

**HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT  
CURRICULUM BULLETIN 2012-13**

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# HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT

## CURRICULUM BULLETIN 2012-13

### EDUCATIONAL OUTCOME GOALS

The goal of the Hanover Park Regional High School District is to educate all pupils to prepare them to lead productive, fulfilling lives. Through our educational program, pupils will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21<sup>st</sup> century.

The Hanover Park Regional High School District will provide curriculum and instruction which is focused around technology integration, interdisciplinary unit study and global perspectives.

In each of its pupils, the Hanover Park Regional High School District will strive to:

1. Develop intellectual curiosity and an eagerness for lifelong learning.
2. Develop effective communication and higher order thinking skills.
3. Develop character and self-respect.
4. Develop strategies that enhance and maintain physical, mental, social and emotional health.
5. Develop, understand, and practice democratic ideas and ideals.
6. Develop occupational awareness.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

## **EXPECTATIONS FOR STUDENT BEHAVIOR**

Students, parents, school personnel and boards of education all agree that positive student commitment and behavior are essential to effective learning. Likewise, inappropriate behavior can be a problem in our schools.

It is the belief of the Hanover Park Regional High School District that students must realize that their own attitudes and acts are directly related to their own school experience as well as that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of their school and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

We, therefore, the students, parents, teachers, administrators and the Board of Education of the Hanover Park Regional High School District expect all students to fulfill the behavioral expectations of the school community. All students will be expected to:

### **PREPARE THEMSELVES MENTALLY AND PHYSICALLY FOR THE LEARNING PROCESS**

- Students will come to school well rested and properly nourished.
- Students will be free of drugs and alcohol.
- Students will dress in accordance with the standards of good grooming, modesty, and cleanliness.
- Students will come to school prepared to learn.

### **TAKE RESPONSIBILITY FOR THEIR OWN LEARNING**

- Students will recognize that school is work and academic development is the primary purpose.
- Students will make personal choices based on reasonable decision-making processes.
- Students will utilize time and other resources well, without the need for constant supervision.
- Students will monitor and assess their own academic progress in cooperation with their teachers and communicate with their parents.

### **MEET THE UNIQUE REQUIREMENTS OF EACH CLASS WITHIN ITS PRESCRIBED COURSE OF STUDY**

- Students will actively participate in all phases of class work.
- Students will bring to class textbooks, notebooks, necessary clothing, and other materials necessary for daily participation.

### **STUDENT BEHAVIOR**

- Students will complete homework and other assigned work.
- Students will cooperate, contribute, and share in the work of the group.
- Students will follow specific class rules and procedures.
- Students will observe rules for safe handling of class equipment and materials.

### **COMPLY WITH THE RULES OF THE SCHOOL**

- Students will arrive at school on time.
- Students will attend school regularly.
- Students will recognize and follow the school's written discipline code.
- Students will take responsibility for their own behavior.
- Students will accept the consequences of their actions.

### **RESPECT AND RESPOND TO THE AUTHORITY OF THE TEACHER AND OTHER SCHOOL PERSONNEL**

- Students will abide by the established rules and regulations of the school and/or the persons in authority.
- Students will be alert and responsive to directions.
- Students will accept constructive criticism from school personnel.

### **DEMONSTRATE RESPECT FOR PEOPLE AND AUTHORITY**

- Students will be courteous, truthful, and polite to fellow students and school personnel.
- Students will use appropriate language at all times.
- Students will respect the school property and the property of others.
- Students will listen to and respect the opinions of others.
- Students will settle differences peacefully.
- Students will display good sportsmanship and conduct at all school functions.
- Students will participate in the maintenance and cleanliness of school property, facilities, and grounds.

## **GENERAL INFORMATION**

The 2012-13 Curriculum Bulletin provides you with the foundation to select a schedule based on your ability and interests and in accordance with the requirements governing graduation from the Hanover Park Regional High School District. Please work with your parents and counselor to develop a challenging course of study that will enable you to attend you college or technical program of choice, and to ultimately follow a career path that is both rewarding and interesting.

### **COUNSELING AND GUIDANCE SERVICES**

Each student in the district has an assigned guidance counselor. The counselor will work with the student concerning academic, social, extracurricular, and personal issues and will provide guidance and direction in college and career planning. Counselors will be available for conferences with parents and students throughout high school and will made referral to appropriate resources when necessary. A Child Study Team which includes school psychologists and learning disabilities teacher consultants, are available to students requiring special services.

### **SCHEDULING**

During the winter months, guidance counselors will begin the process of scheduling students for next year's courses. Counselors will see their counselees individually and in groups to assist in the course selection process. We urge both students and parents to review carefully the schedule that they have prepared. Remember that your guidance counselor is trained to help you make the proper selection of courses. Please utilize the service of the counseling staff. If any questions arise, or if something needs clarification, do not hesitate to contact your guidance counselor.

### **SCHEDULE CHANGES**

Scheduling needs are determined on the basis of students' course requests as of March 1. Therefore, course selection changes cannot be assured after this date. Any request for schedule changes will receive careful consideration.

### **CLASS RANK**

Class rank is no longer included on transcripts or supplied to the colleges. The administration may release individual class rank under limited circumstances if the pupil will not receive consideration for admission or scholarships without this information.

### **COURSE LOAD & OFFERINGS**

Parents and students are advised that there may be exceptions to entering into a course based upon prerequisite courses. Those exceptions may be granted by the Building Principal. In addition, not every elective course in every department is offered each school year. The offering of any course is dependent upon a sufficient number of students registering for the course during the course selection process. The Board of Education must approve all courses to be offered with an enrollment that is twelve or under. In some instances, courses are offered at one school only in a given year. Students are transported as necessary to attend these programs. Specific electives may or may not be offered each academic year depending upon the number of students registering for the course.

## **GRADUATION REQUIREMENTS**

In order to graduation from the Hanover Park Regional High School District, a student must complete 130 credits during the course of grades 9-12. Effective with the 2010-11 grade nine class, a pupil must have earned a minimum of 140 credits in courses designed to meet all of the New Jersey Core Content Curriculum Standards. Satisfactory completion of a full year course earns 5 credits; students therefore must gain credit for 24-26 full year courses (or equivalent) to earn a diploma. The courses may be taken in any department or subject areas, but must include:

<u>Subject</u>	<u>Totals</u>	<u>Totals for the Class of 2014 and beyond</u>
Language Arts	20	20
World History	5	5
U.S. History	10	10
Mathematics	15	15
Science	15	15
World Language	5	10
Physical Education & Health	20	20
Visual & Performing Arts	5	5
21 <sup>st</sup> century life and careers	5	5
Financial Literacy*		2.5
Minimum elective	30	32.5
Total needed for graduation	130	140

In addition to the above, New Jersey State Law stipulates that:

Students must pass the High School Proficiency Assessment (HSPA), the state basic skills examination, in all required areas. The Class of 2014 and beyond are required to pass the NJ Biology Competency Test.

\*Beginning with the Class of 2015, all freshmen will be required to take the Freshmen Seminar/Personal Finance course offering.

## **PARTICIPATION IN CO-CURRICULAR ACTIVITIES**

Please see district policy and regulation 2430 for participation guidelines.

## GRADING SYSTEM

	<i>NUMERICAL EQUIVALENT OF LETTER GRADES</i>	<i>GPA REGULAR</i>	<i>GPA WEIGHTED</i>
A+	99 – 100	4.2	5.2
A	93 – 98	4.0	5.0
A-	90 – 92	3.8	4.8
B+	88 – 89	3.5	4.5
B	83 – 87	3.0	4.0
B-	80 – 82	2.8	3.8
C+	78 – 79	2.5	3.5
C	73 – 77	2.0	3.0
C-	70 – 72	1.7	2.7
D+	68 – 69	1.4	2.4
D	66 – 67	1.0	2.0
D-	65	0.7	1.7

## HONOR ROLL

Please see district policy and regulation 5440 for Honoring Pupil Achievement.

