

VERONA HIGH SCHOOL CURRICULUM BULLETIN



Scheduling for the
2014-2015
School Year

VERONA HIGH SCHOOL

January 2014

Dear Verona High School Students:

This curriculum guide has been designed to assist you in planning your high school education. I hope you find it useful in making your course selections and in planning for your future. This booklet includes descriptions of all the courses and programs offered in the high school and it represents a starting point for you and your parents in building an appropriate program of studies.

Our curriculum is extensive and diverse. It is also constantly changing as the high school continually works to meet the needs of a dynamic student population. The courses you select should support your own individual goals for 2014-2015 school year and your objectives after graduation. If you have a special interest, examine the courses available in that area. If you plan to further your education, be sure you have checked with your counselor that you have included the courses necessary to meet the requirements suggested by the college, university, or technical school of your choice. Whatever your interests and goals, our curriculum has a course of study for you.

In planning a program which will best fit your needs, discuss your immediate and long-range plans and goals with your parents and your counselor. To learn more about the courses offered, you should talk with your teachers and the subject area supervisors.

Throughout your school years, you have been apprised of your academic strengths. By now, you should know yourself well enough to understand where your needs are and to expand your greatest effort in being the best, most fulfilled person you can be. The staff at Verona High School is here to help you so you can graduate with all the necessary tools for personal achievement.

Sincerely,
Glenn Cesa
Principal

VERONA HIGH SCHOOL

January 2014

Dear Verona High School Parents:

Enclosed you will find all the materials necessary to complete the scheduling process for the 2014-2015 school year. Course selection is a process that requires students and parents to make thoughtful and realistic course choices that address student goals, abilities, interests, and past performance. Our course offerings provide a wide variety of learning opportunities and therefore require students to make decisions that will have great impact on their educational development. It is imperative that students and parents carefully review the Curriculum Bulletin and mutually select those courses that are in the best interest of the student and help to formulate a solid load of academic courses.

As you begin the process, please pay particular attention to the "General Information" section following this letter. You will find information on educational planning, graduation requirements, and minimum required courses described on these pages, as well as other pertinent information that is extremely important to your child's high school career. Detailed course descriptions can be found throughout the rest of the book. Lastly, use the "course selection sheet" to select and keep a record the desired courses of your son or daughter's 2014-2015 school year.

Be sure to have your child discuss his or her goals and interests with the school counselor. If your child is planning to attend college, it is essential to create a four-year plan that will best qualify him or her for college admissions. While the high school graduation requirements at Verona High School are rigorous and meet state requirements, colleges often have additional requirements. In addition, colleges will be looking at your child's academic record from their freshman year all the way through their senior year. They will also be interested in participation in extracurricular activities.

If the career world is more of an appropriate fit after high school graduation, it is still essential to meet with the counselor to develop a plan early. The counselors may guide a student into elective courses that may help achieve future goals, as well as inform the student of post-secondary opportunities at a vocational or technical school.

Best of luck as you plan for the future. If you have any questions or concerns regarding the scheduling process or a four year plan, please feel free to contact your child's counselor. A breakdown of counselor assignments can be found on page 1 of this book.

Sincerely,

Kimberly Ferlauto

Kimberly Ferlauto
Director of Guidance

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AFFIRMATIVE ACTION POLICY

It is the policy of the Verona Public Schools not to discriminate on the basis of race, creed, color, national origin, ancestry, age, sex, affectation or sexual orientation, marital status, religious affiliation, liability for services in the Armed Forces of the United States, or atypical hereditary cellular or blood trait of any individual, in employment or in educational opportunities. Further, state and federal protection is extended on account of disabilities, actual or potential parenthood, or family status in compliance with Title IX of the Educational Amendments of 1972, NJAC 6:4-1.1 et seq., and Section 504 of the Rehabilitation Act of 1973. Compliance inquiries may be directed to Mrs. Libby Skinner, Affirmation Action Officer, The Department of Special Services, 121 Fairview Avenue, Verona, NJ 07044 (973-571-2029, Ext. 7512). Grievance procedures for the handling of discrimination complaints are on file in each school. (Policy #2224)

VERONA HIGH SCHOOL

ADMINISTRATIVE TEAM

Principal	Mr. Glenn Cesa
Assistant Principal	Mr. David Galbierczyk
Director of Athletics/ Supervisor of Health & Phys. Ed	Mr. Gary Farishian

SCHOOL COUNSELING DEPARTMENT

For immediate assistance, call 973-571-6750, x 1015

Director of School Counseling	Mrs. Kimberly Ferlauto
Administrative Assistant	Mrs. Diane Newman

SCHOOL COUNSELORS

Ms. Kathleen Grant <i>kgrant@veronaschools.org</i>	A-G	973-571-6750, x1020
Ms. Colleen Green <i>cgreen@veronaschools.org</i>	H-R	973-571-6750, x1018
Mrs. Kimberly Ferlauto <i>kferlauto@veronaschools.org</i>	S-Z	973-571-6750, x1019
Mrs. Dana Lustig <i>dlustig@veronaschools.org</i>	Student Assistance Counselor/ Anti-Bullying Specialist	973-571-6750, x1041

CHILD STUDY TEAM

Dr. Michael Shrem <i>mshrem@veronaschools.org</i>	School Psychologist	973-571-6750, x1021
Ms. Marla Burns <i>mburns@veronaschools.org</i>	Learning Disabilities Teacher/Consultant	973-571-6750, x1022
Mrs. Josephine Schiff <i>jschiff@veronaschools.org</i>	School Social Worker	973-571-6750, x7517

DISTRICT SUPERVISORS

Dr. Sumit Bangia <i>sbangia@veronaschools.org</i>	Supervisor of Humanities (English, Social Studies, and World Language)	973-571-2029, x7522
Mr. Glen Stevenson <i>gstevenson@veronaschools.org</i>	Supervisor of Mathematics and Science	973-571-2029, x 7022
Mrs. Gina Venezia <i>gvenezia@veronaschools.org</i>	Supervisor of Special Services	973-571-2029, x 7513

EDUCATIONAL PLANNING

The selection of a program of studies represents one of the most important decisions a student will make during his/her high school career. A student's success and happiness are directly related to the choosing of courses which are appropriate to his/her goals, needs, and abilities.

At conferences conducted with students beginning in February, the counselor assists the students in developing their program of courses and reviews the number of credits accumulated as well as career and future educational goals. Parents must give their approval of the proposed schedule and are encouraged to contact the counselor as questions arise.

In planning a program of studies, you should ask these questions:

- What courses are offered and at what level? E.g.: Advanced Placement, Honors, College Preparatory
- In what subjects do I have the most success?
- In what subjects do I have the most difficulties?
- What are the course and credit requirements for graduation?
- Am I satisfying the requirements for college entrance?
- What are my career interests?
- What subjects will help me accomplish my goals?

COLLEGE ADMISSIONS POLICIES

Most college standards require students to have a strong preparatory curriculum in high school. They must successfully complete a **MINIMUM** of 16 academic units of high school course work in college preparatory subjects. An academic unit is a full year academic college preparatory, honors, or AP level course. A strong academic transcript should minimally include four units in English, three units of Mathematics (Algebra I & II and Geometry are minimum, Pre-Calculus and Calculus are preferred for more competitive colleges), three units of Social Studies (World History, U.S. History I & II), three units of laboratory science (Biology, Chemistry, and Physics), and at least 2 units, preferably 3 or 4 units for more competitive colleges, of World Language (consecutive years of the same language are preferred). The remaining units of academic course work should be in any course in the above core content areas. ***For Engineering, Architecture, and Science majors, this should include another year of mathematics. For Science majors, another year of science should be taken.***

Seniors planning to go to college should be taking 4 years in each academic subject to be competitive in the admissions process.

Some colleges have unique requirements. It is advisable to consult each institution in order to determine exactly which courses are suitable.

STUDENT ACADEMIC EXPECTATIONS

- ❖ All students are expected to master the New Jersey Core Curriculum Content Standards.
- ❖ All students are expected to produce quality work both inside and outside the classroom.
- ❖ All students are expected to maintain at least a "C" average.
- ❖ All students are expected to take and pass a mid-term and final exam.
- ❖ Student absences from class may be detrimental to academic success.
- ❖ Students taking Advanced Placement (AP) courses are expected to successfully complete the national AP curriculum and are required to take the respective AP test.

GRADUATION REQUIREMENTS

Verona High School graduation requirements include completion of **120 credits** in courses designed to meet all of the Core Curriculum Content Standards, including but not limited to the following:

Core Curriculum Content	Minimum Course & Credit Requirement
Language Arts Literacy	At least 20 credits (5 cr. each year), including English 1, 2, 3, 4
Mathematics	At least 15 credits, including Algebra I & II, Geometry
Science	At least 15 credits, including Biology and Chemistry
Social Studies	At least 15 credits, including World History, U.S. History I & II
World Language	At least 10 credits of the same language
Visual & Performing Arts	At least 5 credits
21 st Century Life and Careers/ Career-Tech Education (Effective with the Class of 2017, all students will be required to take Intro to Digital Arts)	At least 5 credits
Economics (Effective with the Class of 2017, all students will be required to take Intro to Financial Literacy)	At least 2.5 credits in financial, economic, business, and entrepreneurial literacy
Health, Safety, & Physical Education	At least 5 credits for each year of enrollment <i>(Students must pass Phys. Ed. & Health)</i>

* Cross-content workplace readiness may be satisfied through infusion into existing courses, course equivalents, or career education courses.

***State Assessment Requirements:** All students must demonstrate proficiency in all sections of the New Jersey High School Proficiency Assessment (HSPA), which is administered in the spring of their junior year.

SUMMER SCHOOL POLICY

Students who receive a final grade of “F” in a course required for graduation must either attend an accredited summer program at their own expense or repeat the course. A summer program remedial course must consist of at least 60 hours of instruction and may extend to as many as 120 hours of instruction.

Students who lose credit due to excessive absences may also attend summer school or repeat the course. In either case, the student must pass the course in which they lost credit.

In order to be eligible for summer school, a student must remain in a course to its completion. *A student who is dismissed from a class because of disciplinary reasons prior to the conclusion of a course, is not permitted to attend a summer program to make it up.*

ACCELERATED SUMMER SCHOOL POLICY

A student may take an accelerated course of at least 120 hours of instruction at an accredited summer program in lieu of a regularly offered course at Verona High School. The course will not be included in grade point average and cannot count toward the graduation requirements. *Approval must be obtained through the School Counseling Office.*

GPA and RANK

Grade point average will be calculated beginning at the conclusion of freshman year. All courses with the exception of Pass/Fail and summer school courses are included in the grade point average. Calculations will be represented to the nearest thousandth. Grade point averages will be run at the end of 9th, 10th, and 11th grades. In addition, grade point average will be calculated after five semesters for college planning purposes and after seven semesters for mid-year reports to colleges, as well as for determining Verona High School’s valedictorian and salutatorian. **Beginning with the Class of 2014, Verona High School no longer ranks its students. Deciles will be used for a broader idea of student performance. For example, students who fall into the 1st decile are in the top 10% of their class. Students in the 5th decile are in the top 50% of their class.**

GRADE POINT AVERAGE CALCULATIONS

Grade Point Average is computed on the basis of cumulative points in ALL SUBJECTS with the exceptions of P/F grades and summer school grades. The following numerical values are given to each letter grade for purposes of determining a student's grade point average.

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Point Value													
AP	5.3	5	4.7	4.3	4	3.7	3.3	3	2.7	2.3	2	1.7	0
Honors	4.8	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2	0
College Prep	4.3	4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	.7	0

Grade Point Average (GPA) will be calculated by multiplying the number of credits per course times the grade weight to determine quality points. (See chart below for example)

PERIOD	CLASS	GRADE	WEIGHT	CREDITS	Q.P.
1	Hon. Soc. Studies	A	4.5	5	22.5
2	AP English	B-	3.7	5	18.5
3	AP Math	A-	4.7	5	23.5
4	Phys.Ed	B+	3.3	3.75	12.375
5	Health	B	3.0	1.25	3.75
6	Study		-	-	-
7	Elective	A+	4.3	5	21.5
8	Hon. Physics	B	3.5	6	21
9	AP Spanish	C+	3.3	5	16.5
			TOTAL	36	139.625
				GPA=	3.878

TRANSFER STUDENTS

- Students who transfer into Verona High School before September 30th of their 11th grade will be included in the class decile. The counselor will use the student's final 9th and 10th grade transcripts to determine grades and credits. Only those courses that are designated "Honors or Advanced Placement" on their previous school's transcript will be weighted.
- Students who enter after September 30th of the 11th grade will be given a parallel class decile encompassing all the previous course work completed.
- Students who transfer into Verona High School in their senior year will be given the designation that was assigned by their previous school.
- For Verona High School students who spend a year abroad, it is the practice not to give credit for the exchange year in determining the student's class decile.
- For students who come to Verona High School from foreign countries, only work completed at Verona High school will be counted toward class decile.

NATIONAL HONOR SOCIETY

Membership in the National Honor Society is limited to juniors and seniors. This honor is conferred upon students in recognition of outstanding accomplishments in scholarship, leadership, character and service. Induction and continued membership in the National Honor Society are based upon the criteria outlined in the bylaws.

CRITERIA FOR STUDENT INDUCTION:

SCHOLARSHIP -Students with a minimum weighted grade point average of 3.85 will be eligible for selection after completing five or six semesters of high school. Students will not be eligible if they have a final grade of "F" in any course during their freshman, sophomore, or junior year.

SERVICE AND LEADERSHIP -A student will be eligible for induction if he/she participated in at least two school activities and earned four points for his participation. Service and leadership apply only to Verona High School activities.

CHARACTER -The student must have demonstrated positive signs of fine character. Thus, the student must never have been suspended. In addition, he/she must never have been disciplined for cheating, plagiarizing, stealing, cutting, vandalizing, forging a document, or using or possessing alcohol or drugs. Juniors and seniors are inducted in the spring.

ATHLETIC ELIGIBILITY

Athletic eligibility standards are determined by New Jersey Interscholastic Athletic Association as outlined below:

1. To be eligible for athletic competition during the 1st semester (September 1-January 31) of the 10th grade or higher, a pupil must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120), during the immediately preceding academic year.
2. To be eligible for athletic competition during the 2nd semester (February 1-June 30) of the 9th grade or higher, a pupil must have passed an equivalent of 12.5% of the credits (15) required by the State of New Jersey for graduation (120) at the close of the preceding semester (January 31). Full-year courses shall be equated as ½ of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

Students looking to play sports competitively in college should review the NCAA Eligibility requirements located at www.eligibilitycenter.org.

