist, Special Education Teachers and Paraprofessionals. The School Physician and School Nurses assist department staff in the interpretation of medical information. Also, when necessary, consulting specialists may examine students to assist in the establishment of eligibility and development of appropriate educational plans.

Child Study Team

Students who experience emotional, social, academic or physical difficulties are referred to the Intervention and Referral Services Committee (I&RS) by teachers, administrators, other staff or parents. The Committee develops a plan of interventions to address the student's weaknesses. The I&RS team monitors student progress and revises the plan with additional recommendations, as needed. If the student does not demonstrate progress with general education interventions, a referral is made to the Child Study Team (CST). A parent/guardian can also make a direct referral to the CST.

Once the student is referred to the CST, the assigned case manager schedules a meeting with parents. If an evaluation is deemed appropriate, parental consent is obtained before proceeding with the required assessments to determine if the student is in need of special education and related services. During the evaluation process, the Child Study Team obtains information through observation, formal assessments, parent interview and conferences with staff.

When the evaluation is completed, the CST, appropriate staff, and the student's parents reconvene to discuss the results. If the student meets eligibility criteria, the team, parents and teachers develop an individualized educational plan (IEP) to meet the specific needs of the student. This IEP is reviewed annually with the parents.

Special Services Staff

Director of Special Services - works with the members of the Child Study Team, administrators, teachers and parents to assure all aspects of the development and implementation process related to the IEP.

School Psychologist – evaluates a student's cognitive, social, emotional and adaptive functioning in order to assess the challenges in these areas that impact academic performance. School Psychologists counsel students, assist staff and parents in gaining a better understanding of student behavior, and recommend programs for students requiring such services.

Learning Disabilities Teacher-Consultant (LDTC) – assesses a student's academic skills and learning style to assist staff and parents in gaining a better understanding of reasons the student is experiencing educational difficulty. The LDTC serves as an advisor to staff and parents regarding strategies to remediate learning disabilities.

School Social Worker – develops a social case history to assist the team in determining the most appropriate educational plan while serving as a liaison between school and home. Social Workers advise school staff and parents regarding community resources and counsels students and parents when necessary.

Speech-Language Specialist – evaluates students experiencing difficulty in communication skills. They develop appropriate speech and/or language programs for students requiring such services and assist in screening for hearing problems.

Occupational Therapist/Physical Therapist – evaluates and works with student individually and in groups to address fine and gross motor skills.

Special Services—continued

Special Education Teachers – delivers instruction to students with disabilities. They utilize information in the student’s individualized educational plan (IEP) to provide instruction that meets each student’s unique needs.

Specialists – a psychiatrist, neurologist, behaviorist, or other consultant occasionally assists in the evaluation and planning for students.

Home Instruction

The Board of Education provides individual instruction to students confined to home or hospital for illness, injury or when such confinement is recommended for physical, psychological or psychiatric reasons.

Requests for individual instruction must include a doctor’s note that certifies the nature and probable duration of the confinement. This application serves as the request for such instruction and must be approved by the school medical inspector and Assistant Superintendent of Educational Services. The District will provide individual instruction for those confinements expected to be at least two weeks in duration.

Curriculum Chart

Suggested Program Selections for Specific Interests

Student programs are and should be unique to the individual student's needs. However, in addition to meeting the requirements for high school graduation, certain other guidelines must be considered when projecting a four year program.

If a student plans to enter a . . .

Liberal Arts College Preparatory Program:

- 4 years of physical education
- 4 years of language arts
- 3-4 years of social studies
- 3-4 years of world languages
- 4 years of mathematics
- 3 years of laboratory science
- additional electives in an area of the student's interest or as required for graduation

If a student plans to enter a . . .

Scientifically-Oriented College Preparatory Program:

- 4 years of physical education
- 4 years of language arts
- 3 years of social studies
- 2-3 years of world languages
- 4 years of mathematics
- 3-4 years of laboratory science (including biology, chemistry and physics)
- additional electives in an area of the student's interest or as required for graduation

If a student plans to enter a . . .

Career-Oriented Program:

- 4 years of physical education
- 4 years of language arts
- 3 years of social studies
- 3-4 years of mathematics
- 3 years of science
- 3-4 years of courses in the related arts or additional electives in an area of the student's interest. Consider enrolling in a shared time vocational program.

Curriculum Chart

COURSES OFFERED CHART

Subject	Offered in Grades				Periods	Credits
	9	10	11	12		
LANGUAGE ARTS						
Communication Strategies		X	X	X	5	2.5 or 5.0
Fundamentals of World Literature	X				5	5.0
Survey of World Literature	X				5	5.0
World Literature	X				5	5.0
Honors World Literature*	X				5	5.0
Fundamentals of American Literature	X				5	5.0
Survey of American Literature	X				5	5.0
American Literature	X				5	5.0
Honors American Literature*	X				5	5.0
Fundamentals of British Literature			X		5	5.0
Survey of British Literature			X		5	5.0
British Literature			X		5	5.0
Honors British Literature*			X		5	5.0
AP Language and Composition			X		5	5.0
Exploring the Humanities				X	5	5.0
Survey of Humanities				X	5	5.0
Humanities				X	5	5.0
Honors Humanities*				X	5	5.0
AP Literature and Composition				X	5	5.0
Creative Writing	X	X	X	X	5	5.0
Journalism		X	X	X	5	5.0
Journalism 2			X	X	5	5.0
WORLD LANGUAGES						
French 1	X	X	X	X	5	5.0
French 2	X	X	X	X	5	5.0
French 3		X	X	X	5	5.0
AP French**				X	5	5.0
Italian 1	X	X	X	X	5	5.0
Italian 2		X	X	X	5	5.0
Italian 3			X	X	5	5.0
AP Italian **				X	5	5.0
Japanese 1	X	X	X	X	5	5.0
Japanese 2		X	X	X	5	5.0
Japanese 3			X	X	5	5.0
AP Japanese **				X	5	5.0
Spanish 1	X	X	X	X	5	5.0
Spanish 2	X	X	X	X	5	5.0
Spanish 3		X	X	X	5	5.0

*Honors Course **Advanced Placement Course

Curriculum Chart—continued

Subject	Offered in Grades				Periods	Credits
	9	10	11	12		
WORLD LANGUAGES —continued						
Spanish 4		X	X	X	5	5.0
Honors Spanish*			X	X	5	5.0
AP Spanish Language**			X	X	5	5.0
AP Spanish Literature				X	5	5.0
Latin 1	X	X	X	X	5	5.0
Latin 2		X	X	X	5	5.0

NOTE: Be aware that low student enrollment in any course may preclude the offering of that course. However, students are guaranteed the opportunity to complete the second year of a language regardless of class enrollment size.

MATHEMATICS

Math Concepts			X	X	5	2.5 or 5.0
Essentials of Algebra	X				5	5.0
Foundations of Algebra	X	X			5	5.0
Algebra 1	X	X			5	5.0
Essentials of Geometry		X			5	5.0
Foundations of Geometry		X	X		5	5.0
Geometry	X	X	X		5	5.0
Geometry Theory and Applications*	X	X			5	5.0
Essentials of Algebra 2			X		5	5.0
Algebra 2			X	X	5	5.0
Intermediate Algebra and Trigonometry		X	X	X	5	5.0
Advanced Algebra and Functions*	X	X	X		5	5.0
Pre-Calculus			X	X	5	5.0
Honors Pre-Calculus*		X	X	X	5	5.0
Math Life Skills				X	5	2.5—5.0
Statistics			X	X	5	2.5
Discrete Math			X	X	5	2.5
Calculus			X	X	5	5.0
AP Calculus AB**			X	X	5	5.0
AP Calculus BC**			X	X	5	5.0
Advanced Placement Statistics**			X	X	5	5.0
Computer Science	X	X	X	X	5	5.0
AP Computer Science**		X	X	X	5	5.0

*Honors Course **Advanced Placement Course

Curriculum Chart—continued

Subject	Offered in Grades				Periods	Credits
	9	10	11	12		
SCIENCE						
Introduction to Biological Science	X				5	5.0
Biological Science	X	X	X	X	5	5.0
Biology	X	X	X	X	5	5.0
Honors Biology*	X	X	X	X	7	7.0
Introduction to Conceptual Chemistry		X			5	5.0
Conceptual Chemistry		X	X	X	5	5.0
Chemistry		X	X	X	5	5.0
Honors Chemistry*		X	X	X	7	7.0
AP Chemistry**			X	X	7	7.0
Introduction to Conceptual Physics			X		5	5.0
Conceptual Physics			X	X	5	5.0
Physics			X	X	5	5.0
AP Physics I**/ STEM			X	X	7	7.0
AP Biology**			X	X	7	7.0
Environmental Science			X	X	5	5.0
Human Physiology			X	X	5	5.0
Honors Human Physiology*			X	X	5	5.0
AP Physics C**				X	7	7.0
SOCIAL STUDIES						
Fundamental of World Studies	X				5	5.0
General World Studies	X				5	5.0
World Studies	X				5	5.0
Honors World Studies*	X				5	5.0
Fundamentals of U.S. History 1		X			5	5.0
General U.S. History 1		X	X		5	5.0
United States History 1		X	X		5	5.0
Honors U.S. History 1*		X	X		5	5.0
Fundamentals of U.S. History 2			X		5	5.0
General U.S. History 2			X	X	5	5.0
United States History 2			X	X	5	5.0
AP U.S. History 2**			X	X	5	5.0
Sociology		X	X	X	5	2.5
European History			X	X	5	5.0
AP European History**			X	X	5	5.0
Psychology				X	5	5.0
AP Psychology**				X	5	5.0

*Honors Course **Advanced Placement Course

Curriculum Chart—continued

Subject	Offered in Grades				Periods	Credits
	9	10	11	12		
SOCIAL STUDIES—continued						
Economics			X	X	5	5.0
AP Economics**			X	X	5	5.0
AP US Government & Politics**			X	X	5	5.0
Financial Literacy	X	X	X	X	5	2.5
Criminology		X	X	X	5	2.5
PHYSICAL EDUCATION						
Physical Education 9	X				5	3.75
—Health 9	X				5	1.25
Physical Education 10		X			5	3.75
—Health 10		X			5	1.25
Physical Education 11			X		5	3.75
—Health 11			X		5	1.25
Physical Education 12				X	5	3.75
—Health 12				X	5	1.25
NOTE: At each grade level physical education is scheduled for three marking periods and health for one marking period, for a total of 5.0 credits per year as required by N.J. State law.						
MUSIC and PERFORMING ARTS						
Band	X	X	X	X	5	5.0
Band/Lab	X	X	X	X	3	3.0
Band/Chorus	X	X	X	X	5	5.0
Band/Ensemble	X	X	X	X	1	1.0
Band/Orchestra	X	X	X	X	5	5.0
Chorus	X	X	X	X	5	5.0
Chorus/Lab	X	X	X	X	3	3.0
Chorus/Orchestra	X	X	X	X	5	5.0
Swingin' Strings	X	X	X	X	---	---
Jazz Band	X	X	X	X	---	---
Select Choirs	X	X	X	X	---	---
Orchestra	X	X	X	X	5	5.0
Orchestra/Ensemble	X	X	X	X	1	1.0
Orchestra/Lab	X	X	X	X	3	3.0
Music Theory	X	X	X	X	5	5.0
Voice Class	X	X	X	X	1	1.0
Beginning Drama	X	X	X	X	5	5.0
Intermediate Drama		X	X	X	5	5.0
Advanced Drama			X	X	5	5.0
Broadcast Journalism	X	X	X	X	5	2.5
Theatre Production	X	X	X	X	5	5.0

*Honors Course

**Advanced Placement Course

Curriculum Chart—continued

Subject	Offered in Grades				Periods	Credits
	9	10	11	12		
ART						
AP Studio Art 1**, 2**			X	X	5	5.0
Drawing 1, 2	X	X	X	X	5	2.5 each
Graphic Design 1, 2	X	X	X	X	5	2.5 each
Painting and Design 1, 2	X	X	X	X	5	2.5 each
Photography 1, 2		X	X	X	5	2.5 each
Advanced Photography			X	X	5	5.0
Sculpture 1, 2	X	X	X	X	5	2.5 each
AP Art History**		X	X	X	5	5.0
Drawing-Painting/Lab	X	X	X	X	2-3	2.5 or 3.0
FAMILY/CONSUMER SCIENCE						
Child Care & Development		X	X	X	5	5.0
Fabric Arts 1, 2	X	X	X	X	5	2.5 each
Foods 1, 2	X	X	X	X	5	2.5 each
INDUSTRIAL ARTS						
Computer Aided Design		X	X	X	5	5.0
Technology and Construction		X	X	X	5	5.0
Advanced Technology and Construction			X	X	5	5.0
APPLIED TECHNOLOGIES						
Computer Applications	X	X	X	X	5	2.5
Computer Applications Lab	X	X	X	X	3	3.0
Word Processing	X	X	X	X	5	2.5
Video Design 1		X	X	X	5	5.0
Advanced Video Design				X	5	5.0
Media Design	X	X	X	X	5	2.5
STEM						
Honors Biomedical Engineering*			X	X	5	5.0
Technology and Design Process	X	X	X	X	5	5.0
AP Computer Science Principles**		X	X	X	5	5.0
Principles of Engineering *		X	X	X	5	5.0
Introduction to Engineering Design*	X	X	X	X	5	5.0
SHARED TIME PROGRAMS						
Union County Vocational			X	X	15	15.0

*Honors Course

**Advanced Placement Course



Please note that all courses may involve the completion of readings and assignments during the summer preceding the course.