## WEIGHTED HONORS AND ADVANCED PLACEMENT COURSES

101	English I Honors	321	A.P. Physics
120	English II Honors	332	A.P. Environmental Science
130	A.P. English III	404	French IV Honors
140	A.P. English IV	405	A.P. French V
200	World History Honors	424	Italian IV Honors
210	A.P. U.S. History I	425	A.P. Italian V
220	A.P. U.S. History II	426	Italian V Honors
237	World Civilization Honors	434	Spanish IV Honors
253	A.P. Government & Politics: United States	435	A.P. Spanish V
254	A.P. World History (grades 10-12)	436	Spanish V Honors
255	A.P. World History (grade 9)	622	Financial Accounting CLEP Honors
256	A.P. Human Geography	642	International Business Practice Firm Honors
300	Biology Honors	730	Geometry Honors
309	A.P. Biology	740	Alg. II/Trig. Honors
311	Chemistry Honors	750	Pre-Calculus Honors
312	A.P. Chemistry	760	A.P. Calculus
319	Physics Honors		

## **HONORS AND ADVANCED PLACEMENT**

Honors & Advanced Placement courses are designed to provide students with an academic challenge beyond that which is provided in other courses. Differences from other courses are both quantitative and qualitative; that is, there is a greater amount of work required and the work is more difficult. Assignments and activities are specifically designed to require students to think more critically and at a higher level. Most Honors and Advanced Placement courses require a summer assignment.

Acceptance into an Honors or Advanced Placement class is a full year commitment. Changes out of these classes are not permitted unless there are extenuating circumstances as determined by the Building Principal.

Honors and Advanced Placement students must be prepared to accept the academic challenges which go with these courses. Specifically, students applying to these courses will:

- Have a high level of interest in the subject matter and be motivated to participate and to learn.
- Have an academic ability strong enough to handle the subject matter at or near the college level.
- Have the background and academic preparation required to enter the course.
- Demonstrate the characteristics of maturity, self-discipline, persistence, independence; all of which are required for successful performance in the course.
- Demonstrate excellent attendance.
- Have strong writing and reading skills.

## FAMILY LIFE EDUCATION POLICY

The New Jersey Administrative Code 6:29-7.1 requires that all students be provided with instruction in Family Life Education, which is defined as instruction to develop an understanding of the physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships; the physiological, psychological and cultural foundations of human development, sexuality, and reproduction, at various stages of growth; the opportunity for pupils to acquire knowledge which will support the development of responsible personal behavior, strengthen their own family life now, and aid in establishing strong family life for themselves in the future, thereby contributing to the enrichment of the community.

Parts of this definition can be applied to many courses in our own curriculum, including elective courses in Family & Consumer Science. However, two courses are most directly involved and which are required of all students: Biology, which is usually taken in grade nine as part of our three-year science requirement; and 'Human Growth and Development,' which is a unit in the health curriculum required of all ninth, eleventh, and twelfth grade students.

In Biology, the following topics related to Family Life Education are covered:

- Environmental factors controlling population
- Asexual cell growth and reproduction
- Human reproductive system, conception and the development of the fetus
- Food and nutrition
- Sexually-transmitted disease
- Physiology of aging and death

In 'Human Growth and Development' the following topics are discussed in a manner appropriate to the level of students. No one viewpoint is espoused:

- Love, marriage, divorce, and other personal relationships
- Sound health and wellness practices
- Pre-adolescence and adolescence, and the development of appropriate sexual attitudes
- Issues regarding sexual behavior, emphasizing socially acceptable behavior
- Dating and courtship
- Conception, pregnancy, childbirth, and parenting
- Sexuality and reproductive health and legal issues
- Abstinence, monogamy and methods of contraception
- Sexually-transmitted infection, including H.I.V. and A.I.D.S.

A more detailed outline of the course content, as well as copies of the textbooks, is available for inspection in the Principal's office in each high school.

The N.J. Administrative Code allows any parent or guardian to withdraw a child from 'any part of the instruction in family life education in conflict with his or her conscience or sincerely held moral or religious beliefs.' A student who is so excused will receive alternative assignments. The course grade will not be affected by missed work. In order to exercise this option, the parent or guardian must present to the school Principal a signed statement requesting that the student be excused from family life instruction. This note must be received by the Principal prior to the first day of classes in September. If you have any questions regarding this matter, feel free to contact your building Principal.

## SPECIAL ALTERNATIVES FOR STUDENTS

### **Dynamics of Health Care in Society (773)**

**2.5 credits**

This course will provide an orientation of health care services and delivery through an interdisciplinary perspective focusing in on process skills in critical thinking, ethical reasoning, effective communication and self-directed learning activities. All aspects of professionalism in health care will be stressed and applied to general issues and topics common to all health care providers. Students have the opportunity to earn college credits through The University of Medicine & Dentistry of New Jersey upon completion of all course requirements including a standardized final exam and health occupation job shadowing. Three college credits may be earned for this course at no financial obligation on the part of the student. *This course is eligible to receive college credit through the UMDNJ Program.*

### **Fundamentals of Health & Wellness (775)- not offered for 2012-13**

**2.5 credits**

This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. The course will explore topics related to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self responsibility. Three college credits may be earned for this course at no financial obligation on the part of the student. Students must take Dynamics of Health Care in Society (773) prior to enrolling in this course. *This course is eligible to receive college credit through the UMDNJ Program.*

### **Emergency & Clinical Care (774)**

**2.5 credits**

This course will train students to deal with emergencies prior to the arrival of advanced medical help. Students will learn to recognize and respond to emergencies. Upon completion of the course, students will be certified in American Red Cross Standard First Aid with AED training. Students will have the opportunity to earn college credits through The University of Medicine and Dentistry of New Jersey upon completion of all course requirements and Dynamics of Health Care. Two college credits may be earned for this course at no financial obligation on the part of the student. Students must take Dynamics of Health Care in Society (773) prior to enrolling in this course. *This course is eligible to receive college credit through the UMDNJ Program.*

### **Independent Study (825)**

**2-5 credits**

Students may apply to participate in an independent study project in addition to or in lieu of regular classes during the spring semester of their senior year. Projects may involve academic research or artistic expression, but a written report is always required along with a final public presentation. The application process is a rigorous one, requiring a detailed plan for the project. If the application is approved, the student works under the supervision of a teacher or outside mentor and may earn from two to five credits.

**Student Community Services (828)****5 credits maximum**

This program will permit students to engage in volunteer work outside of school for credits. Students will provide service in recognized social agencies. They will be encouraged to work in the areas of health services, tutorial services, pre-school programs, library services, and first aid squads. A contract shall be established between the agency and the student for service to be performed. Credits awarded are determined upon the completion of the experience based upon time served to a maximum of five credits. This program will provide valuable learning experience in the real world, stimulate self-discipline, create better understanding of social problems, and also offer an excellent opportunity for career exploration. The deadline date for applications will be June 1 of the school year for participation in the program for the following year. This credit does not count towards graduation and is not included as part of the GPA calculation.

**Special Education**

Provided only to students who have been classified according to law by the Child Study Team, special education services are designed to deal with the unique needs of those students in the least restrictive educational environment. Their program of studies is determined by an Individualized Education Plan (IEP) developed by a Child Study Team consisting of School Psychologist, and Learning Disabilities Teacher-Consultant in addition to other professionals as needed. In each school, a special Guidance Counselor works with all classified students. Based on their needs, classified students may be placed in a full continuum of alternative placements ranging from regular education with supplementary aids and services to resource programs providing instruction in and in lieu of the regular classroom to out-of-district placements for those with severe learning disabilities that cannot be accommodated in the home school. All such placements are determined by the IEP, which is developed in cooperation with the students' parents or guardians.