ATTENDANCE

Daily attendance is an essential component to the academic success of our students. In order to receive credit for courses in grades 9-12, a student's total number of absences must not exceed the following:

FULL YEAR COURSE:	14
2 MARKING PERIOD COURSE	7
1 MARKING PERIOD	3

Students will have **two** days to make up assigned work for every one day they are absent. Adjustments to long-term absences will only be made due to a long-term illness. Following an absence of six or more consecutive school days, the student and teacher must meet within a period of **three** days to develop a make-up plan.

Non-Cumulative Absences: The Verona Board of Education permits absences from school for the following reasons:

1. Religious Holidays (18A:36:14-16)
2. Death in the immediate family
3. Suspension from school
4. School sanctioned activities
5. Court Subpoena
6. A personal illness of four consecutive days or longer accompanied by a doctor's note stating diagnosis and specific days of illness. This note must be presented to school within two weeks of said absence.

Letters will be sent home emphasizing the potential loss of credit due to excessive absences as listed below:

Full Year Course	½ Year	¼ Year
7	4	1
11 days	6 days	2 days

Reminder: Every three (3) tardies equals one cumulative absence. Students who are tardy to class and miss more than half the period will be charged with an absence in that course.

SCHEDULING INFORMATION

COURSE LEVEL PLACEMENT

Teachers make course recommendations based on a variety of criteria including, grade in the current course, work ethic, and interest in the course. A student seeking to move from College Prep to Honors level course(s) should conference with their teacher, demonstrate a level of mastery in the subject matter, and should be maintaining no less than a “B-” average in the College Prep course in which they are currently enrolled.

In order to continue enrollment in the Honors level in a subject area when selecting his or her schedule for the following academic year, a student must maintain no less than a “C” average in the Honors level course in which they are currently enrolled.

COURSE OVERRIDE

If a parent and student do not agree with the course for which they were recommended, they must complete the *Course Override form* no later **April 11, 2014** and acknowledge the following:

- The recommendation was made by the teacher for this course because the student did not meet the established entrance criteria needed to register for this course.
- The level change indicates a faster pace and increased rigor of the course. In order for my child to be successful, he/she may have to increase study habits, stay after school for extra help, and/or get assistance from a tutor.
- Once the student is added to this course, he/she will have until the last day of the first marking period to move to a lower level class. However, the move is not guaranteed and is dependent upon space and availability. This could potentially mean that the change cannot happen if a course is already full or the student schedule may have to be rearranged and other classes dropped to accommodate the request.

Requests made after April 11th will only be honored if there is availability.

CHANGING THE SCHEDULE

Because of the complexity of the schedule, it is difficult to accommodate schedule changes. *Therefore, students should make careful and thoughtful decisions when choosing all courses, including electives and alternate choices.* While every effort is made to schedule all subjects selected by students, limitations of staff, building space, and time occasionally make necessary either the cancellation of undersubscribed course offerings or the substitution of alternate course choices.

A schedule change request is not guaranteed. It is dependent upon space and availability. This could potentially mean that the change cannot happen if a course is already full or the student schedule may have to be rearranged and other classes dropped to accommodate the request.

When school resumes in September, the following situations will only be addressed during days 1-12 of school:

1. The correction of a clerical error in the schedule (i.e. a missing course, a conflict between two or more courses, or not having the appropriate prerequisite).
2. A recommendation from the Child Study Team.
3. A student is repeating a course with the same teacher he/she previously had.
4. A student wishing to eliminate a study hall and take an additional course, which does not entail the dropping of any other courses.
5. A student wishing to eliminate an elective to take a study hall.
6. A recommendation from a teacher for a level change, space permitting.

Scheduling changes for any of the following reasons will be addressed only during days 5-12 of the school year if availability and space allows:

1. Preference for some other subject.
2. Course content or standards differing from student expectations.

** A Schedule Change Form must accompany any request for a schedule change.*

*** Students must carry a schedule of 6 academic courses, in addition to physical education and health. Therefore, students may not have more than one study hall per marking period.*

LEVEL CHANGES

Level changes will be accommodated until the **last day of the first marking period**. Prior to a level change, the following must happen:

- Student must meet with current teacher and have them sign the *Level Change Form* as notification that they intend to drop their course.
- Student must meet with new teacher and have them sign the *Level Change Form* as acknowledgement that both the student and teacher have discussed the expectations of the class as well as what will be needed to be caught up.
- Upon completion, the student and parent must sign the *Level Change Form* and submit it to his/her school counselor.

Full-year courses within the five major academic areas (English, Mathematics, Science, History, World Language) which do not have a level may also be dropped until the end of the first marking period. However, they may not replace the course with a first semester course if the change occurs after the 12th day of school and students may not have more than one study hall per marking period.

COURSE AUDIT POLICY

In the event that a student in an AP or Honors course that has no lower level to drop into, he or she may audit the course, but must remain in the course for the remainder of the year. An audit of an AP or Honors class must be declared before the end of the first marking period. The student will receive Pass or Fail grade, but will not earn any credit.

VHS DUAL ENROLLMENT PROGRAMS

Dual Enrollment programs provide high school students a unique opportunity to jump-start their college career.

According to the U.S. Department of Education, college credits earned prior to high school graduation reduce the average time-to-degree and increase the likelihood of graduation. For parents, it is a chance to reduce future college expenses by shortening the time to college graduation.

Dual enrollment allows qualified high school students to enroll in college coursework while still in high school.

- Admissions requirements reflect admissions standards at the college
- Courses are taught by VHS faculty who meet the college's credentialing requirements.
- Credit for dual enrollment courses is widely accepted among private and public colleges, depending on your major. Students can contact colleges of interest to discuss the applicability of dual enrollment coursework.
- Earns college credits at a reduced rate.
- Provides college-level instruction to high school students, during regular school hours.
- Accelerates a student's college career and provides quality, affordable education close to home.
- Enriches the course opportunities for outstanding high school students.
- Students enter college with credits applicable to their degree program.
- Students gain understanding of the rigor of college work as well as college faculty expectations.
- Provides access to college resources, facilities and services such as advising, career counseling and mentoring.

Currently, we have relationships with the following institutions to offer dual enrollment credit:

Fairleigh Dickinson University

New Jersey Institute of Technology

Seton Hall University

Syracuse University

Potential Dual Enrollment Courses are indicated with a “DE” in this Curriculum Bulletin.

HAVE YOU CONSIDERED TAKING AN ON-LINE COURSE?

Juniors and seniors may use the option of taking elective coursework on-line through an approved Educere course. Educere is a database of on-line courses ranging from high school to college level in a variety of subject areas. All instruction and grading is done over the internet by a certified teacher who is not an employee of the district. Verona High School counselors will be able to assist with minor technical issues, but there is no staff on site to assist with curriculum related questions. To explore possible courses, please go to www.educere.net. An on-line course:

- Cannot be taken in place of a course offered in the Curriculum Bulletin and cannot be used to meet a requirement.
- Must be approved by your school counselor.
- On-line courses are NOT calculated into your Verona High School grade point average or decile.
- The Verona High School Drop/Add policies apply to on-line courses.
- Students must be computer proficient, highly motivated, and be able to work independently to be successful.
- Students are responsible for the tuition and other related fees associated with the registration and participation.

TIMETABLE

January 2014
January 15, 2014
January 16, 2014

February 2014
February - April 2014

April 11, 2013
June 2014

Revised *Curriculum Bulletin* will be posted online
Eighth Grade Parent Orientation
School counselors and peer leaders will visit HBW and discuss the transition to VHS with the incoming 9th grade students
Teachers will make course recommendations through Genesis
Students will meet with their School Counselor to finalize course selection.
Last day students may override teacher recommendations
Students will be able to confirm course selections through

IMPORTANT REMINDERS

1. Verona High School operates on a modified block schedule. A zero period is available for all students participating in Vocal Music. All students in grades 9-12 must enroll in a minimum of six courses yearly in addition to physical education and health.
2. Students and parents should review the entire curriculum guide and carefully read all sections.
3. Students should feel free to talk to teachers, department supervisors, school counselors, parents, and other students about courses before they make a selection.
4. Remember when selecting courses to think in terms of your four-year high school program of courses and how this program will best prepare you for life after high school.
5. All course offerings are subject to adequate student enrollment.
6. Study halls are available based on student enrollment, staff limitations and building space.

GETTING INVOLVED

As a high school student, getting involved can mean joining a club, participating in student activities, or doing community service. Being involved in community service and extracurricular activities can help you get into college by giving you a well-rounded résumé and interesting experiences to write about in your admission essays. Extracurricular activities could also help you win scholarship dollars, figure out your future career, even help you network.

Remember, though, that "quality over quantity" holds true for many things, including getting involved. Don't fill your schedule with so many extracurricular activities that you sacrifice your good grades!

From: <http://www.nextstepmagazine.com/nextstep/college-activities.aspx>

VERONA HIGH SCHOOL STUDENT ACTIVITY PROGRAM

Verona High School proudly offers the following activities/clubs to our students:

ACTIVITIES

Academic Competitions	Film Club	Mandarin Honor Society	Spanish Honor Society
Art National Honor Society	French Club	Math Competition Team	Spotlight Players
Band/ Color Guard	French Honor Society	Math Honor Society	Sports Medicine Club
Chorus	Future Educators of America	Model UN Club	STAR
Chess Club	Gay Straight Alliance	Moot Court/Mock Trial	Stock Market Club
Creative Arts Festival	Girls Learn International	National Honor Society	Student Council
DAN Club	Heroes and Cool Kids	<i>Fairviewer</i> Newspaper	Students' Music Organization
DECA	High School Bowl	Paws and Claws	<i>Shadows</i> Yearbook
Engineering Club	International Weekend	Peer Leadership	Teens for Troops
Environmental Club	Literary Magazine- <i>Avant Garde</i>	Publicity Club	World Language Academic Competitions
Euro Challenge	Mandarin Club	Spanish Club	

ATHLETICS

FALL	WINTER	SPRING
Cheerleading	Basketball- Boys/Girls	Baseball
Cross Country – Boys/Girls	Cheering	Golf
Football	Ice Hockey	Lacrosse- Boys/Girls
Soccer- Boys/Girls	Indoor Track – Boys/Girls	Softball
Tennis-Girls	Swimming - Boys/Girls	Tennis- Boys
Volleyball- Girls	Wrestling	Track – Boys/Girls

VERONA HIGH SCHOOL

2013-2014 COURSE SELECTION WORKSHEET

SECTION I: Select 30 credits in "required" courses.

DEPARTMENT	SELECTED COURSE	CREDITS
HEALTH & PHYSICAL EDUCATION		5
ENGLISH		5
MATH		5
SCIENCE		5
SOCIAL STUDIES		5
WORLD LANGUAGE		5

SECTION II: Select 10 credits in "first choice" elective courses

COURSE NAME	CREDITS

SECTION III: Select 15 credits in "alternate" elective courses.

COURSE NAME	CREDITS

Four-Year Plan Worksheet

STUDENT:

COUNSELOR:

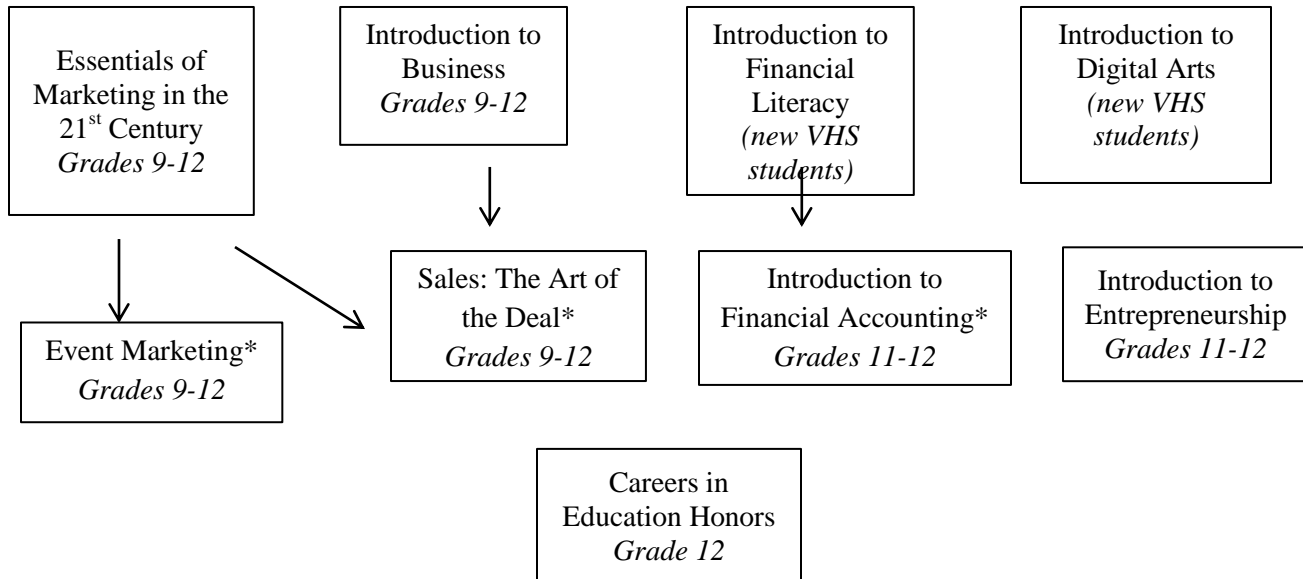
Subject Area (Required/Recommended Courses)	Credits Needed	Grade 9	Grade 10	Grade 11	Grade 12
English/ Language Arts (English 1,2, 3, 4)	20				
Social Studies (World History, US History 1 & 2)	15				
Science (Bio, Chem, Science Choice)	15				
Mathematics (Min. Algebra 1 & 2 and Geometry)	15				
World Language (Two years of same language)	10				
Physical Education & Health (5 cr. per year)	20				
21st Century Life and Careers/ Career-Tech Education (Practical Arts) Intro to Digital Arts and Intro to Financial Literacy meets this requirement	5				
Fine & Performing Arts	5				
Financial Literacy (Introduction to Financial Literacy is required for all 9 th grade students)	2.5				
Other Electives					
Total Credits Earned					
Total Credits Needed to Pass	120 to Grad				120 to Graduate

COURSE DESCRIPTIONS

21st CENTURY LIFE and CAREERS/ CAREER-TECH EDUCATION

5 Credit Requirement

Suggested Business Course Sequence



*Prerequisite required

BUSINESS COURSE DESCRIPTIONS

INTRODUCTION TO FINANCIAL LITERACY (Grade 9)

THIS COURSE IS REQUIRED OF ALL STUDENTS ENTERING VHS

1 Semester, 2.5 credits

Prerequisite: None

This course encompasses the financial literacy skills that are essential in the development of 21st century scholars.