Course Descriptions

Language Arts

FRESHMAN COURSES

GRADE 9 Language Arts is an introduction to world literature, including units in the short story, poetry, drama, non-fiction, and the novel. Incorporated in this study is a strong emphasis on the continued development of basic skills in reading, writing, speaking, listening and viewing. Students with identified areas of need are scheduled into Survey of World Literature, designed to provide strategies for improvement in Language Arts skills. Students who qualify for advanced work at the Grade 9 level may select the honors level of world literature.

2200 . . . FUNDAMENTALS OF WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

This course is based on the Survey of World Literature curriculum. Fundamentals of World Literature introduces students to the various genres of world literature while providing strategies for improvement in basic skills. The focus of the course is to strengthen communications skills of reading, writing, viewing, speaking, and listening and to adapt literature activities to the students' reading and writing abilities. Curriculum will be adapted to meet the needs of the students.

2215 . . . SURVEY OF WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

This course is designed to provide students with an introduction to the major genres of world literature: novels, short stories, drama, poetry, and non-fiction. The focus is on strengthening the communication skills of reading, writing, viewing, speaking, and listening in an integrated fashion. Instruction takes place through whole group, small group, and independent learning. The course provides opportunities to develop skills and apply strategies within the context of literature. A wide variety of literary genres is offered to meet reading abilities and personal interests. Several literary works are taught in class and outside readings appropriate to the course level are required. Students are required to complete a research project.

Central to the writing program is the composing process in which students learn to prepare, write, and edit for a variety of audiences and purposes. Instruction in the support skills, grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

2220 . . . WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

World Literature is the study of selected works of literature arranged according to theme and genre. Categories include short stories, poetry, modern drama, Greek drama, Shakespearean drama, nonfiction, and the novel. One of the main purposes of this course is to look at human behaviors that have remained constant throughout literary

Language Arts—continued

history. Reading will introduce students to a wealth of new vocabulary, while the writing process reinforces the skills of grammar and usage. This course will use the anthology as the basic text, supported by selected poems, plays, and novels, which reinforce each unit's objectives.

2240 . . . HONORS WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

Prerequisites: Criteria for Honors Courses

The honors level of World Literature will include an in-depth study of more challenging full length selections and the writing of more sophisticated papers than is done on the college prep level. Background material, similarly, will be more extensive and intensive. Emphasis is also placed throughout on fostering mature comprehension in reading, writing, and increased vocabulary. In addition to the anthology, students will study dramas and novels in class and read literary works outside of class.

Students are expected to write frequently on topics related to the subject matter. Selections will be maintained in each student's portfolio and will be reviewed by each student during the marking periods. Some writing topics will be stipulated by the course of study; the teacher may design others.

SOPHOMORE COURSES

GRADE 10 Language Arts courses emphasize the development of an understanding of the rich heritage of American literature and its significance for contemporary life. Beginning with the Pilgrim settlers, the early development of American literature parallels the founding and development of the American dream and weaves a thread through each era of historical and literary development. A strong emphasis is maintained on composition and study skills as they are used to understand a wide range of American writing and to express that understanding in a succinct and appealing manner.

2300 . . . FUNDAMENTALS OF AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

Prerequisite: World Literature

Fundamentals of American Literature is based on the Survey of American Literature curriculum. This course introduces students to an understanding of the literary heritage of America. There is an emphasis on the study skills needed to understand the variety of American writing and a continuing focus on strengthening reading, writing, viewing, speaking, and listening skills. Curriculum will be adapted to meet the needs of the students.

Language Arts—continued

2315 . . . SURVEY OF AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

This course is designed to provide students with an introduction to the major genres of American literature and its historical background. There is a continuing focus on strengthening the communication skills of reading, writing, viewing, speaking, and listening in an integrated fashion. Instruction takes place through whole group, small group, and independent learning. The course provides opportunities to develop skills and apply strategies within the context of literature. A wide variety of texts is offered to meet reading abilities and personal interests. Several literary works are taught in class, and additional outside reading selections appropriate to the course are required. This course will also provide preparation for the PSAT and SAT verbal sections.

2320 . . . AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

The course provides an understanding of the relationship between the patterns of literature and patterns of history. The student will gain an appreciation of the evolution of contemporary American society and its relationship to the past. Eras of American culture studied include Colonial, Revolutionary, Romantic, Realistic, Modern, and Contemporary. Students will study fiction and nonfiction genres that reflect the historical perspectives of American Literature in class as well as through outside reading selections. The course will also provide preparation for the verbal PSAT and SAT.

2340 . . . HONORS AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

Prerequisites: Criteria for Honors courses.

This course is structured around a chronological reading of American literature covering the following periods: Colonial, Revolutionary, Romanticism, Realism, Modernism, and Post-Modernism. Students will also pay particular attention to the literary schematics in poetry, drama, essays, and novels and come to recognize common American themes in the anthology selections and required texts. Essay writing focuses on expository and interpretive writing. Moreover, students will prepare for the PSAT and the SATs through intensive vocabulary study and critical reading.

Language Arts—continued

2500 . . . COMMUNICATION STRATEGIES

Credits: 2.5 or 5

Length of Course: Semester or Full Year

Grade Level: 10, 11, 12

This course is designed to assist students in meeting the requirements of the PARCC. Taken in addition to the regular Language Arts class, the course provides opportunities to develop strategies in reading and writing through a process approach. This course does not fulfill the regular four-year Language Arts course or credit requirement for graduation.

JUNIOR COURSES

GRADE 11 Language Arts focuses on British literature with a historical perspective. The courses concentrate on the development of the British tradition in literature and the evolution of the English language. The honors level requires performance that quantitatively and qualitatively exceeds that of the regular program. Survey of British Literature is designed for those students who must develop specific skills in identified areas of need or who have scored below the State or district minimum levels on standardized tests.

2400 . . . FUNDAMENTALS OF BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

Prerequisite: American Literature

Fundamentals of British Literature continues to integrate the skills of speaking, listening, reading, writing, and viewing within the study of British literature and the development of the English language. This course is based on the Survey of British Literature curriculum. There is a chronological survey of the development of the English language and of British literature. There is emphasis on vocabulary building, grammar, and test-taking skills. Curriculum will be adapted to meet the needs of the students.

2415 . . . SURVEY OF BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

This course offers a structured integration of speaking, reading, writing, listening, and viewing experiences within the context of British literature. Flexible grouping and varied activities help to maintain interest in learning and to provide for individual differences. Writing is viewed as a continuing rather than an occasional activity, and students are required to write in varied, realistic, and challenging ways. Vocabulary building will be regularly integrated through practical application of new words. Lessons stressing grammar, mechanics, and usage skills essential to effective writing and speaking will be taught. Literary selections of all genres are studied within their historical perspective. In addition, students are expected to read supplementary literary works outside of class.

Language Arts—continued

2420 . . . BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

British Literature is a chronological survey of the development of the English language and of British literature. This course studies the literature of the Anglo-Saxon, Medieval, Renaissance periods, and the seventeenth, eighteenth, nineteenth, and twentieth centuries. Vocabulary is developed through literary context and vocabulary exercises. An intensive program of expository writing emphasizes critical thinking. Grammar and usage are reinforced contextually through editing pieces of writing. The regular academic sections of this course will use the anthology as a source of texts, supplemented by selected poems, plays, and novels which reinforce each unit's objectives. Emphasis is also placed throughout on fostering mature comprehension in reading by considering ways in which literary form and linguistic style work with "pure content" to convey meaning and feeling, and by studying various composition techniques such as themes, research papers, and reports.

2450 . . . HONORS BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

Prerequisites: Criteria for Honors Courses.

Honors British Literature studies the classic and contemporary works that are the literary heritage of England and the English speaking countries that share the British tradition. Students will explore language and literature through a variety of genres including poetry, drama, short stories, and novels. In addition, they will be required to engage in the analysis of language as it is used in these genres. The reading and writing requirements are more advanced than in British Literature.

2430 . . . ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Credits: 5

Length of Course: Full Year

Grade Level: 11

Prerequisites: Criteria for Honors Courses.

The focus of AP Language and Composition is to prepare students for Advanced Placement testing in Language Composition. Reading activities stress linguistic and rhetorical analysis. Emphasis is placed on rhetorical strategies that develop fluency in exploratory and argumentative writing. Both reading and writing activities stress the student awareness of writer's purpose and audience expectations in evaluating composition. This course provides a close examination of the use of language conventions that contribute to effective writing. In this course, students also study British Literature at the honors level. They will explore language and literature through a variety of genres including poetry, drama, short stories, and novels. In addition, they will be required to engage in the analysis of language as it is used in these genres. Students who take this course in junior year may continue in either AP Literature and Composition or Honors Humanities in their senior year.

Language Arts—continued

SENIOR COURSES

GRADE 12 Language Arts offerings include AP Literature and Composition for the advanced student who wishes to work on the college level while still in high school. Honors Humanities is an advanced course for students who wish to study literature and its relationship to the visual and performing arts. All senior Language Arts courses include major literary works of various genres and have outside reading requirements appropriate to the course level.

2600...EXPLORING THE HUMANITIES

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisite: British Literature

This course focuses on art and culture as they relate to modern literature and is based on the curriculum of the Survey of Humanities Course. Reading selections will emphasize how literature and fine arts influence culture. Effective reading, writing, and speaking skills will be stressed. Students will experience a variety of writing, speaking and viewing opportunities. Curriculum will be adapted to meet the needs of the students.

2455 . . . SURVEY OF HUMANITIES

Credits: 5

Length of Course: Full Year

Grade Level: 12

This course is an overview of the social, cultural, and artistic movements in relation to literature. Reading selections will emphasize how literature and fine arts influence culture. This course offers a structured integration of reading, writing, speaking, and viewing opportunities. Effective reading, writing, and speaking skills will be emphasized. In addition to the works taught in class, students are expected to read outside selections in fiction and nonfiction appropriate to the course.

2460 . . . HUMANITIES: THE MODERN AGE

Credits: 5

Length of Course: Full Year

Grade Level: 12

This course is an introduction to the humanities that studies the social, cultural, and artistic history of the modern age (beginning in the late 19th Century). The course will use an interdisciplinary approach. Students will be presented with an overview of the visual arts, music, theater, film, television, and architecture in the context of philosophy, literature, religion, aesthetic theory, and political events. Students will gain a basic familiarity with major artistic and musical styles, some understanding of the ideological, chronological, and technical implications of those styles as well as the historical development of individual art disciplines.