**Speech and Language Services**

The services of a Speech and Language Specialist are provided to identified students to correct mechanical speech problems and/or improve English language skills. Such services may be provided to classified special education students or to others who are identified by the Specialist based on a legally-mandated evaluation process. Identified students are removed from a required study hall in order to receive one or more days per week of instruction as individuals or in small groups.

**Gifted and Talented Programs**

The Regional High School District meets the needs of its gifted and talented students through flexibility and diversity of programs and services. It does so by offering a comprehensive curricular and co-curricular program augmented by out of district educational opportunities. Thus, in addition to offering a wide range of advanced, honors, and advanced placement courses, the District may, under certain circumstances, grant advanced credit for high school courses taken by seventh or eighth grade students, make special scheduling arrangements to accommodate students pursuing athletic talents through private coaching, provide partial reimbursement for advanced science or mathematics courses taken at the college level but which are not normally a part of the high school curriculum, or encourage independent study.

## BUSINESS EDUCATION

Business education consists of the development of both business and life skills enabling students to become intelligent consumers of goods and services, practitioners of skills necessary for success in college and post-graduate studies, and be prepared for the pursuit of careers in a business environment.

### **Freshmen Seminar & Personal Finance (9<sup>th</sup> Grade) (605 & 606) 2.5 credits, 2.5 credits**

*Freshmen Seminar (605)* is a semester course for every incoming freshman emphasizing the essential transition and individual needs of each student to become successful and independent learners. During the earlier units of this course, the emphasis will focus on high school transition skills, campus resources, character development, identifying and utilizing learning styles, study skill and time management strategies, self-advocacy and self-management, and communication and conflict resolution. Units will then focus on building community to global awareness, career exploration, and individualized identification of post-secondary options. The Freshmen Seminar course incorporates a universal theme of service learning and is designed to infuse the use of technology, self-management, character development, and the cross-curricular application of skills and knowledge throughout the year.

*Personal Finance (9<sup>th</sup> Grade) (606)* is a semester course following Freshmen Seminar that addresses the increasing demand for students to be prepared to enter the complex and fast-paced financial world. Students will explore the basic understanding of financial institutions, the use of credit, insurance, and investment options. Personal Finance will provide valuable life skills that prepare students to meet the challenges of a complex global society in which they will be employed, pay taxes, support families, create enterprises, and uphold civic duties. As students embark on the road to financial independence, they will learn the requisite skills to achieve such independence, having acquired the knowledge and confidence to make informed decisions about their personal financial plans.

### **Introduction to Business (604) 2.5 credits**

Introduction to Business introduces students to the business and commercial world, with a foundation for meaningful preparation in more advanced Business courses. Introduction to Business is a survey course providing an overview of the study of business and the role businesses play in the economic, social, and political environments. In addition, the course will provide exposure to the functional disciplines of business including finance, marketing, management, accounting, operations, and information technology. The semester course will also provide opportunities to explore current events and landmark case studies.

### **Marketing (603) 2.5 credits**

Marketing will expose students to the fundamentals of business from a marketing perspective. It will provide students with the core concepts and strategic perspectives found in college business and marketing classes. Marketing connects learning to real-world experiences and promotes student-directed learning opportunities. The course begins with the basic foundation of economics and trade, and continues with a concentration in the marketing and advertising disciplines. The importance of communication and management theory is also explored. In addition, students will develop knowledge and skills in the areas of selling, promotion, social and ethical responsibility, market research, and product planning during this semester course.

### **Accounting (621) 5 credits**

Accounting provides practical knowledge and skill development of the analysis and utilization of financial information for entrepreneurs, accountants, clerical workers, retail personnel, or personal use. Students will become familiar with business documents, terminology, organization, and procedures. Accounting develops marketable accounting skill sets. The course will also aid students in discovering their interest and aptitude for a career in the financial or accounting fields. Exposure to automated accounting and the accounting cycle is achieved through the completion of a comprehensive business simulation.

**Financial Accounting CLEP Honors (622)****5 credits**

The College-Level Examination Program® (CLEP) offers students the opportunity to receive college credit for information and skills they already possess. CLEP is the most widely accepted credit-by-examination program in the U.S. today. The Financial Accounting examination covers skills and concepts that are generally taught in a first-semester undergraduate financial accounting course. In this course, students will be provided with the knowledge and materials necessary to practice and pass the Financial Accounting CLEP exam. In addition, students will receive honors credit towards their high school GPA. Enrollment is based upon a student interview with a selection committee.

**Personal Finance (Grades 10-12) (612)****2.5 credits**

Personal Finance (Grades 10-12) is a semester course for sophomores, juniors, and seniors that address the increasing demand for students to be prepared to enter the complex and fast-paced financial world. Students will explore the basic understanding of financial institutions, the use of credit, insurance, and investment options. Personal Finance will provide valuable life skills that prepare students to meet the challenges of a complex global society in which they will be employed, pay taxes, support families, create enterprises, and uphold civic duties. As students embark on the road to financial independence, they will learn the requisite skills to achieve such independence, having acquired the knowledge and confidence to make informed decisions about their personal financial plans.

**Sports and Entertainment Marketing/Management (613)****2.5 credits****Not offered in 2012-13.**

Sports and Entertainment Marketing/Management provides the opportunity for students to analyze the components of the sports and entertainment industry. Students will explore sports marketing careers in the areas of promotions and advertisement, event management, fund raising, and licensing for such entities as collegiate athletics, professional sports teams, sports governing bodies (NCAA, NBA, U.S. Olympic Committee, etc.), and sporting good companies (Nike, Adidas, Champion, etc.). The course offers a focused marketing curriculum that will prepare students for further business studies at the collegiate level.

**International Business Practice Firm Honors – IBPF (642)****5 credits**

International Business Practice Firm Honors (IBPF) is a simulated business course that mirrors the real business world. IBPF consists of the development and operation of a company set up by students with the assistance of teachers and real-world business partners. The students first determine the nature of their business, including products, services, organizational structure, and management. The course then evolves to the daily operations of running a business. Emphasis is based on using current business and accounting software, communications, and the Internet for conducting business transactions with more than 3,000 cooperating international business practice firms worldwide. These transactions include procedures to import and export products/services. IBPF is offered to upperclassmen with priority given to seniors. Enrollment is based upon students having a prerequisite of one business education course and an interview with a selection committee. *This course is eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

**Cooperative Marketing Education (641)****15 credits**

The Cooperative Marketing Education program is designed to prepare students for entry level employment in marketing, management, merchandising, and service occupations. This program is recommended for students who plan to attend post high school vocational and technical institutions, as well as for those who plan to enter the workforce directly upon graduation.

The students spend one-half day in the high school and one-half day at an approved job. During the time the students are employed in these work experiences, they are under the supervision of the teacher-coordinator as well as the employer. A training agreement is signed by the student, parents, school and employer. In addition to earning school academic credit, the students receive a paycheck each pay period for time spent on the job.

Acceptable categories of work are apparel (clothing), fashion design, advertising, visual merchandising, hospitality (host or hostess), finance, credit (banking), tourism (travel), food, restaurant marketing, sales, entrepreneurship, computers, vehicles, petroleum, gas, communications, buying, marketing, and management.

## **FAMILY & CONSUMER SCIENCE**

The Family and Consumer Science Department is an applied science that is centered on courses that prepare students for family life as well as work life and introduce students to careers related to our courses. The department strives to empower students to manage the challenges of independent living and working in a diverse global society. Courses include topics of everyday life including child development, food science, nutrition, textiles, fashion and careers.