Financial literacy topics include Money Management, Borrowing, Earning Power, Investing, Financial Services and Insurance.

INTRODUCTION TO DIGITAL ARTS (Grade 9)

THIS COURSE IS REQUIRED OF ALL STUDENTS ENTERING VHS

1 Semester, 2.5 credits

Prerequisite: None

Students will create their own digital portfolio while reflecting on what their digital footprint is and how it will change during their school career. Students will use professional software applications and explore the areas of graphic design, digital design, CAD and others. The projects that the student completes will become a component of their digital portfolio along with their best works from all of their course work. Material learned in this class will also help support students in their academic and social transition to high school. This course also satisfies many of the technological components of NJCCCS 8.1 and 8.2.

CAREERS IN EDUCATION/TOMORROW'S TEACHERS HONORS (Grade 12) DE

Full Year, 7.5 credits

Fairleigh Dickinson University credit: 4 credits

Prerequisite: None

This year-long course is designed for seniors who aspire to become teachers. The course will incorporate four themes: Experiencing the Learner; Experiencing the Profession; Experiencing Education; and Experiencing the Classroom. A strong emphasis will be placed on hands-on activities, observations and required field experiences. The course will also explore critical issues in education ranging from funding and staffing schools to the need for underrepresented diversity in the teaching profession. In addition, there will be an opportunity for students to develop leadership skills and experience personal growth and development. The course will also require extensive reading, research, timeliness in meeting deadlines and presenting work in a large group setting. This is a college course offered through Fairleigh Dickinson University, and students paying the (discounted) fee for FDU credit will receive a Fairleigh Dickinson University transcript.

INTRODUCTION TO ENTREPRENEURSHIP HONORS (Grades 11-12) DE

Full Year, 5 credits

Syracuse University credit: 3 credits

Prerequisite: None

This is an introductory course intended to provide students with a solid foundation and understanding of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. During the course, we will assess, explore, critique, and celebrate the phenomenon of entrepreneurship, including its role in society, its process nature, and its ethical dilemmas. Our emphasis is on entrepreneurship as a manageable process that can be applied in virtually any organizational setting, and our primary focus will be on the creation of new ventures, the ways that they come into being, and the factors associated with their success. This course integrates a number of different disciplines, ranging from sociology and psychology to economics, finance, marketing, and human resource management. It also mixes theory and practice, and students will be challenged to apply principles, concepts, and frameworks to real world situations. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

INTRODUCTION TO BUSINESS (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

Introduction to Business is a course designed to introduce the student to the business world. It provides the student with necessary background needed to understand economic problems of today's modern and complex business world. In this program of studies an emphasis is placed on career education. The Introduction to Business course explains the role and purpose of business in our economic system with emphasis on what everyone should know to function effectively as a consumer, a worker, and a citizen in a free enterprise system. This is a course designed to aid every student, not just business education majors.

THE ESSENTIALS OF MARKETING IN THE 21ST CENTURY (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: None

This year-long course explores the basic concepts of marketing. This project-oriented course will allow the student to practically apply the marketing concepts that they learned. A business plan will be the culminating project in which the student will create a business of their choice. The major elements of Product, Place, Promotion and Pricing will be studied.

SALES: THE ART OF THE DEAL (Grades 10-12)

1 Semester, 2.5 Credits

Prerequisite: The Essentials of Marketing in the 21st Century

This class will provide the opportunity for the student to understand the elements of selling. Students will study the make-up of a target market, understand business markets, incorporate production skills to sell the product, and use promotional techniques to influence the buyer. Students will have to assemble a sales promotion presentation incorporating all concepts learned in this class

EVENT MARKETING (Grades 10-12)

1 Semester, 2.5 Credits

Prerequisite: The Essentials of Marketing in the 21st Century

This semester class will focus on the marketing skills and knowledge needed by an entrepreneur to actively conduct a business in the sports, entertainment, or recreation venues. The class will use the before mentioned areas to understand branding, promotion, and management. Students will have a sports fantasy simulation as their major project in which all functions of marketing will be demonstrated.

INTRODUCTION TO FINANCIAL ACCOUNTING HONORS (Grades 11-12) **DE**

Full Year, 5 credits

Syracuse University credit: 4 credits

Prerequisite: Introduction to Financial Literacy – Minimum Grade of C

This course introduces students to financial accounting concepts that aid entrepreneurs, managers, and investors in planning, operating, and analyzing a business. Through its emphasis on interpreting financial statements, this class provides a foundation for managing a business as well as for making personal investment decisions. Students are required to complete a comprehensive project that demonstrates their ability to analyze the financial statements of publicly traded companies and make an informed investment decision based on the analysis. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

SENIOR CAPSTONE PROGRAM (Grade 12)

1 Credit

Prerequisite: None

The Senior Capstone Program allows for seniors in good standing to complete their senior year by exploring areas of interest at a career-focused placement or through a community-service experience. These internships or experiences will provide seniors with a unique learning experience to assist them as they transition from high school to college, employment or other ventures. Seniors will work in conjunction with VHS to establish and make arrangements for unpaid placements through the Verona School District Community Data Base. VHS will work with the placement providers (Experience Mentors) to ensure that the experience provides structure and supervision. During the experience, students will meet with the appropriate VHS staff on a weekly basis to discuss their activities, attend seminars from guest lecturers and participate in meetings between themselves, VHS staff and their Experience Mentor. At the completion of the program, students will showcase their experiences for VHS staff during a formal presentation. This is a one credit course and will be placed on a final transcript. **Registering for the Senior Capstone Program does not guarantee admission to the program. Admission to the Senior Capstone Program will be based upon a thorough criteria-based selection process which will take place after the school year has begun.**

TECHNOLOGY EDUCATION COURSE DESCRIPTIONS

DIGITAL DESIGN 1 (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

The students will develop the skills that lay the foundation for producing web-ready communications: graphic design principles, storyboards, and web development. Project activities focus on developing effective communications that can be deployed on the web. Students develop a variety of graphical images, a web portfolio, and a client website. Key skills emphasized are: Designing a website for clients, problem solving that helps support multiple perspectives, reflection about the design process and effective communication, technical web publishing. Students use Adobe Photoshop CS5, Adobe Illustrator CS5, and Adobe Fireworks CS5 to develop static and interactive graphics. The students use Adobe Dreamweaver CS5 to design and build websites.

DIGITAL DESIGN 2 (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: Digital Design1 – Minimum Grade of C

The students will build on student design and development skills by focusing on rich media development as well as website design and development. Students continue to work individually or on teams and produce rich media communications such as digital narratives and rich media elements of client websites. They focus on effective rich media design, multimedia storyboarding, design specifications, and interactive development with clients. They produce design documents and visual comps that clients review. They develop rich media designs that solve specific communication challenges. Students learn Adobe Flash Professional CS5 to apply design solutions requiring rich media and interactivity.

APPLIED TECHNOLOGY (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

Students will use tools and machinery to design and build creative solutions to real world problems. Applied technology will give students the foundation to take wood technology, and computer-aided design. This course will teach students the ability of how to think, not what to think.

WOOD TECHNOLOGY (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: Applied Technology

Wood Technology is for the student interested in all aspects of woodworking. Review of hand tools, portable power floor machines, safety, planning and operations are done each year to reinforce previously learned information. Students will learn the process of furniture design from the beginning sketches to the finished product.

ADVANCED WOOD TECHNOLOGY (Grades 10-12)

Full Year, 5 credits

Prerequisite: Wood Technology

The purpose of this course is to provide the student with a chance to do directed, self-study work in traditional methods of woodworking. The student will prepare a statement of interest item schedule, preliminary sketches (where applicable) and other ideas. After an interview and discussion on the plan of study, the individual will begin work. Study is not limited to just one area, but can span several, with any combination of time blocks. Culmination will take the form of a finished project and display at the Creative Arts Festival and possibly other shows.

ADVANCED WOODWORKING (Grades 11-12)

Full Year, 5 credits

Prerequisite: Advanced Wood Technology

This course is designed to challenge students throughout the entire process of furniture design. Students learn different attributes of various furniture styles and use this knowledge to design and build a furniture piece of their own. They are expected to render detailed drawings, provide a parts and procedure list, and fabricate their design throughout the course of the year.

INTRODUCTION TO COMPUTER-AIDED DRAFTING (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

This pre-engineering and pre-architectural course is designed to provide students with both drafting and computer skills. This course will guide students from basic orthogonal and isometric drawing to complex 3-dimensional modeling and design. The software that is used in class is the same that is utilized by professionals in the engineering and architecture field.

INDUSTRIAL DESIGN (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: Intro to CAD

This course introduces the studio practice of industrial design. It covers contemporary product design issues, three-dimensional problem solving, and the design process. Computer-aided designs and physical models are created to visualize design concepts and to evaluate solutions.

INTRODUCTION TO STRUCTURES AND ENGINEERING (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

This course introduces students to the hands-on exploration of how things work and fail. Students will be presented with design tasks that will challenge the way they approach materials and structures in both individual and collaborative settings. This course will give students the opportunity to apply what they have learned in math, science and art.

ARCHITECTURAL DESIGN (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

This course is designed for students interested in Architecture, Interior Architecture, Architectural Drafting, Carpentry, or other building trades. Students are introduced to industry-standard software that aids their understanding of designing and constructing architectural buildings and interior spaces through 3-dimensional computer models.

3D ANIMATION (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

3D Animation uses 3Ds MAX graphics software to produce 3D models and animations. This course will introduce students to 2D and 3D graphics environments, animation planning, storyboard development, and the animation process.

3D ANIMATION II (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: 3D Animation

3D Animation uses 3Ds MAX graphics software to produce 3D models and animations. It will expand understanding of 2D and 3D graphics environments, animation planning, storyboard development, and the animation process.

ADVANCED 3-DIMENSIONAL MODELING AND DESIGN (Grades 11-12)

Full Year, 5 credits

Prerequisite: Complete 3 semesters of following classes: CAD, Architectural Design, 3D Animation, Industrial Design

This course is the third segment of the Computer-Aided Design program. The course is designed to help students develop a portfolio which will be used to apply toward architecture and/or engineering programs in college. Students will learn advanced techniques in 3-Dimensional modeling through hypothetical design problems that challenge technical and creative sensibilities.

PARAMETRIC DESIGN AND 3-D ANIMATION (Grades 11-12)

Full Year, 5 credits

Prerequisite: Advanced 3-Dimensional Modeling and Design

This fourth and final segment of the Computer-aided Design program will focus on the student and their projects as a body of work. Their work will be subject to constructive critiques in which students will have to defend their methods of design and articulate their work process. Students will be asked to present their work in a professional manner with modern presentation quality. This course takes advantage of our full software suite, which includes the latest software in parametric design, BIM (Building Information Modeling) and 3-Dimensional animation which turns a complex project into a fully accessible animation for the untrained eye.

TRANSITION I & II (Grades 9, 10, 11, 12)

Full Year, 5 Credits

Prerequisite: CST Recommendation

The purpose of the Transition course is to teach students how to successfully transition from Verona High School into the post-secondary environment. In particular, students are taught how to develop communication skills, set realistic career goals, and make informed career choices. Students complete interest surveys, learn about career choices, practice completing job applications, and learn how to write a resume. Students learn to develop a career action plan, to take action on each plan, and to learn to adjust their plans as needed. Additionally, students will learn how to appropriately participate in and lead their IEP meetings in an effort to promote self-determination, self-advocacy skills, and the development of meeting skills. Ultimately, students practice developing all of the skills needs for post-secondary success.

JOB SAMPLING I & II (Grades 9, 10, 11, 12)

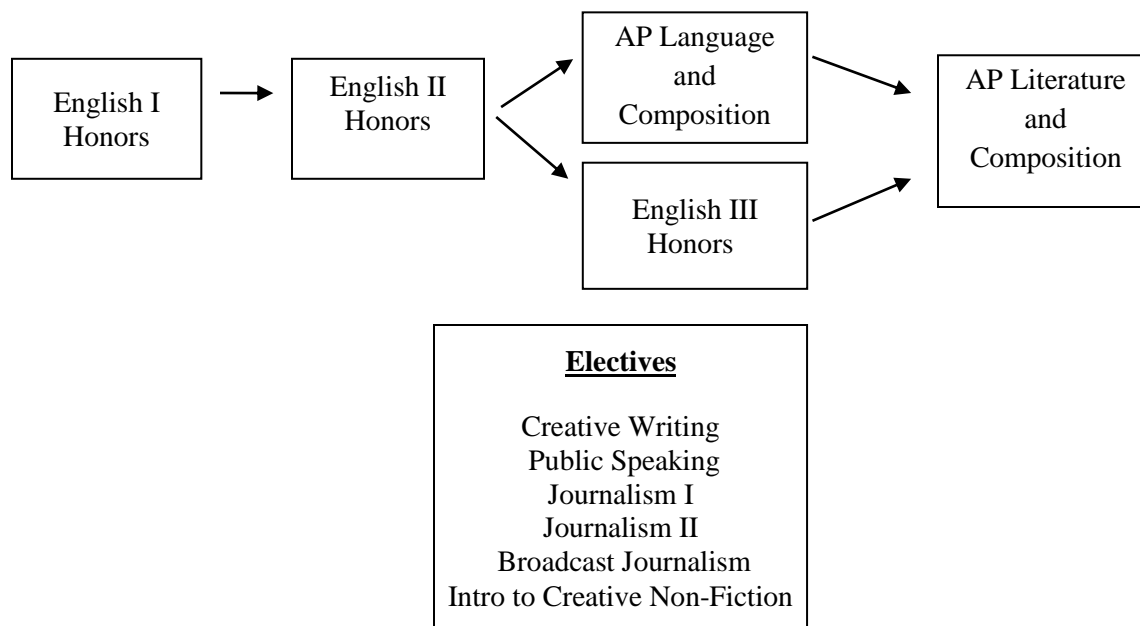
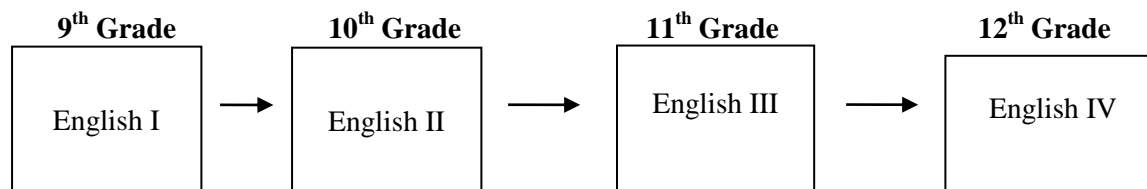
Full Year, 5 Credits

Prerequisite: CST Recommendation

The purpose of the job sampling course is to provide students with a job experience in the local community or within the school building. Students complete job surveys, explore realistic career options and develop many of the skills needed to be successful in the work force. Skills such as completing a job application, practicing phone etiquette, writing a resume and cover letter, and developing appropriate communication skills are all addressed. Each student's needs and skills development will be based on individual goals stated in the IEP (e.g. responding appropriately to authority, developing daily living skills, enhancing communication skills). Personalized work goals and objectives are developed once a job placement has been established. Monitoring of the goals and objectives occurs at the mid-point and at the end of the job experience. Joint supervision is conducted by the special education teacher and a designated mentor within the work site. A career internship is available in conjunction with this course for additional credits.