Language Arts—continued

2465 . . . HONORS HUMANITIES: THE MODERN AGE

Credits: 5

Length of Course: Full Year

Grade Level: 12

Honors Humanities is designed for the advanced student who wishes to focus on the integration of modern literature, music, and the visual arts. A strong emphasis on the relationship between form and content characterizes the study of the various art forms. Students will be introduced to the basics of formalistic analysis and then will move towards recognizing style components. Literature will be studied concurrently with architecture, art, film, music, photography, television, and other art forms. Students are required to read and write at a high level and also produce two major performance tasks by the end of the year.

2440 . . . ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisites: Criteria for Honors Courses

Advanced Placement Literature and Composition explores universals of the human condition that are presented through literature. Readings in a variety of works focus on moral conflicts and ethical choices that evoke evaluative responses from the student. Special emphasis is given to literary criticism. The student will be expected to refine his/her individual style. Students will be required to write a thesis paper on a literary topic. Students who elect this course are encouraged to take the Advanced Placement Test in Literature and Composition.

LANGUAGE ARTS ELECTIVES

2660 . . . CREATIVE WRITING

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Creative Writing is an elective for the student interested in exploring the various kinds of imaginative writing: short stories, plays, and poetry. The student will study elements of fiction, literary devices, and a variety of writing genres. Concepts will be developed through practical application. Members of the class will be encouraged to enter creative writing contests and to submit superior finished writings for publication.

2620 . . . JOURNALISM

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Journalism focuses on the role of media in communicating information. The focus of the course is the media/audience relationship. Students will analyze the impact of media on society and its influence on daily life. Classroom activities are designed to help students think critically about what they read, view, and hear in order to evaluate the quality of information that is presented in print and broadcast media. Students will apply their skills to produce communications for the school community.

Language Arts—continued

2650 . . . JOURNALISM 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: A “B” in Journalism

Students who are taking journalism for a second year have the opportunity to refine previously learned skills and to learn more sophisticated aspects of journalism. Writing headlines, doing page layouts, and learning the mechanics of desktop publishing are the objectives of this workshop course. This course provides an excellent opportunity to develop skills in observation and public relations, as well as skills in grammar and language usage. Students develop responsibility by producing the high school newspaper, *The Providential*.

World Languages

3071 . . . FRENCH 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

This highly interactive French language course builds communication skills in the target language. Students will develop a knowledge of Francophone cultures while learning fundamental language structures and vocabulary. Readings and AV materials, in English and French, expose students to a wide variety of cultural topics.

3160 . . . FRENCH 2

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (Prerequisite: French 1)

This course provides further practice in conversation, with increased attention to building fluency. A wide range of new vocabulary is introduced, as well as more complex grammatical structures than those learned in French 1. The amount and level of reading in French is also increased. Students are exposed to a wide variety of target-language resources, including the internet, newspapers, magazines, movies, and videos in order to obtain and share information, ideas, and feelings.

3220 . . . FRENCH 3

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12 (Prerequisite: French 2)

This course is designed to further develop the communicative skills necessary for everyday use of French. The student's vocabulary is expanded to enable oral and written communication with native speakers on a variety of topics. Application of cultural knowledge is emphasized. Assignments consist of readings, oral reports, and composition work. The development of writing skills is achieved through frequent composition work. The student is introduced to French literature through fables and short stories.

World Languages—continued

3381 . . . ADVANCED PLACEMENT FRENCH LANGUAGE

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: French 3

The focus of Advanced Placement French is on the acquisition of communicative competence in listening, speaking, reading, and writing. The content is framed by cultural and literary works including topics related to contemporary French lifestyles, as well as major historical perspectives. Grammatical points are taught in context and are interwoven throughout the course. Selected novels, short stories, essays, and plays are read and discussed. On-going performance assessments include journal writing, oral presentations, monologues, dialogues, skills, compositions and a variety of taped listening comprehension exercises in which students hear French spoken by native speakers. Preparation for the AP test will be emphasized throughout the course.

3080 . . . ITALIAN 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Italian 1 provides the student with an introduction to the Italian language and culture. It includes basic vocabulary words, the sound and spelling system, and elementary grammatical structures. Conversation in Italian is an integral part of the course. The student learns about the geography of Italy, some of the important events in Italian history, important sites, and daily life in Italy.

3210 . . . ITALIAN 2

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Italian 1

Upon completion of this course, the student will have acquired the ability to speak Italian on selected topics, to understand simple spoken Italian, and to read elementary articles in Italian. Students will acquire an awareness of the Italian heritage and contemporary Italian civilization. Class activities consist of listening to and speaking Italian, acquiring a broad range of vocabulary, mastering basic grammar, writing sentences and paragraphs, and reading on a variety of topics.

3230 . . . ITALIAN 3

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Italian 2

Italian 3 continues to build on listening, speaking, reading, and writing skills learned in Italian 1 and 2. Students will fine tune their grammar, usage, pronunciation, and vocabulary. A variety of cultural topics will be explored. Upon completion of this course, students should be able to communicate in Italian on a variety of topics.

World Languages—continued

3251 . . . ADVANCED PLACEMENT ITALIAN

Credits: 5

Length of Course: Full year

Grade Level: 12

Prerequisite: Successful completion of Italian 3

The focus of AP Italian is to continue work on reading, writing, listening, and speaking skills. The content is framed by creating opportunities for frequent conversational interaction, increasing mastery of language structure and vocabulary, and enriching knowledge of the Italian culture. Preparation for the AP test will be emphasized throughout the course.

3090 . . . JAPANESE 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Japanese 1 provides the student with an introduction to the Japanese language and culture. Elements of the course include commonly-used vocabulary words, pronunciation, elementary grammatical structures, listening to the language, and speaking the language in selected situations. Conversation in Japanese between the student and the teacher is an integral part of the course. In addition, the student will learn about Japan and its peoples: history, geography, cultural achievements, and contemporary life.

3095 . . . JAPANESE 2

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Japanese 2 provides further practice in conversation, with increased attention to building fluency and using the honorific and plain language forms. A wide range of new vocabulary is introduced, as well as more complex grammatical structures from those learned in Japanese 1. Students are exposed to more of the original source materials, so as to further develop reading and listening comprehension skills. Approximately 120 additional kanji (Japanese characters) are introduced, and written correspondence is conducted, in Japanese, with sister school students in Japan. A variety of readings and AV materials, in English, introduce students to additional cultural topics.

3100 . . . JAPANESE 3

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Japanese 2

Japanese 3 takes the student to a more advanced level of communicative competence in the spoken language, with continued development of oral skills. Special emphasis is placed on ensuring a strong command of those practical language skills needed for living in Japan. For the written language, approximately 200 additional kanji are introduced, with guided study in reading from a variety of original source materials, both fiction and nonfiction. Further attention is also given to simple compositions for correspondence purposes. Additional cultural topics are discussed.

World Languages– continued

3107 . . . ADVANCED PLACEMENT JAPANESE

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisite: Japanese 3

AP Japanese demands the most advanced level of communicative competence in the spoken language with continued development of reading, writing, listening and speaking skills. Students explore a variety of social, historical and cultural themes through the study of authentic texts. Preparation for the AP test will be emphasized throughout the course.

3121 . . . SPANISH 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Spanish 1 is the entry level course for high school Spanish. Students taking the language for the first time, or those who are continuing from Spanish A or B in the Middle School, will be provided the instruction they need to build and reinforce communication skills. Students will study Hispanic cultures while examining fundamental language structures and vocabulary. Readings and AV materials, in English and Spanish, will expose students to a wide variety of cultural topics.

3180 . . . SPANISH 2

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (Prerequisite: Successful completion of Spanish 1 or correlating score on placement examination)

This course provides further practice in conversation, with increased attention to building fluency. A wide range of new vocabulary is introduced, as well as more complex grammatical structures. The amount and level of reading in Spanish is also increased. Students are exposed to a wide variety of target-language resources, including the internet, newspapers, magazines, movies and videos in order to obtain and share information, ideas and feelings.

3240 . . . SPANISH 3

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12 (Prerequisite: Spanish 2)

The focus of this course is on language development through increased opportunities for conversation and the study of authentic literature. The course content is framed by frequent opportunities to interact with other classmates and the teacher, continued mastery of grammar, usage, pronunciation, and vocabulary, and opportunities to explore Hispanic language and culture and bridge them with other school subjects. Upon completion of this course, the student should be able to communicate in Spanish on a variety of topics.

World Languages—continued

3361 . . . SPANISH 4

Credits: 5

Grade Level: 11, 12 (Prerequisite: Spanish 3)

This course develops and strengthens practical communication skills by providing opportunities for using Spanish in real-world, social, and professional situations. A comprehensive review of all previously studied language structures is provided while deepening vocabulary knowledge through practical application activities. Units focus on authentic application to increase valuable workplace and social skills. The content is framed by frequent opportunities for conversation and interaction, individual research and production using technology resources, emphasis on workplace skills, and opportunities to explore the Hispanic language and culture while making connections with other disciplines. Topics covered include travel, hotel management, banking transactions, fashion industry, office and computer lingo, health management, and environmental issues.

3390 . . . HONORS SPANISH

Credits: 5

Grade Level: 11, 12 (Prerequisites: A– Spanish 3)

Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials. The course is aligned with the standards from the New Jersey Core Curriculum Content Standards, the College Board Advanced Placement Program and the ACTFL (American Council on the Teaching of Foreign Languages).

3401 . . . ADVANCED PLACEMENT SPANISH LANGUAGE

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12 (Prerequisites: A- in Spanish 4 and Departmental Assessment or successful completion of Honors Spanish)

The focus is on communicating in the target language by speaking, listening, reading and writing. This course is divided into three sections. First Section: Selected Spanish contemporary works are read and discussed. Second Section: Grammar reinforcing exercises. Third Section: Several Spanish movies are reviewed and analyzed. On-going performance assessments include writing composition and active participation in discussions. Preparation for the AP test will be emphasized throughout the course.

3411 . . . ADVANCED PLACEMENT SPANISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12 (Prerequisites: B in AP Spanish Language)

The focus of this course is on the analysis of Spanish literature. Different genres such as poetry, novels, plays and short stories are read. On-going performance assessments include literary analysis of the selected material in written and oral forms. The course content is framed by communicating in the target language and developing a higher degree of fluency. Preparation for the AP test will be emphasized throughout the course.

World Languages—continued

IMPORTANT: Online Latin I and II are taught by a NJ certified instructor from Middlebury Interactive Languages. These classes are completed entirely online and considered an additional course in your schedule. You will be required to keep up with the pace of instruction and submission of work throughout the school year. These courses are not recommended for students who have trouble meeting deadlines or working independently.

3155. . . LATIN 1 (Online)

Credits: 5

Length of Course : Full Year

Grades : 9, 10, 11, 12

This course provides an introduction to the fundamentals of Latin grammar. Students develop the skills necessary to translate basic sentences from Latin into English and from English into Latin, and to read simple connected passages of Latin prose and poetry. In the process, students learn how verb conjugations and noun declensions work in a highly inflected language and how to analyze the structure of Latin sentences. The course includes a cross-cultural component, introducing students to the world of ancient Rome by allowing them to acquire knowledge—through word study—of Roman institutions, practices, religious beliefs, and ideological ways of thought..

3195... LATIN 2 (Online)

Credits 5

Length of Course: Full Year

Grades: 10, 11, 12

Prerequisite: Successful completion of Latin 1

Latin 2 builds on the foundation in Latin grammar provided by the Latin I course and also includes an in-depth study of Roman mythology and history. Students expand their use of declensions, adjectives, adverbs, and cases. These skills enable them to translate longer Latin texts into English that require a more complex knowledge of grammar rather than just vocabulary. To practice oral Latin skills, students engage in conversations, seek and give items of information, express feelings and emotions, and exchange opinions. Latin II also takes students on a tour of the ancient classical world, including literature, historical workers, and the lives of famous and influential Romans.