### **Fundamentals of Culinary Arts (525)**

**2.5 credits**

This semester course will serve as an introduction to the fundamentals of food preparation, recipe building, and the development of basic kitchen skills. These skills will be integrated into a wide variety of units through demonstration, tastings and lab experiences. This foundation course will emphasize time, energy, and resource management, basic nutrition, following directions, and interacting with peers while preparing breakfast basics, quick meals, healthy snacks and baked goods. This course is open to all students in grades 9-12.

### **International Cuisine (526)**

**2.5 credits**

Food is an integral part of one's cultural identity. Food selections and preparation techniques are influenced by the availability of certain foods in a country, the lifestyle and economics of the area. This semester course will explore the ethnic influences and food preparation techniques of regional and global cuisines. An emphasis will be placed on using recipes that reflect the multicultural and ethnic backgrounds of our students. This course is open to students in grades 10-12.

### **Advanced Culinary Arts (527)**

**2.5 credits**

This fast paced course will "kick it up a notch". This course is designed for students with a strong interest in developing advanced culinary skills and exploring career opportunities. Recipes will be selected based on nutritional composition, fresh and seasonal ingredients and innovative methods of preparation. Building on the basics, students will perfect preparation techniques, knife skills, and plate presentation in each unit of study. This course is open to students in grades 10-12.

### **Fashions and Fabrics (528)**

**2.5 credits**

This semester elective course is designed for students to explore the various aspects of creative sewing as well as clothing maintenance and repair. Students will be introduced to basic sewing techniques, using patterns and following directions, and careers in the fashion industry. Students will be encouraged to investigate outlets for their artistic and creative talents as they construct their clothing and/or decorative accessories. This course is open to all students in grades 9-12.

### **Child Development (529)**

**2.5 credits**

Child Development is a semester course designed to explore the theories and fundamentals of the young child's physical, emotional and intellectual development. Students will study the educational theories of Piaget and Erikson as well as others. This class includes the planning and execution of appropriate preschool space and activities for children at various stages of development. Course may include field visits to various area preschool programs. This course is available to students in grades 10-12.

**Tomorrow's Teachers (530)****5 credits**

This is a full year course designed to introduce potential future teachers to the field of education. Students will be exposed to a three – themed course curriculum that covers the history of education, educational theory, learning styles, and classroom procedures. Students will do field work in local area schools and observe different grade levels and styles of instruction as well as selecting a grade level, subject, and teacher to complete their field experience. Students will model professional behavior and dress while observing and teaching. This course is available to students in grades 11 & 12.

## ENGLISH

The English program utilizes the close examination of great literature, frequent writing practice, as well as the contextual study and use of language, grammar, and vocabulary to develop the skills necessary for all our students to become college and career ready in the 21<sup>st</sup> century. All students are required to complete four years of English study in order to graduate. Each level of study includes independent readings assigned during the school year and a summer assignment. Additionally, the students are required to complete a research or critical analysis writing task in order to cultivate their writing fluency while integrating primary and secondary sources.

### **English I – Introduction to Literature (111 &115)**

**5 credits**

English I stresses the development of the fundamental skills of literacy: reading, writing, speaking, listening, and language. This course frames the students' exploration of a wide range of rich literature around the various genres of the short story, novel, drama, non-fiction / informational text, and poetry. The instruction at this level will focus on close reading strategies, multiple modes of writing, effective expression through speech, and the standard conventions of grammar usage and vocabulary.

111 – College Preparatory

*Strong communication skills, good academic record, strong work ethic, self motivated. Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.*

115 – College Preparatory

*Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.*

### **English I Honors – Introduction to Literature (101)**

**5 credits**

This course is designed to meet the needs of the most academic, industrious and highly-motivated students. The Honors sections will follow the basic English program of study, but will go into greater depth, require more time for writing and research, emphasize outside reading assignments and place more demands on the students' ability to conceptualize and draw conclusions from their reading and research. To enroll in this course, students need to be recommended by their eighth grade English teacher or gain approval through the district's honors appeal process.

### **English II – American Literature (121 & 125)**

**5 credits**

English II builds upon the skills developed in the preceding year through a thematic approach to American Literature. This course will examine the literature and culture from early Colonial writers of short stories, novels, dramas, non-fiction, and poetry to those influential Contemporary writers of today. The skills of textual analysis and substantive discussion are emphasized in addition to the development of persuasive, expository, reflective, and creative writing. Students will further expand their understanding and use of grammar, vocabulary, and rhetoric in both their speaking and writing.

121 – College Preparatory

*Strong communication skills, good academic record, strong work ethic, self motivated. Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.*

125 – College Preparatory

*Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.*

**English II Honors - American Literature (120)****5 credits**

This course is designed for an accelerated study of American Literature. Emphasis will be placed on advanced writing techniques, particularly expository and thesis writing, with an extensive research paper required. Students will also be required to demonstrate competence in communication skills both as an individual and as part of the classroom structure. Students enrolled in this course will either have successfully completed the English I Honors course or may apply for acceptance in the preceding spring through the district honors appeal process.

**English III (131 & 135) – British Literature****5 credits**

English III focuses on the various genres from the major movements of British Literature such as the Middle Ages, the Renaissance, the Age of Reason, the Romantics, and the modern era. The students will enhance the skills of close reading and critical analysis through examining the major historical, philosophical, and psychological influences that shape this robust collection of literature. In addition to writing those forms taught in English I & II, the writing of critical and interpretive essays is introduced in this course in order to further expand the students' facility in creating with the written word.

131 – College Preparatory

*Strong communication skills, good academic record, strong work ethic, self motivated. Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.*

135 – College Preparatory

*Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.*

**Advanced Placement English III (132) – English Language****5 credits**

This course is designed for those students who have successfully completed two years of English Honors. The Advanced Placement English III course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students enrolled in this course are expected to take the College Board Advanced Placement exam in May.

**English IV (141 & 145) – World Literature****5 credits**

In addition to reinforcing those skills (reading, writing and listening, etc.) which have been developed in English I, II, and III, this course will have as its emphasis the study of the literature of the world. This study of World Literature will be directed at the ability and interest level of the particular class grouping of students. In the first semester students will explore the literature and culture of the ancient East through the times of the Greeks and Romans. In the second semester students will study the literature of Europe beginning in the Middle Ages to the Modern Age.

141 – College Preparatory

*Strong communication skills, good academic record, strong work ethic, self motivated. Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.*

145 – College Preparatory

*Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.*

**Advanced Placement English IV (140) – English Literature****5 credits**

This course is designed for students who have successfully completed the Honors programs in English I, II, and III. The AP English IV course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students enrolled in this course are expected to take the College Board Advanced Placement exam in May.

**English Essentials (180)****2.5 – 5 credits**

The main objective of the English Essentials course is to prepare seniors who have previously not passed the HSPA to have success in passing the October HSPA. The secondary role of the course is to have every student exposed to, prepared for and, have success in completing the AHSA process. Finally, the course is designed for those students taking the class as a full year course to prepare for college placement tests in English. This will strengthen their skills with respect to HSPA standards. Students placed into this course will take this course for elective credit in their 12<sup>th</sup> grade year.

*Elective courses are available to all sophomore, junior, and senior students and are highly recommended for those students who have an interest or expertise in the subject area.*

**Art of Writing (156)****5 credits**

This course is intended to provide students with composition skills necessary to produce compositions with a specific purpose. A workshop format will be the basis for instruction and students will be expected to critique their own and their fellow students' writing. The course will begin with the explanation of writing from experience and move to such writing tasks as exposition, description, and narration. A great emphasis will be placed on the technique of revision. In addition, the course will thoroughly review the writing of a research paper, using MLA documentation and the computer. Preference is given to juniors and seniors.