ENGLISH

Suggested English Course Sequence



ENGLISH COURSE DESCRIPTIONS

ENGLISH I (Grade 9) (*NCAA approved*)

5 Credits

Prerequisite: None

The English I curriculum is designed to introduce the skills necessary for the student to become proficient in a high school language arts program. These skills include the areas of listening, speaking, collaborating, reading, writing, analyzing literature, and researching. Literature will be presented through thematic units that include works from different genres, including the short story, the novel, poetry, drama, and nonfiction. Students will write an I-search paper in the spring semester. The process approach to writing will be emphasized.

ENGLISH I HONORS (Grade 9) (*NCAA approved*)

5 Credits

Prerequisite: Minimum of an A- average for the first and second marking period in on level English 8 with an 8th grade recommendation OR Minimum of a B- average for the first and second marking period in above level English 8 with an 8th grade recommendation.

The English I Honors curriculum is designed to introduce the skills necessary for the student to become proficient in the honors track of the high school language arts program. These skills include the areas of listening, speaking, reading, analyzing, researching and writing. Higher order thinking skills will be expected. Students will read and analyze selected works from all genres: short story, novel, poetry, drama and nonfiction. The process approach to writing will be emphasized.

ENGLISH II (Grade 10) (*NCAA approved*)

5 Credits

Prerequisite: English I

The English II curriculum is designed to reinforce the learning from English I and to introduce a more sophisticated approach to literature and to writing. The process approach to writing will also be emphasized with particular attention to writing for different audiences, analytic and comparative writing, and self-editing. The research paper in its entirety will be taught in this course.

ENGLISH II HONORS (Grade 10) (*NCAA approved*)

5 Credits

Prerequisite: English I Honors

The English II Honors curriculum is designed to reinforce the learning from English I and to introduce a more sophisticated approach to literature and to writing. The process approach to writing will also be emphasized with particular attention to writing for different audiences, analytic and comparative writing, and self-editing. The research paper in its entirety will be taught in this course. Students will be expected to read independently and extensively.

ENGLISH III (Grade 11) (*NCAA approved*)

5 Credits

Prerequisite: English II

English III is a study of the various genres of American literature using a thematic approach. The curriculum is designed to reinforce learning from English II and to introduce a more sophisticated approach to literature and to writing. The process approach to writing will continue to be emphasized with particular attention to analytic and comparative writing, style, and self-editing. Research skills will be reviewed with particular attention to the incorporation of literary criticism into student writing.

ENGLISH III HONORS (Grade 11) (*NCAA approved*)

5 Credits

Prerequisite: English II Honors or teacher recommendation

The English III Honors curriculum is designed to reinforce the learnings from English II Honors and to introduce a more sophisticated approach to literature and to writing. The literature will be that of American authors. It will be studied chronologically. Selections will be chosen from colonial authors through contemporary authors. The process approach to writing will continue to be emphasized with particular attention to analytic and comparative writing, style, and self-editing. Research skills will be reviewed, and each student will complete several research assignments.

AP ENGLISH LANGUAGE AND COMPOSITION (Grade 11) (*NCAA approved*)

5 Credits

Prerequisites: English II Honors or teacher recommendation

The AP English Language and Composition curriculum is designed to prepare students for the advanced placement examination, which is given in May. The course follows a thematic approach with an emphasis on American literature. Students will focus on complex fiction, essays, letters, and documents, from a variety of disciplines, time periods, and rhetorical modes, to determine, among other things, a writer's purpose and manipulation of the subtleties of language. The course will create writers adept at addressing many writing challenges. Student must take the AP exam to earn AP course credit.

ENGLISH IV (Grade 12) (NCAA approved) DE

5 Credits

Seton Hall University credit: 3 credits

Prerequisite: English III

The English IV curriculum is designed to reinforce the learning from English III and to introduce a more sophisticated approach to literature and to writing. Most of the literature will be selected from that of England. Some of the literature will be selected from countries other than England or the United States. The literature will be organized chronologically. The process approach to writing will again be emphasized with particular attention to writing for different audiences, analytic and comparative writing and self-editing. Using their previously acquired skills, students will be expected to complete several research assignments. This is a college course offered through Seton Hall University, and students paying the (discounted) fee for Seton Hall University credit will receive a Seton Hall University transcript.

AP ENGLISH LITERATURE AND COMPOSITION (Grade 12) (NCAA approved)

5 Credits

Prerequisite: Advanced Placement English Language and Composition or English III H and teacher recommendation

The AP English Literature and Composition curriculum is designed to prepare students for the advanced placement examination, which is given in May. The emphasis of the course is the in-depth study of fiction and poetry. The focus of the course will be on British literature, although some American works and world literature will be studied. The process approach to writing will again be emphasized with particular attention to writing for different audiences, analytic and comparative writing, and self-editing and revision. Students will be expected to complete several independent, analytical reading and writing assignments. Student must take the AP exam to earn AP course credit.

WRITING CULTURE: INTRO TO CREATIVE NONFICTION HONORS (Grades 11-12) DE

5 Credits

Syracuse University credit: 3 credits

This course focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and “new journalism.” As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to “tell it slant,” however, is to acknowledge the ways in which one’s subjective viewpoint shapes what counts as “the truth” in telling a story about one’s own or another’s experiences.

Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction (e.g., Michael Pollan’s *The Omnivore’s Dilemma*, Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*, George Saunders’ *The Braindead Megaphone*, etc.). Students will craft and workshop their own creative nonfiction compositions. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

CREATIVE WRITING (Grades 10, 11, 12)

1 Semester, 2.5 Credits

Prerequisite: None

This is a one semester course whose focus is to explore the short story, drama and poetry and to read, analyze, model and create these forms. Students will be required to write each day in class. Writing will include free-write and response journals, exercises to strengthen the writing skills related to the different genre, and the expansion and revision of pieces contained in written journals. The emphasis of the course will be to increase communication through creative writings.

PUBLIC SPEAKING (Grades 10, 11, 12) (*NCAA approved*)

1 Semester, 2.5 Credits

Prerequisite: None

This is a one-semester elective whose focus is to introduce students to the principles of various types of public speaking. Students will learn how to research, plan, write and deliver different types of speeches. In addition, students will be able to analyze and evaluate fellow students' presentations. This course will also include units of instruction on extemporaneous speaking, interview techniques, and oral interpretation of literature. This course will build on student research skills which were acquired in English I and will emphasize performance and presentation.

JOURNALISM I (Grades 10, 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: None

Journalism I is a full-year course designed primarily to familiarize students with all aspects of journalistic writing, and to study the role of the media historically and currently. Students will learn the inverted pyramid style of straight news writing in order to make their writing more focused and concise. They will also analyze and write in most of the styles one would find in a daily newspaper including features, editorials, and reviews.

JOURNALISM II (Grade 11, 12)

5 Credits

Prerequisite: Grade of B or better in Journalism I

Journalism II is a full-year course. Only students who have completed Journalism I are eligible for the Journalism II class. In this course, students increase their understanding of all aspects involved in publishing a newspaper and a yearbook. Independent work and application of learned skills are the objectives of this course, which produces both the high school newspaper and the yearbook.

BROADCAST JOURNALISM (Grade 11, 12)

5 Credits

Prerequisite: Journalism I

This is a full-year course that allows students to apply principles of video communication and journalism. Students will sharpen their communication skills in such areas as news production, investigative reporting, and broadcast news writing. Students will study the techniques of TV reporting by viewing TV news broadcasts and, using camcorders and editing systems, create their own news program about events and people of Verona High School. In addition, students will use their creative skills to produce short films, commercial advertisements, and music videos. Student will write screenplays, create storyboards, and demonstrate an understanding of visual language to tell their stories. The culmination of the course will be the creation of a "senior video" for the graduating class.

COMMUNICATIONS LAB (Grades 12)

5 Credits

Prerequisite: Scores Partially Proficient on the HSPA

Communications Lab is a course designed specifically for students who are having difficulty with the skills that are necessary for success on High School Proficiency Assessment. Eligibility for this course is determined by lack of success on the 11th grade High School Proficiency Assessment. The course objectives are to help students to become proficient in the reading and writing skills that are necessary for success on the HSPA. Students will remain in the communications lab until their level of proficiency is sufficient for them to achieve success on the HSPA. The course is graded on a pass/fail basis.

FINE AND PERFORMING ARTS

5 Credit Requirement

BAND (Grades 9-12)

5 Credits

Prerequisite: A desire to play a musical instrument

This course is designed to broaden the students' concept and knowledge of music by developing the skills to perform in various ensembles (i.e.: marching, jazz and concert bands). A constant striving toward excellence in technical and musical skills will be valuable long after the final performance. In addition to the skills needed for a good performance, the students should know the general and historical setting of the composition; notice and understand the rhythmic, melodic, harmonic and design principles used by the composer. They should also be able to relate the style of each composition to that of the works that they have heard or played.

COLOR GUARD (Grades 9-12)

1.25 Credits

Prerequisite: None

Color Guard is intended for students who wish to participate in the Marching Band but who do not play a wind, brass, or percussion instrument. (Please note if you wish to participate in Color Guard and play an instrument that you should sign up for band.) Students who enroll in Color Guard sign up for marking period one and are assigned to a study hall for marking period 2 and may choose a study hall or second semester elective (Grades 10-12), if available, for marking periods 3 and 4.

CHOIR (Period 0) Grades 9-12

3 Credits

Prerequisite: A desire to sing

This course is designed to broaden the students' concept and knowledge of music by the skills to perform in various ensembles including concert choir and jazz choir. The students will learn proper singing techniques, including posture and breathing as well as repertoire from different cultures and languages.

MUSIC THEORY I (Grades 9-12)

5 Credits

Prerequisite: A basic interest in learning music on a more sophisticated level. Approval of instructor required.

This course is designed to be the basis of a beginning theory program with no prerequisites other than demonstrable performance skill on an instrument and a serious interest in learning more about the nature of music. The course moves from the basic properties and notation of tone through two or three voice combinations to four-part harmonic writing. An important part of the course is learning to write music from dictation and reading notation using the solfeggio system.

MUSIC THEORY II (Grades 10, 11, 12)

5 Credits

Prerequisite: Music Theory I

On the second year level, this course is a continuation of Music Theory I elements but on an intermediate to advanced level. Figured bass symbols are used as they were understood by our musical predecessors to whom they were more effective prompters of performance than our more specific contemporary notation. This course attempts to describe and illustrate chromatic usage regarding application, testing, and experimentation.

ADVANCED PLACEMENT MUSIC THEORY (Grades 11, 12)

5 Credits

Prerequisite: Music Theory II and Teacher Recommendation

AP Music Theory is a course designed for the potential music major or any musician wishing an in depth exploration of the harmonic, rhythmic and melodic components of music. The curriculum is similar to that of the Music Theory I & II courses, but with more emphasis on listening, dictation and sight singing skills. Instruction is geared to the successful completion of the AP exam given in May. Students must take the AP exam in order to receive AP course credit.

GRAPHIC DESIGN – DIGITAL ILLUSTRATION (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: None

Students will learn to use Adobe Illustrator, an industry-standard for designers and illustrators. You will learn about the possibilities and limitations of Adobe Illustrator. Projects will include creating original illustrations, cartoons, logo design, typography and layout.

GRAPHIC DESIGN – IMAGE DEVELOPMENT (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: None

Students will learn the art of image manipulation and creation. They will also explore the limitless possibilities that Adobe Photoshop offers. Projects will include creating original illustrations, correcting damaged photos and developing original imagery.

GRAPHIC DESIGN – PRINT DESIGN (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: None

Students will learn Adobe InDesign, an industry-standard tool for creating page layouts for print and digital publications. Students will design layouts for posters, flyers, brochures, as well as content suited for magazine, newspaper, and book publication.

ADVANCED GRAPHICS (Grades 10-12)

1 Semester, 2.5 credits

Prerequisite: Students must have received at least a B in the following classes: Graphic Design – Image Development, Graphic Design – Digital Illustration and Graphic Design – Print Design

In this class students will have the opportunity to further explore topics in graphic design through more detail oriented and time intensive projects. This class will also provide the student with portfolio building time.

DIGITAL PHOTOGRAPHY (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: Students must have received at least a B in Graphic Design -Image Development, General Graphics

In this class, students will be introduced to the basic techniques of digital photography. Students will learn how to use the manual features of their camera as well taking well-composed shots. It is suggested that students bring their own camera if they have one.

INTRO TO FASHION DESIGN (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: Students must have received at least a B in Graphic Design–Digital Illustration or General Graphics

In this class students will learn the basics of fashion illustrations, creating mood boards, design research and history of fashion designers and styles.

ADVERTISING DESIGN (Grades 10-12)

1 Semester, 2.5 credits

Prerequisite: Students must have received at least a B in Graphic Design–Image Development, Graphic Design–Digital Illustration and Graphic Design–Print Design

This course teaches the conceptual skills to create advertisements and related graphics. We will look at the evolution of advertising trends, past and present.

DRAWING, PAINTING, AND COLLAGE I (Fall Semester only) (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: None

This studio course will help students to develop their skills of visual observation, and their drawing and painting skills as a means of personal expression and communication and will also encourage them to focus on the use of a wide variety of media to develop a more imaginative approach to image making. Students will keep a personal sketchbook/journal and will work in a variety of media: pencil, ink, charcoal, pastel, watercolor, tempera paint, etc. Students will apply critical thinking skills to produce a variety of studio projects that grow out of their study of the elements and principle of design, visual culture and art history. Found images, photographs, cut paper, and untraditional materials will be layered to create a complex and rich background for painted and drawn images. Relief printmaking techniques such as block printing may be included. Students will use mixed media to interpret familiar themes in new and imaginative ways.