Mathematics

4110 . . . MATH CONCEPTS

Credits: 5.0 or 2.5

Length of Course: Full Year or Semester

Grade Level: 11, 12

Math Concepts is a course which is designed for the student who needs aid in improving computational skills and elementary problem solving. In addition to accomplishing this objective, the course concentrates on developing an understanding of the applications of these skills in various situations. Major emphasis is placed on improving test taking skills and strategies. This course does not fulfill the three-year mathematics course or credit requirement for graduation.

4155 . . . ESSENTIALS OF ALGEBRA

Credits: 5

Length of Course: Full Year

Grade Level: 9

Essentials of Algebra offers students exposure to the basic structure of algebra. Focus is on communicating mathematical ideas using mathematical vocabulary, notation and structure. Students will apply algebraic concepts and skills. Scientific calculator usage will be part of this course and real-life applications are used throughout.

4159 . . . FOUNDATIONS OF ALGEBRA

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10

Foundations of Algebra focuses on development of sufficient computational, procedural, and problem-solving skills needed to provide a solid foundation for further study of mathematics. The course uses an inductive approach to study equations, the rectangular coordinate system and elementary functions. This course is fully aligned to the common core state standards.

4160 . . . ALGEBRA 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (Prerequisite: C in 8th grade math course)

Algebra 1 is a course designed to emphasize an axiomatic development of the rational number system as a primary objective. Other major topics in the course include solving equations, the rectangular coordinate system, quadratic functions, exponential functions, and applications. The course employs an inductive and deductive approach in the development of content. The student gains an understanding of key concepts and proficiency in various processes, which are necessary for future study in mathematics courses, and also are employed in many other fields of study. This course is fully aligned to the common core state standards.

Mathematics—continued

4165 . . . ESSENTIALS OF GEOMETRY

Credits: 5

Length of Course: Full Year

Grade Level: 10

Prerequisite: Algebra

Essentials of Geometry offers students who have successfully completed Algebra a study of traditional Euclidean plane geometry. Arithmetic and algebraic skills are further developed by the application of geometric principles to the solution of real world problems.

4170 . . . FOUNDATIONS OF GEOMETRY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites: Foundations of Algebra or Algebra I

Foundations of Geometry focuses on the key topics that provide a strong foundation in geometry. Properties and relationships of geometric figures are studied through inductive reasoning. Geometric concepts are applied to real world applications. While proof is not emphasized, students are introduced to both inductive and deductive reasoning to demonstrate theorems. This course is fully aligned to the common core state standards.

4180 . . . GEOMETRY

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites: Algebra 1

The Geometry course is designed to familiarize each student with plane and some aspects of solid Euclidean Geometry. Properties and relationships of geometric figures are studied in detail through deductive reasoning from a minimum set of assumptions and undefined terms. Concepts from elementary logic, analytic geometry and transformation geometry are included. This course is fully aligned to the common core state standards.

4200 . . . GEOMETRY—THEORY AND APPLICATIONS (HONORS)

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10

Prerequisites: Algebra I or Algebra T/A and Criteria For Honors Courses

Geometry T/A includes an introduction to various types of geometry with plane and solid Euclidean geometry receiving major emphasis. Symbolic logic and validation of arguments are included along with elementary analytic geometry. Transformation geometry is a primary mode of development as well as the synthetic proof approach. This course is fully aligned to the common core state standards.

Mathematics—continued

4270 . . . ESSENTIALS OF ALGEBRA 2

Credits: 5

Length of Course: Full Year

Grade Level: 11

Prerequisite: Algebra/Geometry

Essentials of Algebra 2 is an extension of the work done in both Essentials of Algebra and Essentials of Geometry. Equation solving techniques and graphing techniques are studied in greater depth and applied to real world situations. Greater emphasis is placed on how to use acquired algebraic and geometric skills in problem solving. Also included is a review of the content of the state mandated PARCC.

4300 . . . ALGEBRA 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Algebra/Geometry

The Algebra 2 course is designed to develop the following major units: probability and statistics, sequences and series, complex number system, algebraic operations and relationships, algebraic functions, and analytic geometry. Specific cases and concrete models are used to provide a basis for understanding more abstract generalizations in addition to analyzing function behavior graphically. Students will learn operational skills needed to solve real-world problems within each unit of the course. This course is fully aligned to the common core state standards.

4240 . . . INTERMEDIATE ALGEBRA AND TRIGONOMETRY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites: B- in Algebra 1

The Intermediate Algebra and Trigonometry (I.A.T.) course further develops concepts from Algebra 1 including probability and statistics, exponential functions and their applications. Students will explore a variety of new functions including polynomial, logarithmic, sequences and series, radical and trigonometric. Stress is placed on the investigation of patterns as they relate to transformations found in graphing. In addition to analyzing function behavior graphically, students will learn operational skills needed to solve real-world problems for each major unit of the course. This course is fully aligned to the common core state standards.

4260 . . . ADVANCED ALGEBRA AND FUNCTIONS (HONORS)

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites: A- in Algebra 1 and criteria for honors in current math course

The content of Advanced Algebra and Functions includes a rigorous axiomatic development of the complex number system through the study of fields and ordered fields, the study of algebraic and transcendental functions, probability and statistics and analytic geometry. Emphasis is placed on higher order thinking skills and problem solving strategies to answer complex real world problems within each major unit of the course. This course is fully aligned to the common core state standards.

Mathematics—continued

4320 . . . PRE-CALCULUS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Intermediate Algebra and Trigonometry

Pre-Calculus begins with the enhancement and further development of several topics introduced in Intermediate Algebra and Trigonometry (IAT). Topics include trigonometry, exponential, logarithmic, and polynomial functions. Students explore more advanced topics of conic sections, sequences, series, and limits. This course provides foundation work for Calculus (course #4360).

4340 . . . HONORS PRE-CALCULUS

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites: Advanced Algebra and Functions and Criteria for Honors Courses

Honors Pre-Calculus, in addition to redeveloping and extending the content of Advanced Algebra and Functions, includes mathematical induction, analytic geometry with special emphasis on the conic sections, translation and rotation of axes, the study of vectors and matrices and an introduction to Calculus (limits and the derivative concept and applications).

4360 . . . CALCULUS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Pre-Calculus

The content of the Calculus program includes an advanced study of functions, the limit of functions, differential calculus, and integral calculus. In all units, the development is theoretical with ample applications of the key concepts and processes.

4380 . . . ADVANCED PLACEMENT CALCULUS AB

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Pre-Calculus and Criteria for Honors Courses

The content of the Calculus AB program includes an advanced study of functions, the limit of functions, differential calculus, and integral calculus. In all units, the development is theoretical with ample applications of the key concepts and processes. Students who elect this course are eligible to take the Advanced Placement Examination in Calculus AB.

Mathematics—continued

4390 . . . ADVANCED PLACEMENT CALCULUS BC

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Honors Pre-Calculus and Criteria for Honors Courses

The course will follow the AP Calculus AB curriculum including L'Hopital's rule and its use in determining convergence of sequences and series. Other topics include improper integrals, Taylor Series, integration in polar coordinates, and integration of vector-valued functions.

4299 . . . MATH LIFE SKILLS

Credits: 2.5 or 5

Length of Course: Half Year or Full Year

Grade Level: 12

Prerequisites: Algebra 2 or teacher recommendation

Math Life Skills reviews and expands the student's use of mathematical concepts and principles. These principles are applied to business situations and transactions, which include topics such as taxes, banking, payroll, types of insurance, loans, budgeting, investments and balancing a checkbook.

4407 . . . STATISTICS

Credits: 2.5

Length of Course: Half Year

Grade Level: 11, 12

Prerequisites: Algebra 2, IAT, or Advanced Algebra and Functions.

Statistics is the study of how to collect, organize, analyze, and interpret numerical information from data. The emphasis of the course is critical thinking about numerical evidence. Topics will include experiments and observational studies, descriptive statistics, correlation and regression, elements of probability, chance variability, sampling, and hypothesis tests.

4406 . . . DISCRETE MATH

Credits: 2.5

Length of Course: Half Year

Grade Level: 11, 12

Prerequisites: Algebra 2, IAT, or Advanced Algebra and Functions.

Discrete Math is the area of mathematics that deals with problems whose solution sets are finite, i.e. can be counted. Areas to be covered include: Election Theory, Matrices, Population Growth, Graph Theory, and Probability.

Mathematics—continued

4410 . . . ADVANCED PLACEMENT STATISTICS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Pre-Calculus and Honors Criteria

The AP Statistics course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four major themes for the course: exploring data, planning a study, anticipating patterns, and statistical inference. The TI-83+ Graphing Calculator will be used for this course.

4420 . . . COMPUTER SCIENCE

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites: Algebra 1

This course introduces the student to the basic concepts and techniques of computer programming. The course teaches computer literacy, program design, and the use of computer language in problem solving. Visual Basic 6.0 and JAVA are taught in the first and second semesters respectively. Students learn to program with the fundamental data types, classes, objects, methods, and control structures used for decision-making, and iterative algorithms.

4460 . . . ADVANCED PLACEMENT COMPUTER SCIENCE

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Computer Science and Honors Criteria

This course further develops the content and applications of Computer Science. Problem solving in numerous disciplines continues to be the central theme of the program. The course follows the College Entrance Examination Board (CEEB) syllabus with emphasis on algorithms and fundamental data structures. Included are the selection of appropriate data structures and comprehensive, verifiable, and extensible algorithms. The course also focuses on the analysis of an algorithm, the planning of a suitable order in which to implement and test the pieces of a design, and the documentation of a program. Students in the course are eligible to take the Advanced Placement Exam in Computer Science.

Science

SCIENCE PROCESS

All science courses are designed to strengthen each student's critical thinking and science processing skills. Emphasis is placed on asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.

STEM - Science, Technology, Engineering and Math

Science courses are designed to incorporate components of STEM and the Engineering design process. Students in each course will complete a STEM orientated design project.

5110 . . . INTRODUCTION TO BIOLOGICAL SCIENCE

Credits: 5

Length of Course: Full Year

Grade Level: 9

Introduction to Biological Science is an introductory high school biology course based on the Biological Science curriculum. The course emphasizes presenting discipline specific concepts in context, and using inquiry-based activities that focus on process and thinking skills. In addition, the course is designed to support student conceptual understanding by encouraging students to make connections between, and build on, previously learned concepts. The curriculum will be adapted with appropriate modifications in content and skill emphasis to meet the needs of the individual student. Summer reading may be required and assessed during the first weeks of the course. Introduction to Biological Science meets all the requirements of the NJ State Biology curriculum and addresses all the concepts required for the New Jersey Biology Competency Test. The course includes a STEM infused project that addresses an issue of social or global significance.

5120 . . . BIOLOGICAL SCIENCE

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11

Biological Science is an inquiry-based introductory high school laboratory course that encourages 'hands-on' and 'minds-on' learning about the natural world and the development of scientific literacy. The course emphasizes presenting discipline specific concepts in context, and using inquiry-based activities that focus on process and thinking skills. In addition, the course is designed to support student conceptual understanding by encouraging students to make connections between, and build on, previously learned concepts. During the course, students will develop the conceptual understanding that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first week of the course.

Science—continued

(BIOLOGICAL SCIENCE—continued)

Biological Science meets all the requirements of the NJ State Biology curriculum and addresses all the concepts required for the New Jersey Biology Competency Test. The course includes a STEM infused project that addresses an issue of social or global significance. This course meets five periods a week.

5140 . . . BIOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Biology is an inquiry-based laboratory course designed to provide students with well designed opportunities to explore their natural world. Using an active ‘hands-on’ and ‘minds-on’ approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and student proficiency in the process of science. During the course, students will develop the understanding that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course. Biology meets all the requirements of the NJ State Biology curriculum and addresses all the concepts required for the New Jersey Biology Competency Test. The course includes a STEM infused project that addresses an issue of social or global significance. This course meets five times a week.

5160 . . . HONORS BIOLOGY

Credits: 7

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites: Criteria for Honors Courses, Pass Honors Biology Competency Assessment

Honors Biology is an extensive inquiry-based laboratory course designed to provide students with well designed opportunities to explore their natural world. Using an active ‘hands-on’ and ‘minds-on’ approach to learning, and a variety of extensive inquiry-based investigations, the course promotes the development of a high level of science literacy and a deep understanding of the process of science.