**Journalism (149) – not offered for 2012-13****5 credits**

Through a study of both print and electronic media, the course is designed to develop students' language skills, computer skills, and critical thinking. Print media is focused upon during the first semester while electronic media is the focus throughout the second semester. Since most of society's perception of America derives from the media, students need to develop skills that will enable them to become informed consumers of the media. This course enables students to understand the purposes, successes and failures of the media. Students will discuss legal and ethical aspects of the media as they understand the critical role of journalism in a democracy. In addition, they will generate story ideas, interview sources, and use the writing process to write meaningful articles. Computer instruction will allow students to access a wide range of information and to write articles using updated software programs. Basic writing skills are required.

**Theatre Arts (152)****5 credits**

Theatre Arts is an academic workshop course touching all aspects of theatre arts and production, including a survey of drama-theatre history, theatre architecture, acting, playwriting and production, house management, design and directing. While some instruction is accomplished through lecture-discussion and assigned reading, the basic approach is workshop, in which extensive participation is expected of all class members. This elective is available to students in grades 9-12.

**Film Study (153)****5 credits**

This course will allow students to develop the ability to view, analyze, interpret, and explain the major elements of film-making and how they affect a viewer's perception of film. Students will determine the function of major film-making elements, such as film narrative, cinematography, editing, sound, lighting, dialogue, camera angles, and how they are utilized to communicate major themes in film. There is a strong academic focus with extensive writing and research. Preference is given to juniors and seniors with seniors having priority.

*This course is eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

**Mass Media & Communications (157)****2.5 credits**

This course is designed to thematically approach the historical and current trends in the ever evolving field of mass media of the 21<sup>st</sup> Century. The course enables students to understand the purposes, successes and failures of the media, and to make their own contributions to the field. The students will participate in multiple hands-on workshops in which they generate story ideas for all genres of news, research articles and issues, interview sources, create and produce broadcast news programs and use the writing process via the Internet and with technology to develop an understanding of the critical role of journalism in a democracy.

## MATHEMATICS

The mathematics program consists of two primary levels of study: Honors and College Preparatory. The Honors level courses are very rigorous and challenging, and they integrate separate branches of mathematics through a spiral arrangement of concepts treating mathematics as a complete area of study. The College Preparatory courses cover all appropriate topics at a somewhat less rigorous pace while preparing students for future studies as well as the High School Proficiency Assessment. All students are required to take three years of mathematics at the high school level.

### **Algebra I (721)**

**5 credits**

This course covers the concepts of algebra from number theory and linear equations through systems of equations in two variables, rational/irrational expressions, inequalities, functions, quadratic functions and problem-solving skills. Along with strong verbal skills, the student should have a firm foundation in the arithmetic skills using integers, fractions, and decimals. This course is for the college-bound student with appropriate mathematical skills and a minimum C average in previous mathematics studies.

### **Algebra I (725)**

**5 credits**

This course covers the concepts of algebra from number theory and linear equations through systems of equations in two variables, rational/irrational expressions, inequalities, functions, quadratic functions and problem-solving skills, but at a slower pace than the 721 course. This course is for the student who is still in need of developing some additional computational skills with integers, fractions and decimals while completing the Algebra I program.

### **Algebra I (727)**

**5 credits**

This course covers the concepts of algebra from number theory and linear equations through systems of equations in two variables, rational/irrational expressions, inequalities, functions, quadratic functions, and problem-solving skills. The pacing of this course is similar to the 725 Algebra I course. The course is for the students still in need of developing some additional computational skills with integers, fractions and decimals while completing the Algebra I program.

### **Geometry (731)**

**5 credits**

This course covers the basics of plane geometry. Algebraic skills are reinforced through geometric applications and problem-solving. There is a heavy emphasis on proofs and logical thinking. This course is for the college-bound student who is strong in algebraic skills with a C average in Algebra I being a minimum requirement.

### **Geometry (735)**

**5 credits**

This is a course that prepares students for college by covering the basics of plane geometry, but at a slower pace. Algebraic concepts continue to be reinforced through geometric applications and problem-solving.

### **Geometry Honors (730)**

**5 credits**

In addition to the usual geometry curriculum, the Honors course will provide a more rigorous approach to proofs and applications. In this course, additional advanced topics are introduced. Teacher recommendation and a B average in Algebra I are required.

### **Algebra II and Trigonometry (741)**

**5 credits**

This is a college preparatory course that covers Algebra II and Trigonometry topics as a means of preparing students for Pre-Calculus or Probability and Statistics. Although not an Honors level course, a serious commitment to studying mathematics is required. A minimum of a C average in Algebra I and Geometry is required.

**Algebra II and Trigonometry (745)****5 credits**

This course covers the required topics at a pace more suitable for the non-mathematical, college-bound student. This course completes the typical three-year mathematics requirement while preparing students for their college studies. This course is not recommended for students planning to take Pre-Calculus the following year.

**Algebra II and Trigonometry Honors (740)****5 credits**

A rigorous college preparatory course designed to prepare students for a math or science vocation as well as the Pre-Calculus and Advanced Placement Calculus courses that follow. Algebra II topics are covered during the first three marking periods with Trigonometry being the primary focus during the fourth marking period. A strong Algebra I and Geometry background is required with Algebra II and Trigonometry topics being covered at a rigorous pace and additional theoretical depth.

**Pre-Calculus (751)****5 credits**

The goal of Pre-Calculus is to provide for the more serious mathematics students an in-depth coverage of advanced concepts of algebra, geometry, and trigonometry in preparation for the study of Calculus. The content includes such topics as functions, number systems, logic, analytic geometry, probability, limits, and introduction to Calculus. A highly successful completion of Algebra II and Trigonometry 741 with a C average or better is recommended as a prerequisite.

**Pre-Calculus Honors (750)****5 credits**

This course is designed for the student who is adept in algebra and geometry skills and wishes to pursue a mathematics-related vocation. The course focuses on an in-depth study in the areas of logic, equations and systems of equations, complex number systems, functions, trigonometry, elementary Calculus, and probability and statistics. Teacher recommendation and a B average or better in Algebra II and Trigonometry Honors are required.

**Calculus (761)****5 credits**

This course is offered to the student who desires to take Calculus in high school as preparation for college. This course follows a first year Calculus syllabus. Included are discussions of limits, logarithmic and exponential functions, derivatives and integrals and applications of both. The student is expected to have successfully completed Pre-Calculus as a prerequisite.

***This course is eligible to receive college credit through the Seton Hall University Project Acceleration Program.***

**Advanced Placement Calculus (760)****5 credits**

This course follows a first-year Calculus syllabus with a curriculum provided by the Educational Testing Service for possible advanced placement credit. Included are discussions of derivatives, integrals, hyperbolic functions, infinite series, applications of integration, conic sections, and polar coordinates. Students are encouraged to take the Advanced Placement Test which is offered in May. It is highly recommended that the student successfully complete Pre-Calculus Honors before taking this course. Teacher recommendation and a B average or better in Pre-Calculus Honors is required.

**Probability & Statistics (764)****5 credits**

This course is intended to provide an alternative to the Pre-Calculus course offered in their senior year. Those students strong in math may take the course concurrently with either Pre-Calculus or Calculus. This course will acquaint the student with the theory of probability and to illustrate applications of statistical theory. Students will develop the ability to use statistics to describe a set of data, use probability theory to determine the outcome of an event, use statistical inference to derive a logical conclusion for a given problem, and use linear regression solutions to solve real-world situations. Minimum prerequisite: Algebra II/Trigonometry (741).