DRAWING, PAINTING AND COLLAGE II (Fall Semester only) (Grades 10-12)

1 Semester, 2.5 credits

Prerequisite: Drawing and Painting I

This course is a continuation of Drawing, Painting, and Collage I. It is designed for students who wish to further their skills in a variety of styles and media. The curriculum includes historical and contemporary issues in drawing, painting, and collage. Students will continue to keep a sketchbook/journal and work both traditionally and nontraditionally with a variety of drawing, painting, and collage media.

CERAMICS AND MOSAICS I (Spring Semester only) (Grades 9-12)

1 Semester, 2.5 credits

Prerequisite: None

This studio course will give students the opportunity to learn the basic techniques and processes of Ceramics and Mosaics. In Ceramics, students will create functional and/or decorative clay pieces using hand building techniques. They will also decorate and glaze these pieces for firing. Possible projects include mugs, bowls, plates, vases, tiles, and sculptures. In Mosaics, students will learn how to cut and arrange small pieces of colored glass, china and mirror into designs and patterns on a wooden support. Grouting and finishing techniques will be demonstrated. Historical Ceramic and Mosaic works of art will be studied.

CERAMICS AND MOSAICS II (Spring Semester only) (Grades 10-12)

1 Semester, 2.5 credits

Prerequisite: Ceramics and Mosaics I

This course is a continuation of Ceramics and Mosaics I. It is an opportunity for students to further explore these two areas. Students will be able to develop mastery of the materials through advanced projects. Historical works of art will be studied.

INTRODUCTION TO SCULPTURE (Grades 9-12)

1 Semester, 2.5 Credits

Prerequisite: None

This course is an introduction to Sculpture techniques and concepts. Students will survey and explore the creation and processes of sculpture through various materials. Students will use both power equipment and hand tools to execute their projects.

SCULPTURE II (Grades 10-12)

1 Semester, 2.5 Credits

Prerequisite: Introduction to Sculpture

This course is a continuation of Introduction to Sculpture. Students will further develop their ideas through various media. Students will use both power equipment and hand tools to execute their projects.

ADVANCED ART II (Grades 10-12)

Full Year, 5.0 credits

Prerequisite: Must have completed at least 2 semesters of art electives or have taken General Art and must have earned a grade of "B-" or better in the above courses or receive a teacher recommendation.

Advanced Art II is a course designed to intensify and expand the experiences acquired in all of the semester segments that are offered. Students at this level will be encouraged to develop their own personal style of expression which will result in the creation of portfolio quality pieces. Art history and the ideas motivating twentieth century art will be examined in relation to the student's work. Information on careers, art schools and portfolio preparation will be made available.

ADVANCED ART III (Grades 11-12)

Full Year, 5.0 credits

Prerequisite: Must have earned a grade of a "B-" in Advanced Art II or receive a teacher recommendation.

Projects will encourage the students to develop a focus in an area of specific interest with the goal of developing their portfolio, based upon a central theme and unifying concept. The student will study works by the masters, concentrating on their compositions, techniques and expression. They will also examine the major ideas and forces motivating the arts in the twentieth century. Information on careers, art schools and portfolio preparation will be discussed on an individual basis.

DRAMA (Grades 10-12)

1 Semester, 2.5 Credits

Prerequisite: None

Drama is a one semester course whose focus is the reading, performing and/or viewing of representative plays from different literary periods. In essence Drama is a theater history course, tracing the evolution of the theater from ancient Greece to the late 20th century. Students will see drama as an important social institution and trace its development through the years. Reading and writing skills will be emphasized as students study both the structure and the background of the various pieces of drama in the course.

THEATER ARTS (Grades 10-12)

1 Semester, 2.5 Credits

Prerequisite: None

Theater Arts is a one semester course whose focus is the practical performance and technical side of theater. In other words this is a course in acting and technical theater. Students will be expected to perform in front of their peers. They will participate in improvisational exercises and learn acting and performance techniques. The course will also provide an introduction to the technical side of theater and the skills involved in directing a play and mounting a theatrical production.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION (Grades 9-12)

Credits 3.75

Prerequisite: None

This required course is designed to help students develop skills, attitudes and knowledge in physical fitness, wellness and problem solving. Units of instruction in the principles of individual and team activities are the means for conveying the course objective. Students will learn concepts and methods of assessment for their fitness needs, weight control and nutrition. Fitness evaluations are conducted each year to provide students with an individual needs assessment and achievement towards national fitness standards.

HEALTH EDUCATION (Grade 9)

Credits 1.25

Prerequisite: None

Ninth grade health is designed so that our young people are given the opportunity to acquire accurate health information. The emphasis will be to develop healthful behavior. The decision-making process will teach the necessary skills to examine, analyze and evaluate information to which they are exposed in their daily lives, understanding that decisions made today have a strong impact on their well-being. ***Students must pass health to meet the Physical Education & Health graduation requirement.***

DRIVERS EDUCATION (Grade 10)

Credits 1.25

Prerequisite: None

The Driver Education program is designed to develop a basic knowledge of the rules and regulations governing driving behavior. This includes the development of a corresponding attitude of respect for the dangers that are present in the ownership and operation of a motor vehicle. A major part of the course is devoted to learning the New Jersey motor vehicle laws and regulations for the class administered state driver examination. ***Students must pass Drivers Education to meet the Physical Education & Health graduation requirement.***

HEALTH EDUCATION (Grade 11)

Credits 1.25

Prerequisite: None

Eleventh grade health presents the basic guidelines for first aid. Priorities and appropriate actions will be explained and techniques for handling common emergency situations are delineated. The students will be given an opportunity to learn and practice CPR and the Heimlich maneuver. In addition, the students will be provided with current relevant health information in the areas of substance abuse, addictions, and diseases so that they may make informed intelligent decisions regarding their own life. ***Students must pass health to meet the Physical Education & Health graduation requirement.***

FAMILY LIVING (Grade 12)

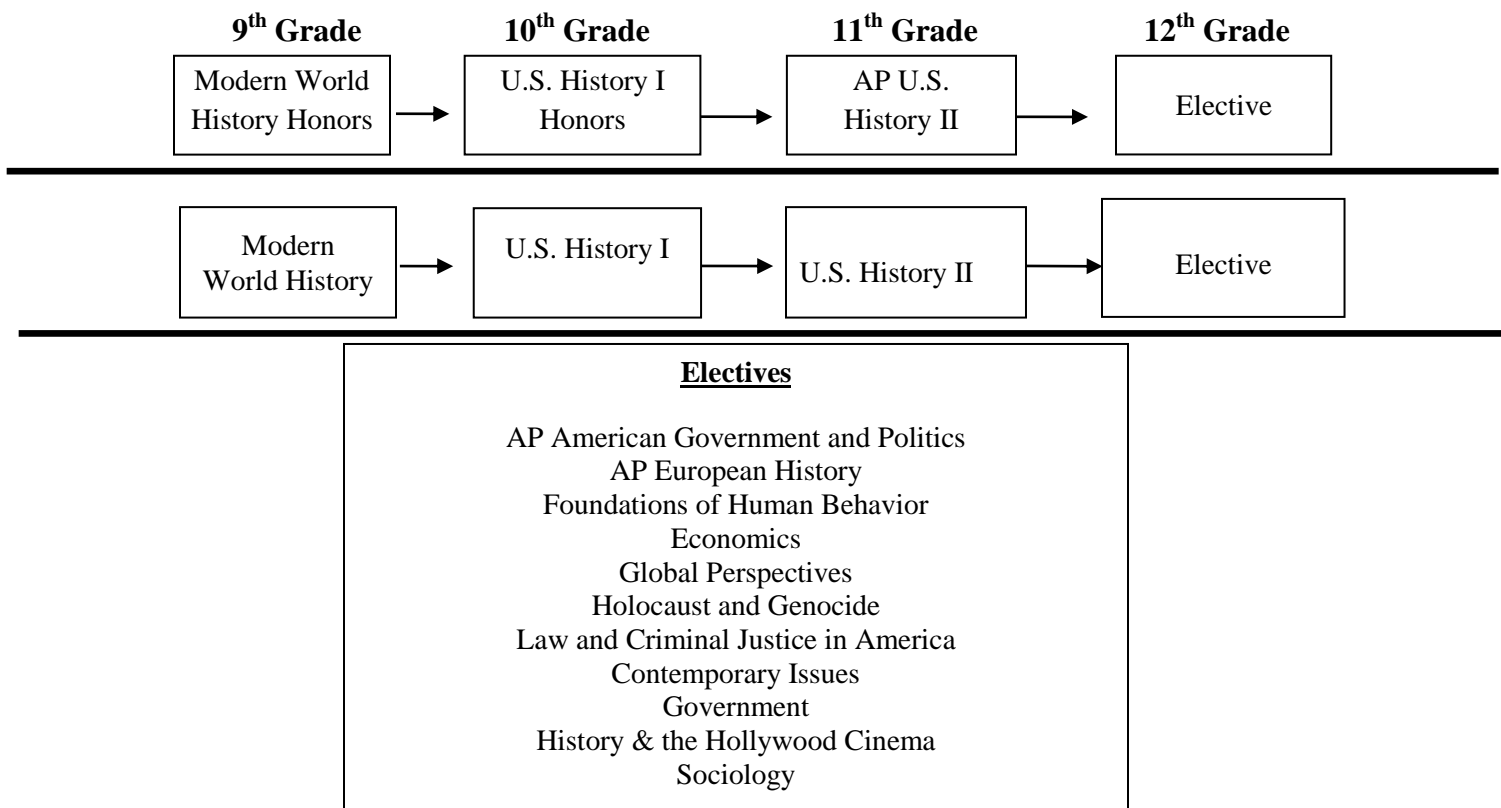
Credits 1.25

Prerequisite: None

Twelfth grade health is designed to help teenagers develop the skills they need to make successful transition from adolescence into adulthood, marriage and family life. Students are taught to critically evaluate and seek correct health information. ***Students must pass Family Living to meet the Physical Education & Health graduation requirement.***

HISTORY AND SOCIAL SCIENCES

Suggested History and Social Sciences Course Sequence



HISTORY AND SOCIAL SCIENCES COURSE DESCRIPTIONS

MODERN WORLD HISTORY (Grade 9) (*NCAA approved*)

5 Credits

Prerequisite: None

The major focus of this course is to expand awareness and critical thinking while increasing knowledge about the modern world. The class scope will encompass world activities from the Renaissance epoch to the late 20th century. The course will promote world citizenship with a study of historical, geographical, political, social, and economic aspects of life around the world. By reading about world histories and cultures, students will learn to recognize and analyze patterns of continuity and change. This course places an emphasis upon challenging activities and questions that promote critical thinking.

MODERN WORLD HISTORY HONORS (Grade 9) (*NCAA approved*)

5 Credits

Prerequisite: 8th grade Social Studies with an 8th grade recommendation.

The major focus of this course is to expand awareness and critical thinking while increasing knowledge about the modern world. The class scope will encompass world activities from the Renaissance epoch to the late 20th century. The course will attempt to promote world citizenship with a study of historical, geographical, political, social, and economic aspects of life around the world. By reading about world histories and cultures, students will learn to recognize and analyze patterns of continuity and change. This course places an emphasis upon challenging activities and questions that promote critical thinking. Emphasis will be placed upon scholarly readings and work from advanced texts.

UNITED STATES HISTORY I (Grade 10) (NCAA approved)

5 Credits

Prerequisite: Modern World History

A study of United States History from the Pre-Colonial period through Reconstruction concentrating on the following general themes: the European-American heritage, the Native-American heritage, African-American heritage, the role of women in American history, the Colonial Period, the American Revolution, the Constitutional Era, Jacksonian Democracy, the Reform Era, Manifest Destiny, the Civil War and Reconstruction. Multi-cultural contributions to developing American society will be stressed.

UNITED STATES HISTORY I HONORS (Grade 10) (NCAA approved)

5 Credits

Prerequisite: Modern World History Honors or teacher recommendation

A study of United States History from the Pre-Colonial period through Reconstruction concentrating on the following themes: the European-American heritage, the Native-American heritage, African-American heritage, the role of women in American history, the Colonial Period, the American Revolution, the Constitutional Era, Jacksonian Democracy, the Reform Era, Manifest Destiny, the Civil War and Reconstruction. Multi-cultural contributions to developing American society will be stressed. Emphasis will be placed upon scholarly readings and work from advanced college texts.

UNITED STATES HISTORY II (Grade 11) (NCAA approved)

5 Credits

Prerequisite: U.S. History I

This course is a continuation of U.S. History I and the content includes a study of United States history from Industrialization (circa 1860) to the present concentrating on the following general themes: Industrial America, Protest Movements, Imperialism, the Progressive Movement, the First World War, the Great Depression, F.D.R. and the New Deal, the Second World War, the Cold War, the Kennedy-Johnson years, the Vietnam War, Post-Watergate foreign and domestic affairs, and contemporary America. Multi-cultural contributions to American society will be stressed. Additionally, students are offered the opportunity to work on a curriculum-based community service project.

ADVANCED PLACEMENT UNITED STATES HISTORY II (Grade 11) (NCAA approved)

5 Credits

Prerequisite: Honors U.S. History I or teacher recommendation

This course is a continuation of Honors U.S. History I. The content includes a study of United States history from Industrialization (circa 1860) to the present concentrating on the following general themes: Industrial America, Protest Movements, Imperialism, the Progressive Movement, the First World War, the Great Depression, F.D.R. and the New Deal, the Second World War, the Cold War, the Kennedy-Johnson years, the Vietnam War, Post-Watergate foreign and domestic affairs, and contemporary America. Emphasis will be placed upon scholarly readings and work from advanced college level texts. Multi-cultural contributions to American society will be stressed. The purpose of this course is to prepare the student to take the Advanced Placement U.S. History examination. Consequently, all instruction and learning is built around the form of the national Advanced Placement examination. Additionally, students are offered the opportunity to work on a curriculum-based community service project during the year. Student **MUST** take the AP exam to earn AP course credit.

ADVANCED PLACEMENT AMERICAN GOVERNMENT AND POLITICS (Grades 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Teacher recommendation

This course is designed to educate students about American government and its role within society and their everyday lives. In addition, students will be expected to express and develop their individual thoughts and ideas as well as begin to shape their own individual viewpoints. Students will begin their study of government by analyzing the various political philosophies that have been proposed throughout the ages. Students will determine how these various philosophies have impacted the development of the representative democracy found within the United States. Students will continue their governmental studies through the intense examination of American government. This examination will include the study of the three governmental branches as well as their overall powers and functions. Finally, students will analyze the individual rights as guaranteed by the Constitution of the United States as well as discuss the overall limits to our freedoms. Students **MUST** take the AP exam to earn AP credit within the class.