Over the course, students will develop the deep understanding that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

Summer reading may be required and assessed during the first weeks of the course. Honors Biology meets all the requirements of the NJ State Biology curriculum and addresses all the concepts required for the New Jersey Biology Competency Test. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets three single and two double periods a week.

Science—continued

5170 . . . INTRODUCTION TO CONCEPTUAL CHEMISTRY

Credits: 5

Length of Course: Full Year

Grade Level: 10

Introduction to Conceptual Chemistry is an introductory high school chemistry course based on the Conceptual Chemistry curriculum. The course emphasizes the careful development of the theories and concepts of chemistry. In addition, the course is designed to support student conceptual understanding by encouraging students to make connections between, and build on, previously learned concepts. The curriculum will be adapted with appropriate modifications in content and skill emphasis to meet the needs of the individual student.

Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets five periods a week.

5185 . . . CONCEPTUAL CHEMISTRY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Conceptual Chemistry is an introductory inquiry-based laboratory course designed to initiate students into the theories and concepts of chemistry without the burden of the highly analytical problem solving approach normally associated with traditional chemistry courses. Using an active ‘hands-on’ and ‘minds-on’ approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and an understanding of the process of science.

Emphasis will be placed on the conceptual understanding and the experimental nature of science with special consideration given to practical applications of chemistry in the world around us.

Over the course, students will develop the conceptual understanding that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science, and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets five periods a week.

5200 . . . CHEMISTRY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Algebra 1 (may be taken concurrently)

Science—continued

(CHEMISTRY—continued)

Chemistry is an inquiry-based laboratory course designed to initiate students into the theories and concepts of chemistry. Using an active ‘hands-on’ and ‘minds-on’ approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and student proficiency in the process of science. Emphasis is placed on the experimental nature of the science and consideration given to the practical application of chemistry in the scientific world.

Over the course, students will develop the conceptual understanding of physical science principles, fundamental ideas about matter, chemical processes, and energy. Which are powerful conceptual tools for making sense of phenomena in physical, living, and Earth science system. Students will see that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance. This course meets 5 periods a week.

5220 . . . HONORS CHEMISTRY

Credits: 7

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites: Criteria For Honors Courses

Honors Chemistry is an extensive inquiry-based laboratory course designed to initiate students into the theories and concepts of chemistry. Using an active ‘hands-on’ and ‘minds-on’ approach to learning, and a variety of extensive inquiry-based investigations, the course promotes the development of a high level of science literacy and a deep understanding of the process of science.

In addition, consideration will be given to extensive investigation and detailed study of practical applications of chemistry in the scientific world.

Over the course, students will develop the conceptual understanding that physical science principles, including fundamental ideas about matter, chemical processes, and energy, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth science system. Students will see that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets for three single and two double periods a week.

Science—continued

5230 . . . ADVANCED PLACEMENT CHEMISTRY

Credits: 7

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Chemistry, Physics (Physics may be taken concurrently), and Criteria for Honors Courses.

AP Chemistry is a second year Chemistry course designed to be the equivalent of an introductory college-level chemistry course. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Emphasis is placed on a series of Science Practices that encourage students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Students in the course are expected and encouraged to take the Advanced Placement Chemistry examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations. In addition, prospective students are encouraged to meet with the Department Head/teacher before signing up for the course. Prospective students will be required to pass a Math Competency assessment in the spring to be eligible for the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets for three single and two double periods a week.

5270 . . . INTRODUCTION TO CONCEPTUAL PHYSICS

Credits: 5

Length of Course: Full Year

Grade Level: 11

Introduction to Conceptual Physics is an introductory high school physics course based on the Conceptual Physics curriculum. The course emphasizes the careful development of the theories and concepts of physics without reliance on computation. In addition, the course is designed to support student conceptual understanding by encouraging students to make connections between, and build on, previously learned concepts. The curriculum will be adapted with appropriate modifications in content and skill emphasis to meet the needs of the individual student. Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets five periods per week.

Science—continued

5275 . . . CONCEPTUAL PHYSICS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Two years of science, Two years of mathematics

Conceptual Physics is an introductory inquiry-based laboratory course designed to initiate students into the theories and concepts of physics while minimizing the reliance upon algebraic computation that normally dominated the traditional approach to the subject. Using an active ‘hands-on’ and ‘minds-on’ approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and an understanding of the process of science. In addition, students will be given a foundational understanding of the components of STEM practices in order to better position themselves in the ever expanding technological workplace.

Emphasis will be placed on the conceptual understanding and the experimental nature of physics with special consideration given to practical applications of the world around us.

Students will develop the conceptual understanding that physical science principles, including fundamental ideas about kinematics, dynamics and energy with emphasis on analyzing physical phenomena. Students will see science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets five periods a week.

5280 . . . PHYSICS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Algebra and Geometry

Physics is an algebra-based, college preparatory physics course that is designed to develop an understanding of foundational physics principles through an inquiry-based instructional approach. Using an active ‘hands-on’ and ‘minds-on’ approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and student proficiency in the process of science. In addition, students will develop an understanding of the components of STEM practices in order to better position themselves in the ever expanding technological workplace. Emphasis is placed on the experimental nature of the science and the position and applications of practical physics in STEM education. The development of an understanding of physical science principles, including fundamental ideas about kinematics, dynamics, and energy will be stressed in the course.

Students will analyze physical phenomena, apply various problem solving strategies, and realize that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

The course includes a STEM infused project that addresses an issue of social or global significance. This course meets five periods per week.

Science—continued

(PHYSICS—continued)

Over the course, students will develop the conceptual understanding that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science, and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

The course meets five times a week. Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance.

5310. . . AP PHYSICS 1/STEM

Credits: 7

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Geometry, Algebra 2 or an equivalent course (may be taken concurrently), Criteria For Honors Courses, Math Diagnostic Test

Advanced Placement Physics 1/STEM is an algebra-based, introductory college-level physics course that is designed to develop a deep understanding of foundation physics principles through an inquiry-based instructional approach. The course explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; electrical circuits; and mechanical waves and sound. In addition, the course will emphasize the major components of STEM and students will complete a variety of investigations that emphasize the components of engineering design.

Emphasis is placed on a series of science practices that encourage students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Students in the course are expected and encouraged to take the Advanced Placement Physics 1 examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations. In addition, prospective students are encouraged to meet with the Department Head/teacher before signing up for the course.

Prospective students will be required to take a math diagnostic assessment in the spring to provide them feedback as to their suitability for the course.

The course includes a STEM infused project that addresses an issue of social or global significance. The course meets for three single and two double periods a week.

Science—continued

5190 . . . ADVANCED PLACEMENT BIOLOGY

Credits: 7

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Biology, Chemistry and Honors/AP Criteria

Advanced Placement Biology is a second year Biology course designed to be the equivalent of an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the topics of evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

Emphasis is placed on a series of Science Practices that encourage students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Students in the course are expected and encouraged to take the Advanced Placement Biology examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations. In addition, prospective students are encouraged to meet with the Department Head/teacher before signing up for the course. The course meets for three single and two double periods a week. The course includes a STEM infused project that addresses an issue of social or global significance. This course meets for three single and two double periods a week.

5244 . . . ENVIRONMENTAL SCIENCE

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Two Years of Science

Environmental Science is a rigorous college prep course that explores the interrelationships that exist between living organisms and their environment. The course is divided into several units dealing with the dynamic functioning of ecosystems. In addition, environmental issues such as acid precipitation, the greenhouse effect, endangered species and the impact of humans on the environment will be investigated. Summer reading may be required and assessed during the first weeks of the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets five periods a week.

Science—continued

5260 . . . HUMAN PHYSIOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Biology and Chemistry

Physiology is an inquiry-based course designed to provide students with well designed opportunities to explore human body systems. The course focuses on the use of physiology principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of the human body. Students will engage in laboratory and authentic learning experiences that encourage the application of biological knowledge and the appropriate use of technology and 21st Century skills to make decisions and solve ‘real-world’ problems. In addition students will develop the knowledge and understanding of scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity. The course includes a STEM infused project that addresses an issue of social or global significance. This course meets five periods per week. This course does not count towards the three year science graduation requirement. Human Physiology and Honors Biomedical Engineering follow similar curricula path with different emphasis and depth, therefore students are not eligible to take both classes.

5400...ADVANCED PLACEMENT PHYSICS C

Credits: 7

Length of Course: Full Year

Grade Level: 12

Prerequisites: Criteria for Honors/AP courses, completed Physics or AP Physics I, and completed or currently enrolled in Calculus.

Advanced Placement Physics C is a second year calculus based physics program which is equivalent to a freshman college level physics course. The course focuses on understanding physical information, explaining physical phenomena or problems, mathematical analysis of physical situations, and interpretation of laboratory results. Students who successfully complete the course will be encouraged to take the AP Physics C examinations (Mechanics and Electricity & Magnetism). The course may involve the completion of work during the preceding vacation or during normal school vacations. In addition, prospective students should meet with the Department Head/teacher before signing up for the course. Prospective students will be required to pass a math competency assessment in the spring to be eligible for the course. The course includes a STEM infused project that addresses an issue of social or global significance. The course meets for three single and two double periods a week.

Social Studies

Social Studies

6000 . . . FUNDAMENTALS OF WORLD STUDIES

Credits: 5

Length of Course: Full Year

Grade Level: 9

The Fundamentals of World Studies course is a broad based examination of cultures throughout the world. The course will examine the lifestyles, traditions, and interactions of people throughout history and in the modern era. Particular emphasis will be placed on the development of academic skills as they relate to the course content.

6100 . . . GENERAL WORLD STUDIES

Credits: 5

Length of Course: Full Year

Grade Level: 9

General World Studies is a required course for graduation. This course surveys selected countries and cultures. Students will examine the history, geography, politics, economics, sociology, education, and arts of these countries/cultures in order to develop an understanding of our current global society and its interdependence. Although this course covers the same countries and cultures as the World Studies course, it places greater emphasis on the cultural elements of each country. Emphasis will be placed on writing skills and current events.

6120 . . . WORLD STUDIES

Credits: 5

Length of Course: Full Year

Grade Level: 9

World Studies is a required course for graduation. This course surveys select countries and cultures. Students will examine the history, economics, geography, sociology, education, art and politics of these countries and cultures in order to develop an understanding of our current global society and its interdependence. Emphasis will be placed on writing skills, historical interpretation, and current events. Research projects will be required.

6130 . . . HONORS WORLD STUDIES

Credits: 5

Length of Course: Full Year

Grade Level: 9

Prerequisites: Criteria for Honors Courses

World Studies is a required course for graduation. This course adds an honors option to the already existing World Studies and General World Studies courses. This course surveys selected countries and cultures. Students will examine the history, geography, politics, economics, sociology, education and the arts of these countries and cultures in order to develop an understanding of our current global society and its interdependence. Emphasis will be placed on writing skills, historical interpretation, and current events. The development of research skills will also be emphasized and a different textbook will be utilized.

Social Studies—continued

6135 . . . FUNDAMENTALS OF UNITED STATES HISTORY 1

Credits: 5

Length of Course: Full Year

Grade Level: 10

The Fundamentals of American History 1 course is an exploration of the major themes of American History beginning at the Age of Discovery and proceeding through the Spanish American War. The focus of the course will be the development of academic skills in pursuit of an understanding of the social, political, and economic elements of the American Experience to 1876.

6140 . . . GENERAL UNITED STATES HISTORY 1

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11

General U.S. History 1 is a chronological study of United States history from the Age of Discovery to the Spanish American War. Although this course covers the same era as the U.S. History I course, it places greater emphasis on the main points of each historical period and does not go into as much detail as the standard academic program. Nonetheless, students are expected to learn selected facts and to understand general historical interpretations from this period. Emphasis is placed on writing skills related to the study of history.