*This course is eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

**Trigonometry III (765)****2.5 credits**

This course prepares students for further studies in mathematics or for work in technical fields. Students learn the six trigonometric functions and demonstrate their use in the identities, inverse functions, radian measures, and special triangles. This course is a good foundation for pre-calculus. Prerequisite: Successful completion of Algebra 2.

**Discrete Math (766)****2.5 credits**

This course stresses the connections between contemporary mathematics and modern society, accommodating new ideas in mathematics and their applications to our daily lives. Topics applicable to real world situations include: management sciences, statistics, voting and social choice, fairness and game theory, size and growth, and money and resources. Prerequisite: Successful completion of Algebra 2.

**Computer Mathematics (771) – not offered in 2012-13****5 credits**

This course is an introduction to programming methodology utilizing visual BASIC as the core language. Program design and techniques will be developed through various activities and projects. Each student will gain experience in the use of the personal computer, supplemented by special activities incorporating the computer environment. Successful completion of two years of college preparatory mathematics is recommended.

**Math Essentials 10 (704)****5 credits**

This course consists of mathematics skills needed for successful participation in upper-level high school courses as well as preparation for the state Algebra I End of Course Assessment. Enrollment in this course will be limited to students based upon academic need and record of performance during the 9<sup>th</sup> grade year as well as achievement on the Algebra I End of Course Assessment and NJASK 8 exams. Students placed into this course will take this course in lieu of one elective in their 10<sup>th</sup> grade year.

**Math Essentials 12 (772)****2.5 – 5 credits**

The main objective of the Math Essentials 12 course is to prepare seniors who have previously not passed the HSPA to have success in passing the October HSPA. The secondary role of the course is to have every student exposed to, prepared for and, have success in completing the AHSA process. Finally, the course is designed for those students taking the class as a full year course to prepare for college placement tests in math. This will strengthen their skills with respect to HSPA standards and, they will be exposed to and show an understanding in life skill mathematics. Students placed into this course will take this course for elective credit in their 12<sup>th</sup> grade year.

## MUSIC

The music program is designed to provide students with group and individual musical experiences which foster interest in and appreciation for music. The program is diversified enough to meet the needs of beginners and those students already advanced in their skills. The choir and band electives serve as our primary instructional modes for the performing arts. The variety of ensembles varies seasonally and affords performing groups an opportunity to participate in numerous concerts, selected school and community functions as well as special music festivals. Specifically, the programs offer sufficient variety for the casual participant as well as advanced level training for those students seeking professional career training.

### *CLASSROOM MUSIC*

#### **Music Theory I (501)**

**5 credits**

This course consists of the basic construction of music, notation, ear training, elementary harmony, musical form, and melody writing. It is open to students, grades 10-12 with a strong musical interest.

#### **Music Theory II (502)**

**5 credits**

This course is designed to provide the serious music student with studies in his or her field of interest and to prepare for advanced study. Counterpoint, orchestration and form and analysis are some of the phases which will be emphasized. Open to students in grades 10-12 upon successful completion of Music Theory I. Students who have not achieved an A or B in Theory I are strongly advised against Theory II.

#### **Applied Instrumental Music (504) – not offered in 2012-13**

**5 credits**

This program is designed to provide the student who is already participating in the instrumental music program the opportunity for advanced independent study, with supervision, on his or her principal instrument. Students may also use this course to begin the study of a second instrument. This course requires instructor approval.

#### **Applied Vocal Music (505)**

**5 credits**

The program is designed to provide interested students who are already participating in the vocal music program with the opportunity to study voice on an individual basis. Principles of breathing, tone production and projection are dealt with in depth. Standard vocal literature is studied and performed. This course requires instructor approval.

#### **American Popular Music (506)**

**2.5 credits**

This is a survey course of population music in the United States from the middle of the eighteenth century to present day ranging from blues, rock and roll, jazz, and pop music. Careers of significant musicians will be discussed, with music listening being a prevalent activity throughout the course. The relationship of social, political, and cultural events, trends to the evolution of popular music, and the impact of popular music on daily life and culture are among the major themes that will be investigated throughout the course. The course content reflects basic pursuits of all musicians: creating, performing, and making connections. A student who completes this course will gain knowledge of musical terminology and styles without taking a performance based course offering. There is no prerequisite for this course.

#### **Music Technology (507)**

**2.5 credits**

This is a hands-on course through which students will use the latest in music production software and hardware. Students will explore arranging, audio engineering, producing, and composing music using computers and digital technology through GarageBand. Students will have the opportunity to develop their creative and critical thinking skills, enhance their musical and technological understandings, and explore career opportunities.

## *INSTRUMENTAL MUSIC*

### **Band (511)**

**5 credits**

Band, a 5-credit performing arts elective, is open to all students wishing to begin or continue music study through woodwind, brass and percussion instruments. In addition to one class period per day for large ensemble rehearsal, all students enrolled in band will receive a weekly lesson (instruction) in which contemporary music software and technologies are utilized. Students have used one of the following scenarios for scheduling one lesson per week: study hall, physical education class (if not impacted by science lab), before school or after school, or 1/2 of one lunch period. All band students are also required to participate in the marching band during the first marking quarter. This group performs at all football games. At the conclusion of the fall marching band season, students are assigned into one of two concert bands (Wind Ensemble or Concert Band) according to proficiency level. Performances include various school band concerts and music festivals throughout the school year.

### **String Ensemble (515)**

**5 credits**

Orchestral strings, a 5-credit performing arts elective without prerequisite, is limited to students who wish to begin and/or improve performance skills on violin, viola, cello, acoustic string bass and/or orchestral harp. This class seeks to develop performance skills sufficient to participate in school concerts and musical productions. Performance ensemble assignments will be based on student proficiency level. The more advanced students will have increased solo and chamber ensemble responsibilities at school functions and are encouraged to participate in Region and All-State Orchestra auditions. Violin students are expected to have their own instrument.

## *VOCAL MUSIC*

### **Concert Choir (514)**

**5 credits**

Concert Choir, a 5-credit performing arts elective, is open to all students wishing to begin or continue study of voice. Membership in this class/ensemble is open to all students without audition. The class is focused on the studying of a wide range of vocal literature ranging from popular selections to more difficult pieces requiring a mixed voice repertoire. As a performance-based program, students are required to participate in various concerts throughout the school year.

## **PHYSICAL EDUCATION, HEALTH, SAFETY & DRIVER EDUCATION**

Each student is scheduled for five periods per week of Physical Education and/or classroom instruction in health, safety and driver education. Three marking periods each year are devoted to Physical Education (earning 3.75 credits) and one marking period to the classroom instruction (earning 1.25 credits). Both the Physical Education and other instruction must be passed separately in order to graduate.

### **Physical Education (Grade 9) (011)**

**3.75 credits**

The emphasis of the ninth grade program is on the development of personal physical fitness and participation in activities that foster fitness and basic physical skills for lifelong activities.

### **Health (Grade 9) (011)**

**1.25 credit**

Ninth grade health instruction is divided into two parts. The first part deals with human growth and development, including the development of responsible sexual attitudes; and the second with drug awareness, including the development of an understanding of the causes, effects and impact of drug abuse.

### **Physical Education (Grade 10) (021)**

**3.75 credits**

Tenth grade Physical Education expands upon the concepts of fitness learned in the ninth grade. Emphasis is on the ability to make informed decisions concerning health and personal fitness, as well as on specific skills required to participate in a variety of exercises and activities.

### **Health: Driver Education (Grade 10) (021)**

**1.25 credit**

Driver Education, as an aspect of health instruction, is provided to all tenth grade students because of its important implications for the health and safety of young adults.

### **Physical Education (Grades 11 and 12) (041)**

**3.75 credits each year**

Eleventh and twelfth grade students are combined in a program that is geared to their ability to assume responsibility for their fitness. Included are specific sports activities selected to achieve that goal and develop a life-long interest in active leisure pursuits.