ADVANCED PLACEMENT EUROPEAN HISTORY (Grades 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Teacher recommendation

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principle themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Student **MUST** take the AP exam to earn AP course credit.

FOUNDATIONS OF HUMAN BEHAVIOR HONORS (Grades 10-12) **DE**

5 Credits

Syracuse University credit: 3 credits

Prerequisite: None

This is an introductory psychology course that surveys the basic principles and research findings within the major areas of psychology, including learning, memory, cognition, development, personality, and social psychology. Students will be presented with opportunities to conduct their own research and to discuss current topics, events, real-life experiences, and applications of psychological theories and research. The course also provides a degree of freedom for students to pursue individual topics of interest. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

ECONOMICS (Grade 10-12) (*NCAA approved*)

1 Semester, 2.5 Credits

Prerequisite: None

The world is faced with the ever difficult task of managing its limited resources. Such issues impact the daily lives of every member of the global population. The study of economics is an exploration of how scarce resources are allocated. Students will investigate how economics simultaneously influences, and is influenced by, local, national, and international issues. This one semester survey course will explore economic issues including supply and demand, business cycles, inflation and deflation, money supply, trade, monopolies and oligarchies, fiscal policy, banking, technology, and globalization. The course will culminate in a class competition designed to address the real-world economic problems analyzed during the semester.

HOLOCAUST AND GENOCIDE (Grade 11, 12) (*NCAA approved*)

1 Semester, 2.5 Credits

Prerequisite: None

Holocaust and Genocide focuses on the impact of inhumanity throughout the history of the world. This one semester course will trace the history of Genocide in Modern Society and the impact these events have had on policy and overall societal tolerance. The course will have a primary focus on the inhumane behavior displayed in Nazi Germany before and during World War II. The class will initially study of the roots of anti-Semitism in Europe. This will be followed by a study of the philosophy, literature, propaganda and economic circumstances that conditioned the German populace for acceptance of Anti-Semitic policies. After intensive study of this event, the course will demonstrate that genocide has occurred in multiple places throughout the world in the modern era. The course will explore genocides such as the Armenian genocide, the genocide of American Indians and the Rwandan Genocide. The class will conclude by discussing if it is possible to eliminate events such as these or if this type of behavior is implicit within human society.

GLOBAL PERSPECTIVES (Grades 10-12) (*NCAA approved*)

1 Semester, 2.5 Credits

Prerequisite: None

In this one semester survey course, students will investigate the regions and concerns of the modern world. The intention is for the student to gain a deeper understanding and respect for cultural differences in an increasingly global world. Students taking this course will have an opportunity to become more familiar with current world issues through discussions, cooperative learning, analytical and research writing, and individual or group-based projects and research. Active participation is a vital component of this class.

LAW AND CRIMINAL JUSTICE IN AMERICA (Grades 11, 12) (*NCAA approved*)

1 Semester, 2.5 Credits

Prerequisite: None

This is a one semester course whose focus is designed to familiarize students with the basic concepts and vocabulary of the modern American legal system. Topics include the overall criminal justice system, juvenile justice system, civil law, contract law, consumer law, juvenile law, family law, and Constitutional law. Activities include familiarization with the trial process through the use of mock trial simulations, the analysis of major U.S. court cases, and interviewing guest speakers (i.e., lawyers, judges and members of the law enforcement community).

CONTEMPORARY ISSUES (Grades 10-12) (*NCAA approved*) **NOT OFFERED IN THE 2014-2015 SCHOOL YEAR**

1 Semester, 2.5 Credits

Prerequisite: None

In this one semester elective course, students will examine various dynamic issues facing today's world, whether as a citizen of the United States or as a member of the world community at large. This examination will enable them to discover their values and responsibilities as citizens in that society. Major historical, social, cultural, political, and economic issues in contemporary United States history will be highlighted in this course.

GOVERNMENT (Grades 11, 12) (*NCAA approved*) **NOT OFFERED IN THE 2014-2015 SCHOOL YEAR**

1 Semester, 2.5 Credits

Prerequisite: None

This one semester course focuses on modern world governments and how each functions. An emphasis is placed upon an analysis of the government of the United States and how the framework of the Constitution allows for a system of check and balances among the executive, legislative, and judicial branches. Another focus of the course is a study of the functions and authority of local, county, state, and federal governments. A portion of the course will be devoted to an analysis of modern governments throughout the world, including socialist, communist, fascist, and representative regimes.

HISTORY & THE HOLLYWOOD CINEMA (Grades 11, 12) **NOT OFFERED IN THE 2014-2015 SCHOOL YEAR**

1 Semester, 2.5 Credits

Prerequisite: None

This one semester course examines “historical” commercial films as they are presented to modern moviegoers. Students will learn to question what they see on the screen. Sorting through the hype for the accurate historical content and assessing the value of a film will be done through critical movie viewing, and research and analysis of primary and secondary sources

SOCIOLOGY (Grades 10-12) (*NCAA approved*) **NOT OFFERED IN THE 2014-2015 SCHOOL YEAR**

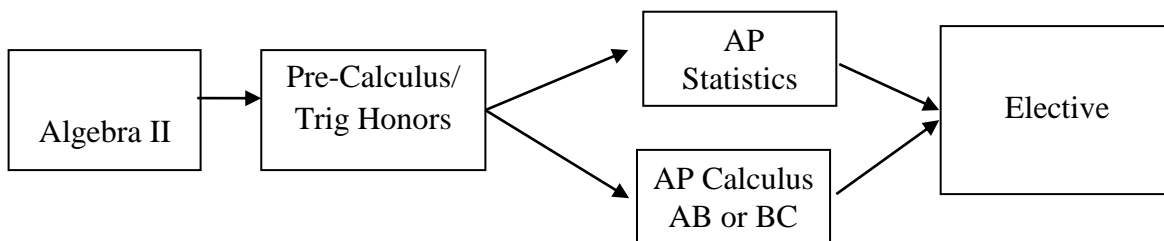
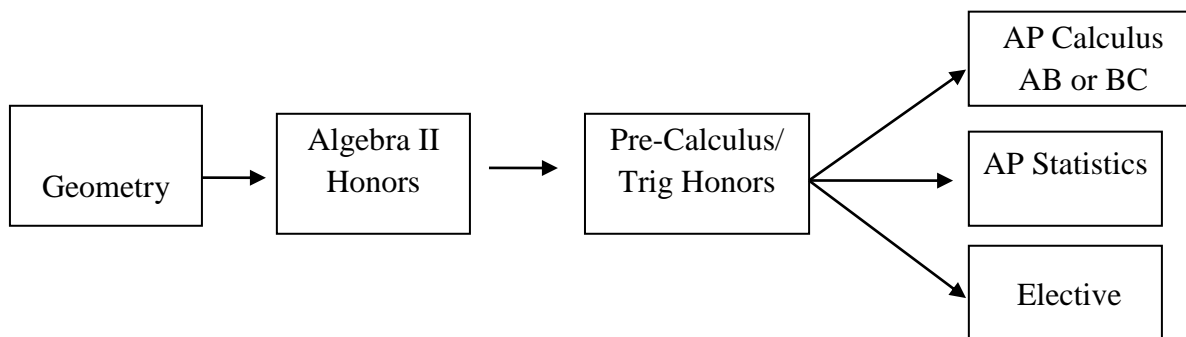
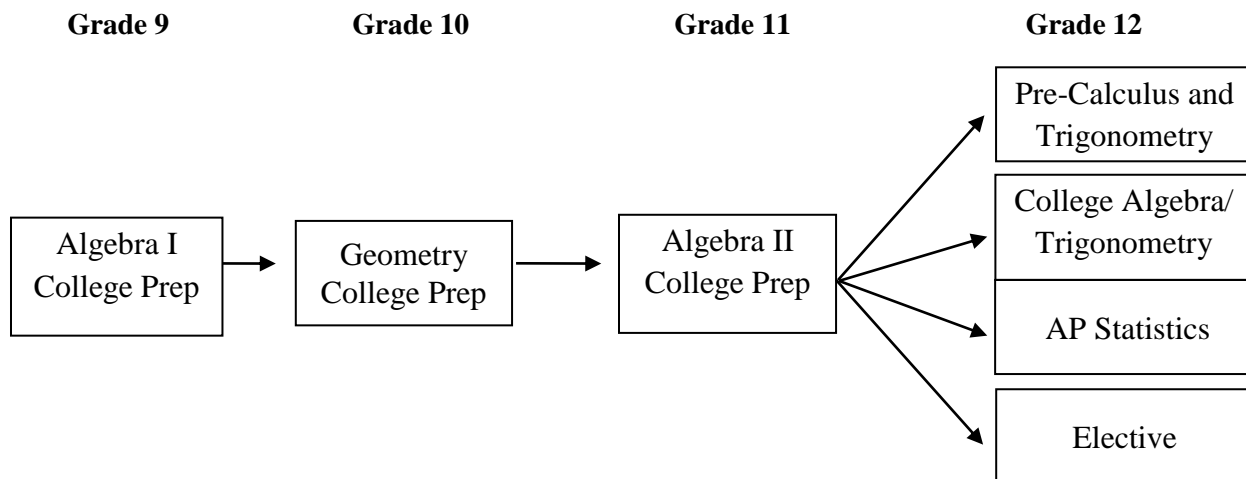
1 Semester, 2.5 Credits

Prerequisite: None

This one semester introductory course focuses the social science discipline of Sociology. Sociology is the study of the interaction of individuals with one another and in groups. Topics include deviance and conformity, social class, global stratification, race and ethnicity, sports, gender, age, the family, education, religion, politics and urbanization. Emphasis will be placed on understanding the social forces that shape our changing world.

MATHEMATICS

Suggested Mathematics Course Sequence



- Electives**

 - Discrete Math
 - Fundamentals of Computer Science
 - AP Computer Science
 - Honors Advanced Topics in Computer Science
 - Software Engineering: Mobile Devices
 - Software Engineering: Game Development

MATHEMATICS COURSE DESCRIPTIONS

ALGEBRA I COLLEGE PREP (Grade 9) (*NCAA approved*)

5 Credits

Prerequisite: 8th Grade Mathematics

In this course students have the opportunity to develop a solid foundation in Algebra. Students will learn how to utilize and analyze algebraic concepts leading to a deeper understanding of mathematics and stronger critical thinking skills. Topics for this course include Number Sense and Operations, Algebraic Expressions, Linear Functions, Linear Equations and Inequalities, Non-Linear Relationships and Data and Statistical Analysis. Graphing calculators will be an important tool that will routinely be used in instruction.

GEOMETRY COLLEGE PREP (Grades 9, 10) (*NCAA approved*)

5 Credits

Prerequisite: Algebra I College Prep

This course is designed to enhance students' prior knowledge of geometric topics. This course will deepen student understanding of geometric concepts leading to the ability to prove geometric theorems. Topics for this course include: Congruence, Proofs, Constructions, Similarity, Right Triangles and Trigonometry, Circles, Expressing Geometric Properties with Equations, Geometric Measurement and Dimension, and Geometric Modeling. The course is designed to promote inquiry learning in which students have the ability to discover geometric concepts.

GEOMETRY HONORS (Grades 9, 10) (*NCAA approved*)

5 Credits

Prerequisite: 8th Grade Algebra I or teacher recommendation

This course is designed to enhance and enrich students' prior knowledge of geometric topics. This course will deepen student understanding of geometric concepts leading to the ability to prove geometric theorems. Topics for this course include: Congruence, Proofs, Constructions, Similarity, Right Triangles and Trigonometry, Circles, Expressing Geometric Properties with Equations, Geometric Measurement and Dimension, and Geometric Modeling. The course is designed to promote inquiry learning in which students have the ability to discover geometric concepts.

ALGEBRA II COLLEGE PREP (Grades 10, 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Geometry College Prep

This course is designed to enhance the concepts developed in Algebra I College Prep A and Geometry College Prep A. Students will continue to improve their ability to model situations and solve a variety of equations including linear, quadratic, rational and radical. Topics for this course include: Polynomial, Rational and Radical Relationships, Trigonometric Functions, and Conics. Graphing calculators will be an important tool that will routinely be used in instruction.

ALGEBRA II HONORS (Grades 9, 10, 11) (*NCAA approved*)

5 Credits

Prerequisite: 8th Grade Geometry, Geometry Honors, or teacher recommendation

This course is designed to enrich the concepts developed in Honors Algebra I and Honors Geometry. Students will continue to improve their ability to model situations and solve a variety of equations including linear, quadratic, rational and radical. Topics for this course include: Polynomial, Rational and Radical Relationships, Trigonometric Functions, and Conics. Graphing calculators will be an important tool that will routinely be used in instruction.

COLLEGE ALGEBRA/TRIGONOMETRY (Grades 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Algebra II College Prep

This course is designed for students who have completed Algebra II, but are not planning on continuing their math education after high school. This course will cover topics in a standard college-level Algebra course, including Linear, Quadratic, Polynomial, Exponential and Logarithmic Functions, Transformations, Sequences and Series, Systems, Absolute Value and Basic Matrices. These topics will be put in the context of real world applications. Graphing calculators will be an important tool that will routinely be used in instruction.

PRE-CALCULUS/TRIGONOMETRY (Grades 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Algebra II College Prep

This course is designed to enhance students' preparation for Calculus in high school or college. The course will focus on improving students' knowledge of trigonometric and other types of functions, including polynomial, rational, exponential and logarithmic functions. Other topics include: Analytic Trigonometry, Applications of Trigonometry, Sequences and Series, Conic Sections, Parametric Equations, Polar Coordinates, Limits, Probability and Statistics. Much of this course involves real-world applications and mathematical modeling. Graphing calculators will be an important tool that will routinely be used in instruction.

PRE-CALCULUS/TRIGONOMETRY HONORS (Grades 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Algebra II Honors or teacher recommendation

This course is designed to enhance students' preparation for Honors and AP Calculus. The course will focus on improving students' knowledge of trigonometric and other types of functions, including polynomial, rational, exponential and logarithmic functions. Other topics include: Analytic Trigonometry, Applications of Trigonometry, Sequences and Series, Conic Sections, Parametric Equations, Polar Coordinates, Limits, Probability and Statistics. Much of this course involves real-world applications and mathematical modeling. Graphing calculators will be an important tool that will routinely be used in instruction.