6160 . . . UNITED STATES HISTORY 1

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11

United States History 1 is a chronological study of American history from the Age of Discovery to the Spanish American War. The student is expected to learn selected facts and to understand general historical themes from each period. Emphasis is placed on writing historical essays and a thesis paper is required.

6180 . . . HONORS UNITED STATES HISTORY 1

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11

Prerequisites: Criteria For Honors Courses

Honors United States History 1 is a comprehensive chronological study of American history from the age of discovery to the Spanish American War and is the first year of our two-year Honors/Advanced Placement US History program. Students in the honors section are expected to place additional emphasis on reading primary sources, and the analysis of historical interpretations. The writing of comprehensive essays and a thesis paper are required.

Social Studies—continued

6195 . . . FUNDAMENTALS OF UNITED STATES HISTORY 2

Credits: 5

Length of Course: Full Year

Grade Level: 11

Prerequisite: One year of United States History

The Fundamentals of American History 2 course is an exploration of the major themes of American History from the Spanish American War to the modern day. Picking up from its companion course Fundamentals of American History 1, the focus of the course will be the further development of academic skills in pursuit of an understanding of the social, political, and economic elements of the American Experience to the present.

6200 . . . GENERAL UNITED STATES HISTORY 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: One year of United States History

General U.S. History 2 is a chronological study of United States history from the Spanish American War to the contemporary era. Although this course covers the same era as the U.S. History II course, it places greater emphasis on the main points of each historical period and does not go into as much detail as the standard academic program. Nonetheless, students are expected to learn selected facts and to understand general historical themes from this period. Current events are discussed when they are relevant to the course. Emphasis is placed on writing essays related to the course material. A research paper is required.

6220 . . . UNITED STATES HISTORY 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: One year of United States History

United States History 2 is a chronological study of American history from the Spanish American War to the contemporary era. The student is expected to learn selected facts and to understand general historical themes from the period. Current events are discussed when relevant to the course. Emphasis is placed on writing essays and a thesis paper is required.

6240 . . . ADVANCED PLACEMENT UNITED STATES HISTORY 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Criteria For Honors Courses and one year of United States History

Social Studies—continued

(AP US HISTORY 2—continued)

The purpose of the Advanced Placement United States History course is to provide students with a foundation in United States history and in major interpretations of historical events based on the study of selected themes from the colonization of America to the contemporary era. It is designed to provide the students with a learning experience equivalent to that obtained in most college introductory courses. The course format is a combination seminar and lab experience. Students are exposed to a survey course in which a textbook, supplementary document readings, essays, library resources, and books on special themes provide substantive thematic coverage. To succeed in the AP United States History course, students must be motivated and have a commitment to in-depth study. Approximately 1 hour of preparation is expected for each class session. Students who successfully complete this course qualify to take the Advanced Placement Examination in American History.

6280 . . . SOCIOLOGY

Credits: 2.5

Length of Course: One Semester

Grade Level: 10, 11, 12

Sociology is the study of how humans behave in groups. The basic concepts that help in understanding group behavior such as role, norms, institutions, socialization and social class are explored. Also, contemporary problems such as crime, population growth, cultural change and the media are studied from a sociological perspective.

6310 . . . EUROPEAN HISTORY

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

European History is the study of European history ranging from the Fall of Rome to the Twentieth Century. Study during the first semester will concentrate on events prior to the Age of Enlightenment, and the second semester will cover the nineteenth and twentieth centuries. The student will be required to do outside readings and to write research and critical papers.

6320 . . . ADVANCED PLACEMENT EUROPEAN HISTORY

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Criteria For Honors Courses

The purpose of Advanced Placement European History course is to provide students with a foundation in European History and major interpretive questions based on the study of selected themes covering topics in European History from 1450 to the present. It is designed to provide the students with a learning experience equivalent to that obtained in most college introductory courses. The course format is a combination seminar and lab experience. Students are exposed to a survey course in which a textbook, supplementary document readings, essays, library resources, and books on special themes provide substantive thematic coverage. The student who successfully completes this course is eligible to take the Advanced Placement Examination in European history.

Social Studies—continued

6400 . . . PSYCHOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 12

Psychology is a course designed to introduce the student to the study of individual behavior. Topics include theories of learning, theories of personality, and normal and abnormal behavior. Learning experiences include presentations, discussion, class experiments, and individual research projects.

6420 . . . ADVANCED PLACEMENT PSYCHOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisites: Same as for Honors Courses in Social Studies

The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. It is designed to provide the students with a learning experience equivalent to that obtained in most college introductory courses. Students are introduced to the discipline of psychology as a social science, the different theoretical approaches that underlie explanations of behavior, and the contemporary research methods used by psychologists in their work.

The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and explores the development of major schools of psychology.

In addition to meeting the honors criteria, students enrolled in the AP Psychology course must be motivated and committed to doing advanced work. Approximately one hour outside of class will be needed to prepare for each class meeting and to accomplish the assigned readings and writings. Students who elect this course are eligible to take the Advanced Placement examination in Psychology.

6440 . . . ECONOMICS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Economics will permit students to investigate both microeconomics and macroeconomics. Microeconomics will include such topics as supply and demand, and the stock market. Macroeconomics will deal with the money supply and taxes. Contemporary topics such as free trade and the global economy will be addressed. There will be an historical approach to the development of economic theories and practices.

6445 . . . ADVANCED PLACEMENT ECONOMICS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Criteria for Honors Courses; students should be currently enrolled or have completed Pre-Calculus.

Social Studies—continued

(AP ECONOMICS—continued)

The purpose of the AP Economics course is to give students a thorough understanding of both the micro and macro facets of the economy. From the macro portion of the course, students will learn about national income and price determination, as well as economic performance measures, economic growth and the effects of the international sector on individual domestic economies. The course will show students how economists identify trends in our economy and use these trends to develop performance measures and predictors of how our economy will grow or decline. The microeconomic focus of the course will analyze the principles of economics that apply to the functions of the individual decision-makers, both consumer and producer, within the larger economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The course will start with general theory and use this to develop principles that explain and help predict the way buyers and sellers behave under different economic conditions. Micro-economic analysis will allow students to make predictions about government programs such as welfare reform, tax legislation, and environmental planning. Topics may include probability distributions, random variables, estimation, hypothesis testing, and contingency table analysis.

6450 . . . CRIMINOLOGY

Credits: 2.5

Length of Course: One Semester

Grade Level: 10, 11,12

The course will focus on crime as a major social problem in the United States today. Material relevant to constitutional law, criminal law and criminal procedure will be presented. Topics may include the history and theory of social punishment, the idea of justice in America, the role of police, courts, and penal institutions in the criminal justice system. Probation, parole, the concepts of deviance and social control, and an analysis of juvenile justice will be examined as part of this course.

6250 . . . ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

Credits: 5

Length of Course: Full Year

Grade Level: 11,12

Prerequisites: Criteria for Honors Courses

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

6455. . .FINANCIAL LITERACY

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Financial Literacy is a required semester-long course that will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Social Studies—continued

6454 ... FINANCIAL LITERACY ON-LINE (OL)

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Financial Literacy On-line is a semester course that is designed to promote a deeper understanding of personal financial literacy and the fundamentals of economics. The course will seek to develop students' skills and strategies that promote personal and financial responsibility related to financial planning, savings, investments, and charitable giving in the global economy. To promote a comprehensive understanding of personal finance and basic economics, students will spend time studying careers and income, credit and debt management, banking and finance,

financial planning, saving and investing, and risk management. In addition, students will learn the skills necessary to become critical consumers who are able to navigate through the flood of information and advertising. Ultimately, our students will be better prepared to make prudent financial decisions. In an attempt to develop students as active constructors of meaning, this course incorporates both academic and practical components. The course includes interactive simulations of personal finance constructs which afford students the opportunity to apply their knowledge and skills to real world scenarios. Additionally, Financial Literacy (OL) activities and assessments may include, but not be limited to, discussion boards, podcasts, Keynote/PowerPoint presentations, instructional videos, primary source documents, document based questions, tests, and exams. Students will be required to meet all deadlines for on-line submissions.

STEM- (Science, Technology, Engineering and Math)



The New Providence School District is proud to add **Project Lead The Way (PLTW)** to the portfolio of available courses. PLTW is the nation's leading provider of high-quality STEM -focused curricula designed to help students develop the skills needed to succeed in the global economy.

Through a comprehensive activity-, project-, and problem-based curriculum, PLTW transforms classrooms into collaborative spaces where students apply what they know, identify problems, find unique solutions, and lead their own learning.

Independent research studies have shown that PLTW students “outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers”.

Tai, Robert H. (2012). An Examination of Research Literature on PLTW. University of Virginia.

Enrollment in the courses below will provide students the opportunity to experience a variety of STEM courses as preparation for entry into college and career pathways in STEM related fields.

STEM- (Science, Technology, Engineering and Math)- Cont'd

9610. . . INTRODUCTION TO ENGINEERING DESIGN (IED)

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Algebra 1, Criteria for Honors

Introduction to Engineering Design (IED) is a foundation course in the Project Lead The Way Engineering Program. Students are introduced to the engineering profession and dig deep into the engineering design process, applying math, science, and engineering standards to hands-on, open-ended projects. Students develop planning, documentation, communication, project management and other professional skills as they work both individually and in teams to design solutions to a variety of problems. Students also develop skill in technical representation and documentation of design solutions according to accepted technical standards, and will use current 3D design and modeling software to represent and communicate solutions. In addition the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented. This course will be weighted as an honors course.

(adapted from PLTW course description)

9620... PRINCIPLES OF ENGINEERING (POE)

Credit : 5

Length of Course: Full Year

Grade Level: 10,11, 12

Prerequisite: Algebra 2 , Criteria for Honors

Principles of Engineering (POE) is a foundation course in the Project Lead The Way Engineering Program. Through engaging and challenging real world problems the course exposes students to some of the major concepts that they will encounter in postsecondary engineering courses including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and develops knowledge and skills in mathematics, science, and technology as students use activity-, project-, and problem-based learning to solve rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. This course will be weighted as an honors course

(adapted from PLTW course description)

STEM- (Science, Technology, Engineering and Math)- Cont'd

9510 . . . TECHNOLOGY & DESIGN PROCESS (adapted from Tech and Design)

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Enter the world of technology by exploring the various **technological, engineering and design** systems in today's industry. Students will be involved in hands-on activities that will focus on production technology, including manufacturing and construction of wood design projects; structural design problems such as towers and bridge building, automotive technology including designing and building racecars. Upon completion of Technology and Design, students will have acquired skills that can be used in Technology and Construction or as an entry into other STEM related courses including Project Lead The Way. (PLTW)

5261 . . . HONORS BIOMEDICAL ENGINEERING (adapted from Honors Human Physiology)

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Two years of Honors Science, Criteria for Honors

Honors Biomedical Engineering is a rigorous inquiry-based course that is designed around the needs of students who may be entering the medical fields. The course focuses on the use of physiology principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of the human body. Students will engage in laboratory and authentic learning experiences that encourage the application of in-depth biological knowledge and the appropriate use of technology and 21st Century skills to make decisions and suggest complex solutions to 'real-world' problems. In addition students will develop the in-depth knowledge and deep understanding of scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity. The course includes a STEM infused project that addresses an issue of social or global significance. This course meets five periods per week. This course does not count towards the three year science graduation requirement. Human Physiology and Honors Biomedical Engineering follow a similar curricula paths with different emphasis and depth therefore students are not eligible to take both courses.

STEM courses continued

4450. . . .AP COMPUTER SCIENCE PRINCIPLES

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Algebra 1, Criteria for Honors

AP Computer Science Principles is designed to be the equivalent of an introductory college-level computer science course. The course introduces students to the central ideas of computer science and computational thinking while fostering student creativity and exploring how computing and technology can impact the world. The course focuses on using technology and programming as a means for creative problem solving and real world applications. Students will design and implement innovative solutions using interactive processes similar to those used by artists, writers, computer scientists, and engineers to bring ideas to life. AP Computer Science Principles aligns well with other courses offered within the STEM program and prepares students for college and careers in Computer and STEM related fields.