### **Health (Grade 11 and 12) (041)**

**1.25 credit each year**

Eleventh and twelfth grade students are combined in a program that continues to stress decision-making related to personal health and wellness. The eleventh grade course of study and the twelfth grade course of study are offered in an alternating year.

### **Adapted Physical Education (Grades 9-12) (051)**

**3.75 credits each year**

This program is designed for students who are recommended by their physicians or the Child Study Team to participate in an individual program that meets their special needs.

## SCIENCE

The science program is designed for both the science-oriented student and the student whose interests lie in other fields. The program offers courses in the basic laboratory sciences: biology, chemistry, physics, ecology, and environmental science. Biology, chemistry, physics and environmental science are also offered at the advanced level. All students are required to take three years of science.

### **Biology (301)**

**5 credits**

The subject matter includes basic life processes, ecology, heredity, evolution, and the fundamental chemistry of life. Regular laboratory periods are designed to encourage observation and interpretation of experimental data. This course prepares students for the New Jersey Biology Competency Test.

### **Biology Honors (300)**

**6 credits**

This course is designed as an in-depth study of basic life processes, heredity, evolution, and fundamental chemistry of life. In addition, other topics include immunology, parasitology, and hydrogen, carbon, oxygen and nitrogen cycles of nature. A laboratory activity is scheduled each week to reinforce concepts studied. This course prepares students for the New Jersey Biology Competency Test.

### **Ecology 9 (306)**

**5 credits**

Students in this freshmen level course will discuss life cycles of living things and their interactions with the ecosystem contributing to global concerns. Geologic changes affecting ecosystems and human interaction altering the ecosystem will be explored. Interactions in the ecosystem which maintain a balance among living and non-living resources will be essential to this course. This course explores hands-on and problem-based learning with an emphasis in building skills in literacy, analysis, and application in order to prepare students for the New Jersey Biology Competency Test which students will take the following year.

### **Anatomy & Physiology (308)**

**5 credits**

This is a second year course designed as an in-depth study of the anatomy and physiology of the human body. It is recommended for students interested in health related careers as well as those students who desire to learn in detail about the structure and functioning of their bodies. Labs, including dissections, and individual projects supplement the class work. Biology and Chemistry are prerequisites for this course.

*This course is eligible to receive college credit through the Seton Hall University Project Acceleration Program.*

### **Advanced Placement Biology (309)**

**6 credits**

This second year course in Biology is specifically designed to prepare the student who plans to major in science at the college level. This course examines in-depth the topics of cell and molecular biology, genetics, evolution, taxonomy, anatomy and physiology, ecology, and botany. It is designed to prepare students for the Advanced Placement and CLEP Examinations for college credit. Students are strongly encouraged to take the Advanced Placement examination in May. The class meets for six periods per week. Successful completion of Biology Honors (300) and Chemistry Honors (311) are required or Biology (301) and Chemistry (310) with at least an A- average and application are required prerequisites for this course.

**Conceptual Science (313)****5 credits**

Conceptual science provides the students with the opportunity to study similar topics as in Chemistry 310, but with a more descriptive approach than Chemistry 310. Laboratory work and problem-solving skills are emphasized as the route to achieving competence in aspects within the discipline of chemistry. This course is provided for the science student who finds mathematical concepts more difficult; therefore, the mathematical aspects are approached with more review.

**Chemistry (310)****5 credits**

This course provides students with a working knowledge of atomic theory, chemical periodicity, the mole concept, and energy changes within chemical reactions. Laboratory work and problem-solving are used to develop understanding of chemical concepts. The course is recommended for the college bound student. Minimum prerequisite: Algebra I (721).

**Chemistry Honors (311)****6 credits**

This course is designed as a basic investigation of major principles of inorganic chemistry, atomic structure, bonding, chemical mathematics, solubility, oxidation-reduction, energy, rates of reaction, and elementary chemical analysis. Emphasis is placed on laboratory experiments and the development of problem-solving techniques. This class meets six periods per week and should be elected only by high ability students.

*This course is eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

**Advanced Placement Chemistry (312)****6 credits**

This course is designed to cover the same basic concepts as a freshman college chemistry course. It is assumed that the students will have a college chemistry course. It is assumed that the students will have a sound basic knowledge of atomic structure and chemical bonding. The interactions between physics and chemistry will be emphasized and the overall purpose of the course is to develop an awareness and sound understanding of basic chemical concepts such as dynamics, kinetics, and equilibrium. Laboratory exercises will be performed to supplement and strengthen the concepts of class work. The class meets six periods per week. Students are strongly encouraged to take the Advanced Placement test in May. Three years of college preparatory mathematics completing Algebra II/Trigonometry (741), and chemistry, with a minimum average of B- or better in mathematics and A- or better in science courses are required as prerequisites. Physics may be taken concurrently with Advanced Placement Chemistry.

**Physics (320)****5 credits**

The regular physics course is designed for those students who are interested in physics but who do not intend to pursue science or engineering. The aims of the course are to make the college-bound student more aware of the principles of physics, to become more "science literate," and to stimulate some of the students to take more courses in science. It is suggested that students take a minimum of Algebra 2/Trigonometry (741) concurrently with this course.

**Physics Honors (319)****6 credits**

This course is designed to investigate the interaction of matter and energy as expressed by mathematics. Basics of motion, thermal effects, sound, magnetism and electricity are introduced along with concurrent laboratory demonstrations and student experiments. Proficiency in problem analysis in mathematics is highly desirable. The class meets six periods per week. Completion of Chemistry (310) and Algebra 2/Trigonometry (741) with a B- or better are required prerequisites for this course.

**Advanced Placement Physics (321)****6 credits**

This course is designed to cover the same basic concepts as a freshman college introductory physics course. The topic coverage will be broad with no major field of emphasis. The topics to be covered include: kinematics, dynamics, statics, momentum; and selected topics in electricity and magnetism. Laboratory exercises will parallel the class work. Students are strongly encouraged to take the Advanced Placement examination in May. The class meets six periods per week. Prerequisites are successful completion of Honors Chemistry (311) and Honors Physics (319) or an A- average in Chemistry (310) and Physics (320). Students must have at a minimum completed Algebra II/Trigonometry (741) with a B- or better average. Calculus taken currently with Advanced Placement Physics is desirable.

**Environmental Science (331)****5 credits**

Students in this class will learn about the many aspects of our environment of the Earth and the atmosphere that surrounds us. Students will also recognize the impact of humans on the Earth's surface and the use of non-renewable resources. They will develop an understanding of the environment as a system of interdependent components and the impact that both natural phenomena and human activity have on the different components. The course is designed to emphasize enhancing content knowledge while providing an opportunity to experience real science.

**Advanced Placement Environmental Science (332)****5 credits**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students are strongly encouraged to take the Advanced Placement examination in May. Completion of Biology and Chemistry are required prerequisites for this course.

## **SOCIAL STUDIES**

The Social Studies program develops the basic knowledge, attitudes and skills necessary for active participation in our democratic society. The successful completion of World History, U.S. History I, and U.S. History II are required for graduation. In addition to its other courses, the Social Studies Department offers a four-year program of honor and advanced placement courses. All such courses carry weighted grades and the Advanced Placement courses are geared specifically to help students who may wish to take the Advanced Placement Examination in American History.

### **World History (201)**

**5 credits**

This is a broad-based social studies course not simply focusing on European history but also incorporating aspects of world history (including Africa, Latin America, and Asia), world geography, international relations and world cultures. Emphasis will be given to developing basic social studies skills in reading, writing, speaking, and thinking. It is the required social studies course for ninth grade students.