ADVANCED PLACEMENT CALCULUS AB (Grades 11, 12) (*NCAA approved*) **DE**

5 Credits

Fairleigh Dickinson University credit: 3 credits

Prerequisite: Minimum of a C in Honors Pre-Calculus/Trigonometry or teacher recommendation

This is a college-level course which follows the [College Board's AP Calculus AB Course Description](#). Two central concepts are introduced: the Derivative, and the Integral. Through these concepts the course unites and generalizes the student's prior four years of study Algebra I, Geometry, Algebra II, and Pre-Calculus/Trigonometry. AP Calculus AB is equivalent to a college Calculus I course. Students are required to take the Advanced Placement exam in May to earn course credit. A score of 4 or 5 on the exam will generally earn the student one course of college credit and placement into a college Calculus II course. The course is particularly well-suited for students who wish to study college-level Calculus in high school, but whose expected undergraduate course of study may not require Calculus II. Graphing calculators will be routinely used throughout the course. This is a college course offered through Fairleigh Dickinson University, and students paying the (discounted) fee for FDU credit will receive a Fairleigh Dickinson University transcript.

ADVANCED PLACEMENT CALCULUS BC (Grades 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Minimum of a C in Honors Pre-Calculus/Trigonometry or teacher recommendation

This is a college-level course which follows the College Board's AP Calculus BC Course Description. Two central concepts are introduced: the Derivative, and the Integral. Additional topics which extend the AP Calculus AB course are also studied. The course unites and generalizes the student's prior four years of study Algebra I, Algebra II, Geometry, and Pre-Calculus/Trigonometry, and is equivalent to Calculus I and Calculus II in college. Students are required to take the Advanced Placement exam in May to earn course credit. A score of 4 or 5 on the exam will generally earn the student two courses of college credit and placement into a college Calculus III (Multivariate Calculus) course. The course is particularly well-suited for students who wish to study college-level Calculus in high school, and whose expected undergraduate course of study requires Calculus I and Calculus II. Examples of such courses of study are: Engineering, Mathematics, Chemistry, Physics, and Biological Sciences. Graphing calculators will be routinely used throughout the course.

ADVANCED PLACEMENT STATISTICS (Grades 10, 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Minimum of a C in Algebra II College Prep or teacher recommendation

This course is designed to prepare students for the Advanced Placement Statistics Exam. This course is for students that have completed Algebra II and possess sufficient mathematical maturity and quantitative reasoning ability. The topics for this course have been organized into four conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Graphing calculators will be an important tool that will routinely be used in instruction.

DISCRETE MATH AND DECISION MAKING (*NCAA approved*)

Full Year, 5 credits

Prerequisite: Algebra I and Geometry

This course is designed to teach students how to effectively make decisions using non-traditional discrete mathematics topics. These topics will include probability, game strategies, voting/fair decision methods, optimization, and network analysis. Other topics such as cryptology and fractals may be introduced. This course is recommended to be taken independently as a fourth year math elective or to be taken in conjunction with a traditional math course.

CONSUMER MATHEMATICS I, II, III (Grades 9-12)

5 Credits

Prerequisite: CST Recommendation

This course is designed to teach students the mathematical literacy needed as citizens and consumers in society. Students will be exposed to a variety of consumer topics related to real life situations. Students will study topics such as banking, personal finance, sales tax, calculating wages, automobile loans, credit cards, interest rates, etc. Targeted skills and concepts will be reinforced throughout the units using drill and practice activities and culminating math projects.

MATH LAB (Grade 12)

5 Credits

Prerequisite: Scores Partially Proficient on the HSPA

Math Lab is designed for students who have fallen below the state minimum testing standards. Skill development will occur through the utilization of small group instruction. The overall aim of this course is not only to develop student proficiency for testing purposes, but to make these students more mathematically literate and better able to meet the demands of society.

FUNDAMENTALS OF COMPUTER SCIENCE

1 Semester, 2.5 credits

Prerequisite: None

Students learn the fundamentals of software engineering. Students will design, code, and test computer programs using the *Alice* programming language. *Alice* is an innovative 3D programming environment developed by Carnegie Mellon University in which beginner students can create an animation to tell a story, to create an interactive game, or to create a working model a real-world situation. *Alice* uses 3D graphics and a drag-and-drop interface to facilitate a more engaging, less frustrating introduction to Computer Science.

AP COMPUTER SCIENCE (Grades 10 11-12) (NCAA approved) DE

Full Year, 5 credits

New Jersey Institute of Technology credit: 3 credits

**NJIT Credit only available to 11th and 12th graders per NJIT regulations

Prerequisite: Fundamentals of Computer Science or Supervisor Approval

Students will use the Java programming language to learn object-oriented programming with a concentration on problem solving and algorithm development. This course is aligned with the College Board's Advanced Placement Computer Science A course and examination and is the equivalent of a first-semester college-level course in Computer Science. Students will write, run and debug object-oriented software, develop and select appropriate algorithms and data structures to solve problems, and learn to read and understand large programs consisting of many software components. Student must take the AP exam to earn AP course credit. This is a college course offered through New Jersey Institute of Technology, and students paying the (discounted) fee for NJIT credit will receive a New Jersey Institute of Technology transcript.

HONORS ADVANCED TOPICS IN COMPUTER SCIENCE (NCAA approved)

Full Year, 5 credits

Prerequisite: AP Computer Science

This course uses an interdisciplinary approach, where students apply their computer science knowledge to solve real-world problems in other disciplines. The course highlights the role of computing in applied mathematics, engineering, the physical and biological sciences, finance, and computer science itself, emphasizing how these disciplines are intertwined in the modern world. Students will apply their knowledge of software engineering developed in prior computer science courses to solve "classic" problems in these disciplines. Students will also learn how to use more advanced data structures and algorithms in solving these problems.

SOFTWARE ENGINEERING: MOBILE DEVICES

1 Semester, 2.5 credits

Prerequisite: Honors Advanced Topics in Computer Science

This course introduces mobile application development for the Android platform. Students will learn skills for creating and deploying Android applications, with particular emphasis on software engineering topics including software architecture, software process, usability, and deployment. Students will create and deploy an Android application as the culminating activity of the course.

SOFTWARE ENGINEERING: GAME DEVELOPMENT

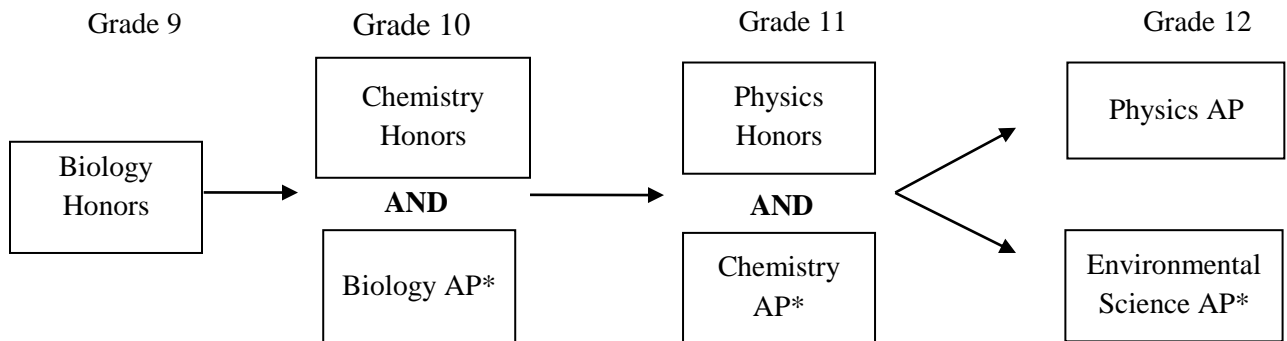
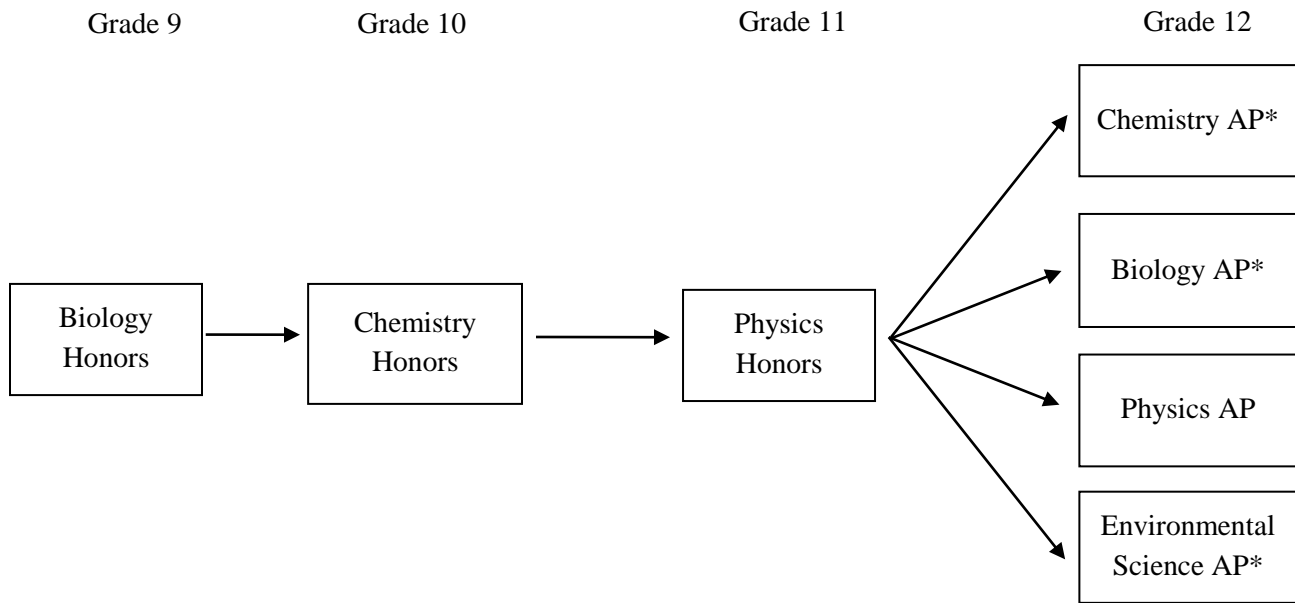
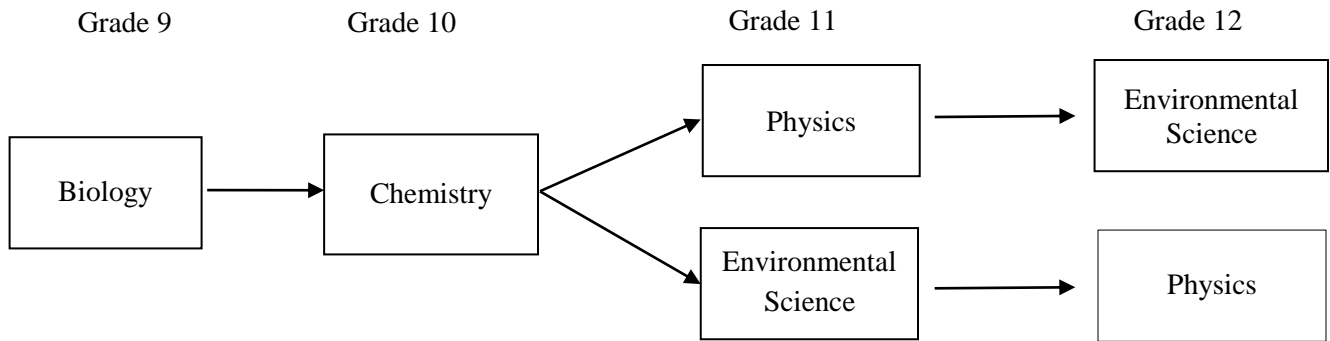
1 Semester, 2.5 credits

Prerequisite: Honors Advanced Topics in Computer Science

Students will use software engineering skills developed in prior coursework to develop 2-D and 3-D games. Computer game development requires many facets of Computer Science, including Computer Graphics, Algorithms, Data Structures, Networking, and Human-Computer Interaction. It also requires knowledge of other disciplines including Economics, Mathematics, Physics, and Psychology. Students will create and deploy 2-D or 3-D game as the culminating activity of the course.

SCIENCE

Suggested Science Course Sequence



*These courses may be taken in 10th or 11th grade if the student meets all the prerequisite requirements.

SCIENCE COURSE DESCRIPTIONS

BIOLOGY (Grade 9) (*NCAA approved*)

5 Credits

Prerequisite: None

This course is designed to satisfy the benchmarks set forth by New Jersey End of Course Biology Exam. Biology is the study of living organisms using an inquiry approach. Through the use of laboratory techniques, class discussions, cooperative learning, current events and independent work, the student will develop an appreciation and understanding of the following modern biological concepts: microscopy, biochemistry, genetics, evolution, taxonomy, microbiology, animal and plant anatomy and physiology, and ecology.

BIOLOGY HONORS (Grade 9) (*NCAA approved*)

6 Credits

Prerequisite: Minimum of an A- in 8th grade Science or teacher recommendation

This course is designed to exceed the benchmarks set forth by New Jersey End of Course Biology Exam. The Honors Biology program is designed to introduce students to the ever changing, complex, and fascinating principles of biology. Students are expected to demonstrate an outstanding work ethic and solid performance in the comprehension of scientific reading material, analysis of data, and performance of laboratory experiments. Students are also expected to conduct independent research on a topic of their choice that is related to a current biological event.

ADVANCED PLACEMENT BIOLOGY (Grades 10, 11, 12) (*NCAA approved*)

6 Credits

Prerequisite: Minimum of a C in Biology Honors or teacher recommendation

Advanced Placement Biology is a course designed to be the equivalent of a two-semester college introductory biology course which is usually taken by biology majors during their first year in college. A major goal is to provide the students with the conceptual framework, factual knowledge, critical thinking skills, analytical skills, and laboratory experience that will enhance their understanding of biological principals. AP students must possess an extraordinary work ethic and solid performance in the comprehension of scientific reading material such as published articles, text, and laboratory protocols. The course given at VHS follows the syllabus of the AP Biology Committee of the College Board. Students must take AP exam in order to receive AP course credit.

CHEMISTRY (Grades 10, 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: Algebra I College Prep

The purpose of the course is to prepare students who plan to pursue non-science careers for college level chemistry. This course analyzes the important role that chemistry will play in their personal and professional lives. Students will learn to use principles of chemistry to think more intelligently about current issues involving science and technology. The course emphasizes basic chemical principles, develops basic laboratory skills, and has the students learn problem solving methods. The course stands alone as a basic study, but serves as a foundation for future science courses.

CHEMISTRY HONORS (Grades 10, 11, 12) (*NCAA approved*)

6 Credits

Prerequisite: Biology Honors or teacher recommendation

The Honors level of Chemistry is a faster paced, more math-intensive version of the Chemistry course. The students will learn facts, formulas and principles of chemistry as well as how to apply them to their world. They will come to understand the reason why the facts, formulas and principles exist as they continue to develop critical thinking and problem-solving skills, for use in chemistry, science and life.