Physical and Health Education

PHYSICAL EDUCATION: 1100 - Grade 9 1200 - Grade 10 1300 - Grade 11 1400 - Grade 12

Credits: 3.75 Length of Course: 3 Marking Periods

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to perform a variety of physical activities successfully
2. Develop a level of physical fitness that will enable active physical participation and enhance motor skill learning
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle
4. Develop an awareness of social skills and socially acceptable behavior
5. Motivate students to achieve their physical potential through a comprehensive physical education program
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future
7. Promote interest and participation in health related fitness, team sports, and individual sports through an elective program
8. Develop the skill of student self –assessment that will facilitate the monitoring and adjusting of fitness programs to the individual level.

Physical and Health Education—continued

HEALTH 9

Credits: 1.25

Length of Course: One Marking Period

The ninth grade health classes focus on health promotion and illness prevention by examining specific diseases and genetic disorders. Substance abuse prevention focuses on the physical, mental, emotional, and social effects of alcohol, and controlled substances. In addition to learning about the debilitating effects of these substances, the student is also taught responsible decision-making and refusal skills regarding the use of these materials. Family Life Education is also introduced, with an emphasis on health-enhancing personal, interpersonal, and life skills. Human sexuality and reproductive health are also areas that are explored.

HEALTH 10: Driver Education

Credits: 1.25

Length of Course: One Marking Period

The emphasis on tenth grade health curriculum is Driver Education theory. It is believed that the education of young drivers will lead to increased vehicular safety through proper driving habits. Substance abuse, with an emphasis on alcohol and its effect on safe driving is explored in great detail. Strategies for coping with peer pressure are also presented.

HEALTH 11

Credits: 1.25

Length of Course: One Marking Period

The emphasis of the eleventh grade health curriculum is to promote healthy living by teaching the importance of how the human body works in relation to its various body systems. Each of the eleven body systems will be examined in terms of their purpose, structure, function, problems and proper care. First Aid techniques focusing on both prevention and treatment will be included for each system. Supplementing the information taught regarding the body systems will be the state required review and examination of drug and alcohol abuse and prevention.

HEALTH 12

Credits: 1.25

Length of Course: One Marking Period

The twelfth grade health curriculum is a culmination of the topics covered over the previous three years, with an emphasis on preparing a student for the adult world. Adult responsibilities, such as creating a budget, proper allocation of time, and becoming an educated consumer of products and services, are emphasized. The family life education curriculum expands to the more adult topics of engagement, marriage, and parenthood. Sexual issues associated with these topics, such as pregnancy, childbirth, contraception, and STD's, are also covered in great detail. The long-term effect of using drugs and alcohol are studied.

Physical and Health Education—continued

1450 . . . ZERO PERIOD P.E. & HEALTH

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Zero Period P.E./Health classes meet at 7:10 - 7:54 a.m. before the beginning of the regular school day and is subject to availability. It is designed to meet the needs of those students who have an honors science course and wish to take the maximum amount of credits possible. Students electing this course may not have more than one open period in their daily regular schedule.

Music and Performing Arts

8500 . . . ORCHESTRA

Credits: 5

Length of Course: One Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Ability to Play an Orchestral Instrument (may be taken more than once)

The orchestra course is designed to emphasize the development of the student's ability to perform on the instrument of his/her choice in solo, small ensemble and orchestral settings. The course provides opportunities for students to develop self-confidence through performance, to improve listening skills, and to develop an awareness of musical performers, symphony orchestras and great performance halls across the United States. Students are required to participate in the rotating pull-out lesson program unless already taking private lessons on their instrument.

8520 . . . BAND/ORCHESTRA

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Teacher Recommendation (may be taken more than once)

The student participates in both Band and Orchestra. See Band and Orchestra for full descriptions.

8540 . . . ORCHESTRA/LAB

Credits: 3

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (may be taken more than once)

The student participates in Orchestra three days per week. These days interlock with student's two science lab days per week.

Music and Performing Arts—continued

8560 . . . BAND

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Ability to Play a Band Instrument at an Intermediate Level (may be taken more than once)

Band is designed to provide the student with a variety of experiences in music through marching band and concert band. Emphasis is placed on meeting the student's needs, developing his/her abilities, and providing opportunities to gain poise and confidence. Learning experiences occur through instruction in techniques, rehearsal, and performances in a variety of settings. Students registered for Band are required to participate in marching band. Students are required to participate in the rotating pull-out lesson program unless already taking private lessons on their instrument.

8580 . . . BAND/LAB

Credits: 3

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (may be taken more than once)

The student participates in Band three days per week. These days interlock with the student's two science lab days per week. See Band for full description.

8600 . . . BAND/ENSEMBLE

Credit: 1

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Teacher Recommendation (may be taken more than once)

Band/Ensemble classes are offered to all band instrument players in accordance with the student's individual class schedule. The classes provide a small group setting in which the student, in concert with others of like ability, studies and performs the compositions of a wide variety of composers.

NOTE: Jazz Band is an extra-curricular activity that does not receive course credit. However, students must be enrolled in Band, Band/Chorus, Band/Orchestra, Band/Lab or Band/Ensemble to be eligible for this group. Students are selected through an audition. Exceptions to this rule are students interested in playing piano, bass and guitar. Students participating in Marching Band are also eligible to audition. The director has the discretion to fill the ensemble from students who otherwise do not qualify if the ensemble is not complete.

8660 . . . CHORUS

Credits: 5

Length of Course: Full Year

Grade Level : 9, 10, 11, 12 (may be taken more than once)

Music and Performing Arts—continued

(CHORUS—continued)

Chorus provides the opportunity for students to develop their singing voices within the context of rehearsing and performing choral music. Students sing choral repertoire drawn from a wide range of styles, time periods, cultures and genres. Emphasis is placed on healthy vocal technique, rehearsal and performance skills, and musicianship. This group is a performing ensemble, requiring participation in two evening performances during the school year. Students enrolled in this course may have the opportunity to participate in regional and state-wide choral festivals as well as extracurricular, auditioned vocal ensembles.

8680 . . . CHORUS/LAB

Credits: 3

Length of Course: Full Year (may be taken more than once)

The student participates in Chorus three days per week. These days interlock with the student's two science lab days per week.

8700 . . . CHORUS/ORCHESTRA

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (may be taken more than once)

The student participates in both Chorus and Orchestra.

8720 . . . BAND/CHORUS

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (may be taken more than once)

The student participates in both Band and Chorus.

8740 . . . VOICE CLASS

Credits: 1

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (may be taken more than once)

This voice class is designed to provide students with training in the development of healthy vocal technique and presentation skills in a small group setting. Emphasis is placed on singing technique, song preparation and interpretation, and performance. Quality song literature is chosen from various time periods, styles and cultures. Students participate in two evening recitals during the school year, either as soloists or in small ensembles. This is a pull-out class that meets one period per week on a rotating basis. Students are responsible for all academic work missed during their voice class.

Music and Performing Arts—continued

8760 . . . ORCHESTRA/ENSEMBLE

Credits: 1

Length of Course: Full Year

Grade Level: 9, 10, 11, 12 (may be taken more than once)

Orchestra/Ensemble classes are offered to all string instrument players in accordance with the student's individual class schedule. The classes provide a small group setting in which the student in concert with others of like ability studies and performs the compositions of a wide variety of composers. Opportunities to perform in recitals are provided.

8765 . . . MUSIC THEORY

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Proficiency in reading Musical Notation

Music Theory is an essential class in the development of the serious musician. It is a course designed to analyze music at its most simple to its most complex. Students will study areas such as ear training, harmonic analysis, composition, and musical structure, as well as the basic elements of music. This course is essential for anyone planning to major or minor in the music profession. This is not a basic musicianship course.

2671 . . . BEGINNING DRAMA

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: None

Beginning Drama is designed to introduce students to the many facets of Drama, Theatre, and Public Speaking. Members of this course will study Theatre History, terminology, auditioning skills, and participate in exercises of improvisation. Students will also be exposed to beginning levels of monologues and scenes and learn the basics of analyzing dramatic works. Additionally, students will have the opportunity to write on the subject of Drama as well as performance.

2676 . . . INTERMEDIATE DRAMA

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Beginning Drama

Intermediate Drama takes the concepts learned in Beginning Drama and challenges the student to further explore and refine elements of characterization, vocal and physical presentation and improvisation. In addition to scene and monologue work, students will also participate in a variety of public speaking and debate activities designed to enhance individual communication skills.

Music and Performing Arts—continued

2685 . . . ADVANCED DRAMA

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Intermediate Drama or permission of the instructor. May be taken more than once.

Advanced Drama is for the student who has exhibited an aptitude for and appreciation for Drama. Participation in the productions during the school year is required. The course will run in a Workshop format. Students will have the opportunities to gain additional acting or directing experience (especially the Fall Play and the Spring Drama Performance), and will also participate in projects on theatre lighting and sound, costuming, and scene design and building. A good deal of memorization is required in the forms of monologues for auditions, scenes for performance, and the required NPHS Drama productions.

2655 . . . BROADCAST JOURNALISM

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Broadcast Journalism is designed to develop students' skills in today's ever-expanding world of technology and mass communications. Students will explore the roles of reporter, researcher, editor, actor, storyteller, technician, blogger, and visual artist through a full range of television broadcast projects, working both in front of and behind the camera. The emphasis is on enhancing student presentation and performance skills through more effective verbal, physical, and visual communication. Broadcast Journalism is offered in conjunction with Media Design.

2695 . . . THEATRE PRODUCTION

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Theatre Production offers students the opportunity to go behind the scenes and become an integral part of creating theatre magic. The course provides an introduction to stagecraft, scenic design, lighting design and set construction. Students will study history, theatre organization, tools and materials, lighting, rigging, sound, scene shop safety, stage management and the collaborative process. In class, students will work on a series of projects to demonstrate their competency in specific fundamentals, and then apply these skills to specific real-world productions.

Visual Arts

8130 . . . SCULPTURE 1

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Sculpture 1 teaches the student to produce works of art and craft creatively and safely through the use of various tools and materials. Studio instruction is provided in the creation of three-dimensional artworks using clay, plaster and wood. In addition, the student will study the life and work of master artists, major artistic styles and periods in the history of art. Art criticism and aesthetics are integral to the course as are field trips to major area museums.

Visual Arts—continued

8140 . . . SCULPTURE 2

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Sculpture 2 is a continuation of the Sculpture 1 experience. Students receive hands on experiences in a wide range of materials and techniques including paper, metal and soft sculpture. Students are given the opportunity to participate in a number of exhibitions of their own work and will visit major area museums as part of the course. The course work includes investigation into the work of the major sculptors and styles in the history of art.

8200 . . . PHOTOGRAPHY 1

Credits: 2.5

Length of Course: One Semester

Grade Level: 10, 11, 12

Photography 1 introduces the student to the basic techniques of photography. The student learns to value photography as an art form through study in the following areas related to black and white photography: use of the camera and various lenses, photographic composition, film processing and enlarging, photographic display, the history of photography, and photographic criticism. Practical experience is provided through the requirement for each student to produce multiple photographic works. This course meets the needs of the student interested in a career in photography as well as those of the student interested in photography as an avocation.

8220 . . . PHOTOGRAPHY 2

Credits: 2.5

Length of Course: One Semester

Grade Level: 10, 11, 12

Prerequisites: Photography 1 or Recommendation of Department Head of Fine Arts.

Photography 2 is a continuation of Photography 1. The student refines the skills initiated in the introductory course by shooting many more assignments. Photography 2 places emphasis on the acquisition of technical competence in the production of aesthetically pleasing photographs. Classroom instruction is supplemented by location shooting of field trips and other appropriate out-of-school assignments. Through these methods, the student is assisted and encouraged in the development of a personal style in photography. Instructional areas include: use of the 4"x5" large format camera, use of high contrast film, close-up photography, print toning and experimental photography employing a camera and enlarger.

8240 . . . ADVANCED PHOTOGRAPHY

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Photography 1&2 plus the Recommendation of the Instructor

Advanced Photography will be a full year course for students who have completed the two semester courses Photo 1 & 2. It will meet concurrently with the Photo 1 & 2 classes, with emphasis on personal development through experimentation and community service photos, i.e., Board of Education yearbook, newspaper, etc.

Visual Arts—continued

8270 . . . DRAWING 1

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Drawing 1 is a foundation course in art which develops in the student intermediate skills related to drawing statement, proportion, and technique. The student studies the history of drawing and principles of judgment and criticism. In addition, the student is provided with experiences in the theory and practice of a variety of drawing in various media including the inventive drawing and the intaglio print.

8275 . . . DRAWING 2

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

In Drawing 2 the portrait and figure drawing in pencil, charcoal, colored inks, oil stick and marker dealing with a variety of real and inventive subject matter will be addressed. Instruction in art portfolio and exhibit preparation is provided.

8291 . . . GRAPHIC DESIGN 1

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Graphic Design 1 is a visual communication course that develops design skills, workplace readiness skills, and understanding the importance of design in our culture. Students create art with a variety of methods on the drawing board and on the computer using two software programs that are used in the industry. Fine art concepts and personal expression are also addressed, as well as the technical aspects of design as used in the profession of graphic design.

8296 . . . GRAPHIC DESIGN 2

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Graphic Design 2 meets the needs of the student who is interested in an art-related career through instruction in the areas which can include logo design, product design principles of illustration and layout, package design, the optional use and application of computer-generated graphics, and the inventive use of various drawing, printmaking, and digital art techniques.

8300 . . . PAINTING AND DESIGN 1

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Painting and Design 1 is a course designed to help the student develop skill, understanding and enjoyment in the use of a variety of painting media including oil, water color, opaque tempera, and acrylic paints. This course is intended for the student oriented towards a career in art or a related art field. In addition to studio painting, the course emphasizes the study of the history of American painting from the colonial period to the turn of the century.

Visual Arts—continued

(PAINTING AND DESIGN 1—continued)

Instruction in theory and practice of style replication, use of color techniques in the various media, canvas preparation, design concepts, color theory and painting exhibitions is also provided. The student is required to prepare a minimum of four paintings as a basic requirement of the course.

8320 . . . PAINTING AND DESIGN 2

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Prerequisite: Painting and Design 1

Painting and Design 2 is a continuation of the development of skills in the use of oil, water color, opaque tempera, and acrylic paints. This course is intended for the student interested in a career in art or a related art field. This course will deal with American painting history from 1900 to the present day with a concentration on understanding the difference between realism and abstraction. The student is required to complete up to eight paintings as a basic requirement of the course. A final self-motivated and directed painting problem is required to summarize the course content.

8302 . . . DRAWING/PAINTING LAB

Credits: 2.5 or 3.0

Length of Course: Full Year, 2 or 3 days a week

Grade Level: 9, 10, 11, 12

This course rotates over 4 years: Drawing I, Drawing 2, Painting 1 and Painting 2. Students may join any year that they have Honors Science classes with a Science Lab twice a week. This course may be taken more than once.

8350 . . . ADVANCED PLACEMENT STUDIO ART 1

8355 . . . ADVANCED PLACEMENT STUDIO ART 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Two years of Art and Criteria for Advanced Placement Courses or Accepted Portfolio Reviewed by the Department Head.

Advanced Placement is a course designed for the student with great interest in art who intends to pursue a career in a related field or who will take art as a major or minor in college. The student is taught to value art as a human experience through study of the history of Art 1945 to the present. Art experiences are sequentially developed with an emphasis on graphics (the cut plate, wood cut, lithography, and the inkless print); painting (oil and experimental materials); and drawing (the figure, and the environment). The student learns to apply the principles of art criticism to his/her work and that of others. Proper techniques for the preparation of an art portfolio are studied. Information concerning careers in art is emphasized. This course may be taken for two years. Each year deals with different problems and periods of art history.

Visual Arts—continued

(AP STUDIO ART—continued)

The Advanced Placement student is encouraged to participate in local exhibits. All students will be required to create a portfolio of their work and complete a term paper.

Students at the Advanced Placement level are strongly encouraged to submit their portfolio for Advanced Placement evaluation.

8357 . . . ADVANCED PLACEMENT ART HISTORY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites: Criteria for Honors/AP History courses

AP Art History is not a studio art program. There is no component requirement for making artwork with materials. Instead, the art history program is a rigorous study of art from the Neolithic Period to the present. It examines the major styles, social influences and historical context of the arts of the past fifteen thousand years. This course is applicable to students with a wide range of college and career interests.

Family and Consumer Science/Industrial Arts

All courses will provide students with the opportunity to participate in a variety of community service projects for the school, the district, and various community organizations.

9120 . . . FOODS 1

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Foods 1 introduces the student to the basic concepts and techniques involved in food preparation. The student learns about nutrition, healthy eating habits and about the basic principles of food preparation. In addition, topics concerning proper use of recipes, consumerism, money-management as it relates to food purchasing, and careers related to foods and food services will be addressed. Study of theory and laboratory experiences in food preparation are combined to enhance the knowledge and skill of the student.

9140 . . . FOODS 2

Credits: 2.5

Length of Course: One Semester

Grade Levels: 9, 10, 11, 12

Prerequisite: Foods 1 or Recommendation of Course Instructor

Foods 2 is an intermediate course designed to build upon the fundamentals of food preparation learned in Foods 1. The course incorporates many topics related to food and food preparation. These include: basic courses of a meal, meal patterns in American society, food-purchasing techniques, meal-planning especially for varying income levels, nutrition, eating disorders, fad diets, vegetarian diets, the psychology of advertising food, creative cooking techniques, and consumerism. The course is designed to provide a solid foundation for the student who is contemplating a career in the food industry.

Family and Consumer Science/Industrial Arts—continued

9240 . . . FABRIC ARTS 1

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

This course will introduce the student to the social and cultural relevance of apparel and garment care, as well as technology, consumer education, and career awareness in the world of fabrics and clothing production. Experiencing various fibers and textiles, students will exercise problem-solving and production skills by developing hand-sewing techniques, constructing decorative works and accessories, and weaving. Students will also have introductory lessons on the sewing machine.

9260 . . . FABRIC ARTS 2

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Prerequisite: Fabric Arts 1

A continuation of Fabric Arts 1, this course will increase the student's focus on fashion design. Students will develop advanced hand and machine sewing techniques and demonstrate creativity and problem-solving skills through a series of increasingly complex projects. Individual and collaborative projects will give students opportunities to design and construct garments, develop a personal fashion style, and foster confidence as an educated consumer.

9400 . . . CHILD CARE AND DEVELOPMENT

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Child Care and Development introduces the student to the basic concepts of normal child development and appropriate care of young children and provides an opportunity to explore careers and parenting related to this area. Areas of emphasis include developmental learning patterns, planning and implementing learning activities, and similarity and contrast in relation to the male and female roles in early childhood.

Family and Consumer Science/Industrial Arts—continued

9561 . . . TECHNOLOGY AND CONSTRUCTION

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Technology and Design Process

Technology and Construction further develops the student's knowledge and skills in woodworking and construction. The course exposes the student to the use of a wider variety of materials and processes. Technology and Construction provides the opportunity for the interested student to specialize in the area of woodworking that is of greatest interest to him/her.

9601 . . . ADVANCED TECHNOLOGY AND CONSTRUCTION

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Technology and Design Process and Technology and Construction (May Be Taken More Than Once)

Advanced Technology and Construction is a course designed for the student who wants to enhance his/her skills in woodworking through the continued design and construction of projects in wood. Class instruction consists of lectures and demonstrations in the use of tools and machinery. Each student's progress is self-paced; projects are selected jointly by student and teacher, and projects are completed through individual contracts.

9650 . . . COMPUTER AIDED DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Students design and communicate their own inventions with technical drafting and graphics including: scaled and dimensioned 2D views, cross-sections, and isometric 3D illustrations. They sketch and draft manually on the drafting table and then on the computer using software programs that are used in the workplace. Students develop their ingenuity, analytical skills and visual communication skills which are desirable in the design professions including: Engineering, Industrial Design and Architecture.

8325...DESKTOP PUBLISHING

Credits: 5

Length of Course: Full Year

Grade Level: 11,12

Desktop Publishing teaches students to design and produce a first class publication that documents the school year at New Providence High School. Through critical thinking, problem-solving, effective communication and collaboration, students will achieve their goal of designing a contemporary yearbook in conjunction with a professional publisher, and, at the same time acquire the essential 21st century skills that will prepare them for life and work in

Family and Consumer Science/Industrial Arts—continued

Applied Technologies

5001 . . . VIDEO DESIGN 1

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Media Design/Broadcast Journalism

Video Design 1 introduces students to television and video technology, including the operation of cameras, lighting, sound systems, graphics and editing. The history of the television industry, analysis of various television shows and the rudiments of script writing are also covered. Students will be expected to complete an appropriate number of assignments outside of the class time.

5051 . . . ADVANCED VIDEO DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Video Design 1.

Advanced Video Design provides instruction in video production. Advanced students will continue to pursue topics outlined in Video Design 1, with emphasis towards writing, directing and editing. Students will also be expected to complete an appropriate number of assignments outside of the class time.

5060 . . . MEDIA DESIGN

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Students will explore a full range of television broadcast projects, working both in front of and behind the camera. Working in teams, students will become familiar with the basics of video and broadcast productions, the creation and editing of scripts and newscasts, and develop their communication skills as writers, directors, and on-air talent. Through a series of hands-on projects, designed to build specific skills in both production and presentation, students will lay the groundwork for a culminating production project to be broadcast on TV-35. Course material may be developed to include school-wide and community-wide broadcasts. Students will work with students in the Broadcast Journalism class on certain projects. Media Design is offered in conjunction with Broadcast Journalism.

Shared Time Programs

New Providence High School currently participates in a shared-time vocational program with the Union County Vocational-Technical School. The program offers many career programs once a day to high school students. Students spend a half day at the vocational-technical school and the other half at New Providence High School where they complete local academic programs and take advantage of social and athletic activities.

These shared-time programs are offered to juniors and seniors. Students participating in the programs receive fifteen credits per year. Two and one-half of those credits may be in mathematics or science, if needed, to meet high school graduation requirements. Tuition and transportation to and from the vocational school are provided by the New Providence Board of Education. Several of the vocational programs also receive college credit through a two plus two arrangement.

Note: Students interested in shared time programs should see their Guidance Counselor for specific course descriptions.

AREAS OF STUDIES OFFERED AT UNION COUNTY VOCATIONAL-TECHNICAL SCHOOL:

AUTOMOTIVE TRADES

BUILDING TRADES

COMMUNICATION ARTS

FOOD SERVICE

INDUSTRIAL TRADES

SERVICE FIELDS

SPECIAL EDUCATION PROGRAMS

DISTRICT ADMINISTRATION

SUPERINTENDENT
David M. Miceli, Ed.D.

ASSISTANT SUPERINTENDENT OF EDUCATIONAL SERVICES
Scott D. Hough

SCHOOL BUSINESS ADMINISTRATOR/BOARD SECRETARY
James Testa

DIRECTOR OF CURRICULUM, INSTRUCTION, AND SUPERVISION
Sandra M. Searing

HIGH SCHOOL ADMINISTRATION

PRINCIPAL
Lauren Zirpoli

ASSISTANT PRINCIPAL
Vincent Carangelo

DIRECTOR OF ATHLETICS
Rocco Constantino

DIRECTOR OF PUPIL PERSONNEL SERVICES/GUIDANCE
Scott Maciag

DEPARTMENT HEADS

TECHNOLOGY AND INFORMATION SERVICES	Sandra Andersen
LANGUAGE ARTS	David Goldstein
MATHEMATICS.....	Susan Rembetsy
FINE, PERFORMING, AND PRACTICAL ARTS	Kenneth Hess
SCIENCE	James McGeechan
SOCIAL STUDIES/ WORLD LANGUAGES	Byron Tracey
STEM.....	Jonathan Keaney

GUIDANCE COUNSELORS
Lindsay Gnudi—Scott Maciag—Kristy McCauley—Christine Noppenberger