ADVANCED PLACEMENT CHEMISTRY (Grades 11, 12) (*NCAA approved*)

6 Credits

Prerequisite: Minimum of a C in Chemistry Honors or teacher recommendation

Advanced Placement (AP) Chemistry exposes students to college level Chemistry curriculum. The course moves at a very fast, demanding pace and is very math intensive. The students are challenged with complex problems on a variety of topics, both in the laboratory and in the classroom. The course is designed to maximize the students' chances to pass the AP Chemistry examination; passing this test can earn students up to 8 college credits toward General Chemistry, fulfilling a core college requirement. Students must take AP exam in order to receive AP course credit.

PHYSICS (Grades 11, 12) (*NCAA approved*)

6 Credits

Prerequisites: Algebra I College Prep and Geometry College Prep

This course presents the basic concepts of physics in a logical sequence. The organization of the text and the style of the writing are designed to meet the needs of today's students without compromising content. A fully integrated laboratory sequence follows the course so that the students engage in scientific discovery through their own experiments. Physics satisfies the requirements for a college preparatory program.

PHYSICS HONORS (Grades 11, 12) (*NCAA approved*)

6 Credits

Prerequisites: Algebra I College Prep and Geometry College Prep

This course presents the concepts and the mathematics of physics in a logical sequence. The organization of the text and the style of the writing are designed to meet the needs of today's student without compromising precision or content. A fully integrated laboratory sequence follows the course so that the students engage in scientific discovery through their own experiments. Physics Honors satisfies the requirements for a college preparatory program.

ADVANCED PLACEMENT PHYSICS C (Grade 12) (*NCAA approved*)

6 Credits

Prerequisite: Pre-Calculus and Physics Honors or teacher recommendation

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using Trigonometry and Calculus. This course focuses on a wide range of topics including: Kinetics; Newton's Law of Motion; Work, Energy and Power; Systems of Particles and Linear Momentum; Circular Motion and Rotation; and Oscillations and Gravitation. The course given at VHS follows the syllabus of AP Physics C as prescribed by the College Board. Students must take the AP Exam in order to receive AP course credit.

ENVIRONMENTAL SCIENCE (Grades 10, 11, 12) (*NCAA approved*)

6 Credits

Prerequisite: Biology

Environmental Science carefully analyzes the various interactions that are taking place between modern humans and their environment. Special emphasis is placed on our need for and use of energy and mineral resources. The course develops the ecosystem concept and the basic laws that govern energy/resources use. It examines our traditional energy sources and consumption patterns and then analyzes our current supply-demand situation. Finally, our alternatives for the future are carefully considered. In addition, the environmental and socioeconomic impacts of large-scale energy development and mineral use are examined. The role played by government, industry, international policies and the individual in the energy/resource/environmental system are all considered. Emphasis is placed on direct student involvement in specially designed and classroom tested lab-type activities.

AP ENVIRONMENTAL SCIENCE (Grades 10, 11, 12) (*NCAA approved*)

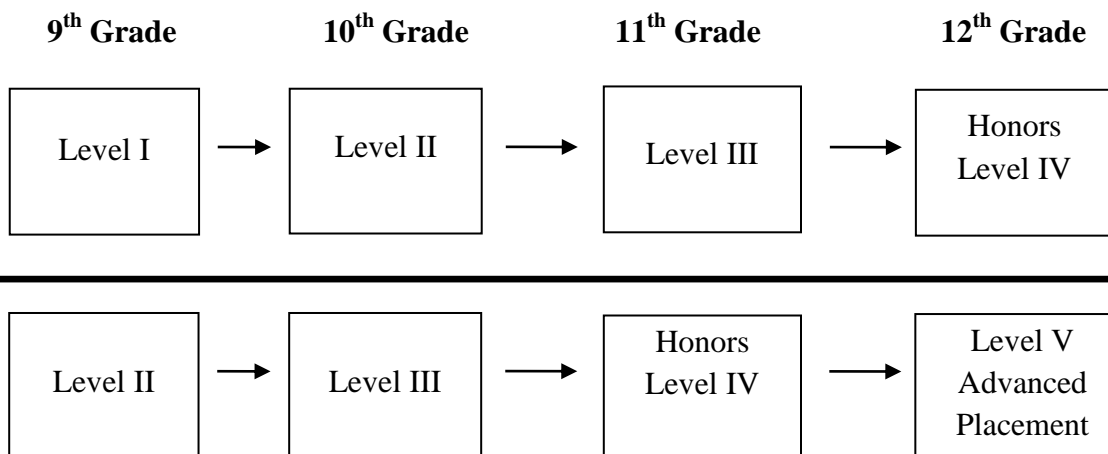
6 Credits

Prerequisite: Honors Biology or teacher recommendation

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The “Big Ideas” of AP Environmental Science are: Science is a process, Energy conversions underlie all ecological processes, The Earth itself is one interconnected system, Humans alter natural systems, Environmental problems have a cultural and social context, Human survival depends on developing practices that will achieve sustainable systems. The course given at VHS follows the syllabus of AP Environmental Science as prescribed by the College Board. Students must take the AP Exam in order to receive AP course credit.

WORLD LANGUAGE

Recommended World Language Course Sequence



WORLD LANGUAGE COURSE DESCRIPTIONS

FRENCH I (Grades 9-12) (*NCAA approved*)

5 Credits

Prerequisite: None

This course is an introduction to the French language and culture, emphasizing the four skills of listening, speaking, reading and writing. The language is presented within the context of the contemporary French-speaking world and its culture. In addition to a textbook, technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: to list, to ask questions, to describe, to give and follow directions, to narrate and to express opinions. These functions will be incorporated in a variety of contexts, for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

FRENCH II (Grades 9, 10, 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: French I or for entering HBW students, teacher recommendation based on student assessment

This course will continue to emphasize the four skills of listening, speaking, reading, and writing which were begun in Level I. Constant reentry of past lessons will be part of each new lesson. Technology will be used to enhance the topics covered. Topics covered in this course include household items, entertainment, sports and health, weekend activities, physical and character description of others and oneself. The use of past, present, and future tenses are reinforced throughout the year. Many of the class activities incorporate cooperative practice and critical thinking, as well as, opportunities to develop multicultural awareness through the study of the regions of France and French speaking countries.

FRENCH III (Grades 10, 11, 12) (*NCAA approved*)

5 Credits

Prerequisite: French II

This course will continue to encourage students to develop fluency in the language by maintaining their focus on the message being communicated utilizing the four skills of listening, speaking, reading and writing. In addition to structure, the course affords the student the opportunity to compare French and American cultures through the study of the geography and customs of the French speaking African countries. Topics covered in this course include house and home, clothes and accessories, travel and vacations. Several new tenses will be learned including the conditional and the subjunctive. Many of the class activities incorporate cooperative practice and critical thinking, as well as, opportunities to practice reading comprehension skills through the use of short stories and a novel.

FRENCH IV Honors (Grades 11, 12) (*NCAA approved*)

Credits 5

Prerequisite: French III

This course provides a continuing study of the French language and culture presented within the context of the contemporary French-speaking world. Attainment of proficiency of the four skills of listening, speaking, reading, and writing are emphasized with materials including a textbook, a twentieth century novel, CDs and DVDs. In addition to structure, the course introduces students to the impressionist movement and its' artists. Topics covered in this course include physical descriptions of people and objects, the environment and its protection, shopping and services provided at various establishments, national and international travel, occupations and education, health issues and how they are being solved in different French speaking countries. Students will continue to describe events using idiomatic expressions as well as past, present, and future tenses; expand on their use of the subjunctive mood and be able to recognize and comprehend the written past tense in a literary work. Critical thinking skills will be reinforced through the writing of the thematic essays during the year.

ADVANCED PLACEMENT FRENCH V (Grade 12) (*NCAA approved*)

Credits 5

Prerequisite: French IV Honors

This course provides a continuing study of the French language and culture presented within the context of the contemporary French-speaking world. Attainment of proficiency of the four skills of listening, speaking, reading and writing are emphasized with materials including several textbooks, novels, CDs and DVDs. This course is designed to allow students to gain deeper insight into the nature and structure of the French language and literature of the French speaking countries. The course emphasizes knowledge of the works as required by the Advanced Placement reading list, the ability to interpret literary texts, and the refined and sophisticated use of the French language. Students must take AP exam in order to receive AP course credit.

SPANISH I (Grades 9-12) (*NCAA approved*)

Credits 5

Prerequisite: None.

This course is an introduction to the Spanish language and culture, emphasizing the four skills of listening, speaking, reading and writing. The language is presented within the context of the contemporary Spanish-speaking world and its culture. In addition to a textbook, technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: to list, to ask questions, to describe, to give and follow directions, to narrate and to express opinions. These functions will be incorporated in a variety of contexts, for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

SPANISH II (Grades 9-12) (*NCAA approved*)

Credits 5

Prerequisite: Spanish I or for entering HBW students.

This course will continue to emphasize the four skills of listening, speaking, reading, and writing which were begun in Level I. Constant reentry of past lessons will be part of each new lesson. Technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: Discuss leisure time, comment on travel, comment on food, talk about the past, discuss fine art, express activity preferences, and to ask for and give information. These functions will be performed in a variety of contexts for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

SPANISH III (Grades 9-12) (*NCAA approved*)

Credits 5

Prerequisite: Spanish II

This course will continue to encourage students to develop fluency in the language by maintaining their focus on the message being communicated utilizing the four skills of listening, speaking, reading and writing. Technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: Describe childhood experiences, narrate in the past, talk about present and past activities in progress, talk about daily routine, and to tell someone what to do. Students will be able to perform and apply all language skills tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes. Writing continues to be presented as a process that develops writing skills along a competency continuum that moves them into a cohesive essay stage. The use of audiovisuals motivates students to use their critical thinking skills and to make cross-cultural comparisons.

SPANISH IV HONORS (Grades 11, 12) (*NCAA approved*)

Credits 5

Prerequisite: Spanish III

A content based approach to teaching advanced level Spanish. The course provides multiple levels of authentic comprehensible input through three types of readings: historical, literary, and journalistic. Learning activities are designed to motivate students and to foster the use of critical thinking skills. The development of listening, speaking, reading, and writing skills accommodate students' different learning styles. Students will learn to perform a variety of language functions: Talk about health and illness, give advice, talk about travel, persuade and make suggestions to others, make future plans, talk about how to solve a problem, and talk about nature and the environment. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes. Writing continues to be presented as a process that develops writing skills along a competency continuum that moves them into a cohesive essay stage. There is an active discovery of culture using critical thinking to compare and contrast, predict and question. People and events are described in the context of the past, the present, and the future so students not only gain insight into Hispanic cultures and civilizations, but also achieve a more global understanding of the issues these people and their countries face now and in the future. The course is conducted almost entirely in Spanish.

ADVANCED PLACEMENT SPANISH V (Grade 12) (NCAA approved)

Credits 5

Prerequisite: Spanish IV Honors

This course will use a content-based approach to teaching advanced level Spanish. The course provides students the tools to develop a strong command of the language in all language skills in order to communicate with native speakers at a natural pace, with a variety of regional pronunciations, in both informal and formal contexts. Students are exposed to a variety of authentic level appropriate readings, audiovisuals, and realia. Students are required to express themselves with reasonable and sustained fluency in oral and written expression utilizing strategies learned. Learning activities are designed to motivate students, to foster the use of critical thinking skills, and to promote mastering of listening, speaking, reading, and writing skills. All four skills are combined in order to demonstrate understanding of authentic Spanish-language source materials. Learning activities closely reflect the format of the AP language exam. The Advanced Placement Program prepares students to take the AP Spanish language examination as a possible means of obtaining advanced standings or credit at the college level. Students must take the AP exam in order to receive AP course credit. The course is conducted almost entirely in Spanish.

MANDARIN I (Grades 9-12) (NCAA approved) WILL NOT BE OFFERED DURING THE 2013-2014 SCHOOL YEAR

Credits 5

Prerequisite: None

This course focuses on developing a working vocabulary as well as the ability to produce meaningful communication. A variety of activities will be used such as role-plays, skits, celebrations of holidays, and collages. The aim of this course is for the student to develop skills in the three communicative language modes by being able to understand, converse, interact, and present oral and written products in Mandarin. Opportunities to learn about and explore Chinese culture are also emphasized throughout the course.

MANDARIN II (Grades 9, 10, 11, 12) (NCAA approved)

Credits 5

Prerequisite: Mandarin I or for entering HBW students, teacher recommendation based on student assessment

The goals of this course are to continue to develop the ability to communicate in Mandarin in a meaningful way, to continue to increase the student's appreciation of the Chinese culture, and to increase language fluency. By using the three communicative modes: interpretive, interpersonal and presentational, the student will be able to understand, converse, interact and present using oral and written orally and literarily in Mandarin. Grammar and vocabulary learned in Mandarin I-New are briefly reviewed. The expectation is that the student has established a firm language foundation during Mandarin I-New.

MANDARIN III (Grades 10, 11, 12) (NCAA approved)

Credits 5

Prerequisite: Mandarin II

Mandarin III continues to emphasize the development of the three communication modes: interpretive, interpersonal and presentational, but at a much higher level. The use of audio-visual aids, classroom activities, projects and texts continues to strengthen understanding, speaking and the knowledge of grammatical structures. Students will learn thematic vocabulary relevant to practical everyday life situations. Customs and culture are reflected in festival and culture-related activities.

MANDARIN IV Honors (Grades 11, 12) (*NCAA approved*)

Credits 5

Prerequisite: Mandarin III

Mandarin IV Honors-New continues to emphasize the student development of the three modes of communication: interpretive, interpersonal and presentational. Students are expected to be able to complete assignments using more complex diction. Students will be expected to participate in oral presentations, class discussions, and forums. In addition, character writing will be further developed through increased practice and drills. Explored topics are relevant to aspects of student lives. A more critical comparison of American and Chinese cultures is emphasized.

AP CHINESE LANGUAGE AND CULTURE V (Grade 12) (*NCAA approved*)

Credits 5

Prerequisite: Mandarin IV Honors

Advanced Placement Mandarin is designed to provide the student with an intellectual challenge through the advanced study of language. While literature is included in the course, the emphasis is on composition and conversation. This course is comparable in both content and difficulty to a college-level Mandarin language course. The course seeks to develop language skills that can be applied to various activities and disciplines rather than the mastery of any specific subject matter. Students must take AP exam in order to receive AP course credit.