### **World History Honors (200)**

**5 credits**

This is a broad-based social studies course focusing on European history, world geography, international relations and world cultures. The Honors course for ninth grade students will require more time for writing, research and outside assignments.

### **United States History I (211)**

**5 credits**

The course covers the political, economic, social and cultural growth of our nation from the colonial period to 1900. Throughout the year current problems are related to past events. An emphasis is placed upon those themes in American Studies which have proven to be part of particular impact on contemporary American Life. Activities are utilized throughout this course to develop the students' reading, writing, thinking, and oral communication skills.

### **United States History II (221)**

**5 credits**

As a continuation of United States History I this course begins with 1900 and continues chronologically to approximately our current period. A major section of economics, government, and New Jersey history is included. Emphasis is placed on skill development.

### **Advanced Placement United States History I and II (210 & 220)**

**5 credits each**

These are special survey courses designed to challenge students beyond the level normally expected of high school sophomores and juniors. These courses are taught on a college level and members of the Advanced Placement United States History II course may elect to take the Advanced Placement Test given each year. Students who enroll in Advanced Placement United States History I will either have successfully completed the World History Honors course or, in special cases, may apply for acceptance in the preceding spring. Students in the Advanced Placement United States History II course must have successfully completed Advanced Placement United States History I.

210 – Advanced Placement United States History I

220 – Advanced Placement United States History II

*In addition to the required sequence, the following courses are offered through the Social Studies Department. Elective courses may not be taken in lieu of the required classes in World History and United States History.*

**Genocide Studies (252)**

**2.5 credits**

This course investigates the profound nature of genocide and the repercussions that they have had, and continue to have, on individual groups of people, nations and the entire world. Students will not only explore the political, social, and psychological causes of genocide as a whole; they will also critically analyze these causes as they relate to the many cases of genocide that have occurred throughout the world in the past century. The aim of this course is to promote greater awareness among our students toward these atrocities and the ability to critically think about how conflicts might be avoided and responded to by the world community.

**Advanced Placement Government & Politics: United States (253)**

**5 credits**

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This year-long elective is open to students in grades 11 & 12.

**Advanced Placement World History (254) - grades 10-12**

**5 credits**

**Advanced Placement World History (255) – grade 9**

**5 credits**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. This year-long elective is open to students in grades 10 through 12. Grade 9 students could opt to take this course in lieu of their Honors World History freshmen requirement.

**Advanced Placement Human Geography (256)**

**5 credits**

The purpose of the AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This year-long elective is open to students in grades 10 through 12.

**World Civilization Honors (237) – not offered for 2012-13**

**5 credits**

This course is a senior social studies elective. It concentrates on cultures in today's world. As students study cultures on various continents, the historical background of that people will be blended into a review of the contemporary issues that they face in an increasingly complex world. The social, economic, political, religious and cultural make-up of the society is discovered through a variety of methods including research, tapes, presentations and journals. Emphasis is not on memorization; rather it is on coming to an understanding of the world through the rest of the world's perspective. The impact of westernization and modernization will also be assessed as the selected cultures are analyzed. Students will be encouraged to come to their own conclusions about these societies by means of critical thinking, discussion and writing.

**Human Relations (250)****2.5 credits**

Human Relations investigates the exciting, intriguing, and often controversial theories that deal with human behavior. Students will be exposed to fundamental principles regarding human conduct as found in the disciplines of psychology and social psychology. The viewpoints of Freud, Erikson and many other social theorists will be explored.

**Sociology (251)****2.5 credits**

Sociology will build upon many of the ideas presented in the Human Relations course. The course will introduce the student to the social science of Sociology, which analyzes social institutions and the dynamics of group behavior. The class will also provide students with the opportunity to study major social problems found in contemporary America.

**Economics (244)****5 credits**

This course introduces the student to the study of the broad flow of goods, services, money, and government influences throughout the economy. It emphasizes the concept that economic decisions are determined on the basis of individual and collective values. Students will be introduced to the issues of taxes, inflation, unemployment, as well as the many facets of the role played by the federal government and Federal Reserve. The course will extend into the international arena and examine economics from a global perspective. No prerequisite is required to enroll in this course.

***This course is eligible to receive college credit through the Seton Hall University Project Acceleration Program.***

**Law (242)****2.5 credits**

Law is designed to aid students in developing a personal understanding of human rights and their own responsibility for the protection and extension of legal rights. Students will reflect upon the need for law and develop a working knowledge of how the law impacts their lives, as well as the lives of others. Students will gain an overview of the legal system and concentrate on topics in civil law such as negligence, contracts, and consumer rights. Criminal courts, categories of crime, trial procedure, and Constitutional protections are among the many areas to be studied in this semester course. No prerequisite is required to enroll in this semester course.

## VISUAL ARTS

Visual literacy is the goal of the Department of Art. In order to achieve this goal the art program offers diversified opportunities to any student who desires to participate in a program of creative self-expression. A wide variety of media is utilized including painting, drawing, pottery, sculpture, photography, graphics, fabric decoration, jewelry making, etc. Also introduced is material concerning art careers, art history, and art criticism.

### **Introduction to Art (535)**

**2.5 credits**

What are the Visual Arts? In this semester course, students will learn the elements and principles of art which guide the artist towards making quality artwork that is well-designed, expressive, or both! Students will explore and increase their skills in using a variety of 2-dimensional and 3-dimensional media such as paint, clay, wire, colored pencil, marker, and more. Creativity and problem solving are developed and encouraged along with a respect and appreciation for art across the time periods and cultures.

### **Introduction to Drawing (536)**

**2.5 credits**

Drawing is a skill that can be learned! Through a series of activities that increase visual perception and awareness, students will learn how to make their drawings “pop” off the page. Shading, perspective, and color rendering will be explored as the students draw from real objects, their imagination, and original reference sources.

### **Visual Arts Seminar – *Fundamentals of Drawing/Ceramics* (532)**

**5 credits**

This course is open to second, third and fourth year art students. The Visual Arts Seminar is for the art student who wishes to be exposed to a variety of topics in the artistic arena. The seminar program operates on a three-year cycle:

Cycle 1 (2012-2013) – Fundamentals of Drawing/Ceramics (532)

Cycle 2 (2013-2014) – Color Exploration/Painting (533)

Cycle 3 (2014-2015) – Expressive Drawing/Sculpture (534)

Drawing Fundamentals is designed to allow students to explore methods by which they can learn to visualize and represent their environment. Students will discover the secrets of creating a 3-dimensional world on a 2-dimensional surface. Emphasis will be placed on developing drawing skills, working with value techniques and application, composition, creative thinking, problem solving, analysis, criticism, judgment, and interpretation as well as examination of artists and art history. In the second semester, Ceramics, students will be able to translate 2-dimensional idea-drawings into 3-dimensional functional and decorative/sculptural objects. Through their comprehension of clay and its properties, students will use hand-building and wheel thrown techniques to create 3-dimensional pieces that demonstrate an understanding of the elements and principles of design. Students will explore additive, subtractive, and glazing surface decoration techniques as well. Prerequisite: Visual Arts I.

### **Applied Art (529) – not offered for 2012-13**

**5 credits**

The goal of this course is to introduce the students to the basic art principles and elements and to apply them to the creation of functional works of art as well as traditional crafts. Projects such as papermaking, marbled paper, cut paper, decoupage, paper mache, weaving, silk painting and natural clay will be explored. No prerequisite. Open to all grades.

**Photography 1 (542)****2.5 credits**

In this class, students will learn the difference between a “snapshot” and a photograph that is taken with artistry. Advanced digital camera techniques such as stop action, motion blur, depth of field, bracketing, flash fill, and more will be explored. The photograph will be discussed both as a record and as an expression of personal ideas and experiences.

**Photography 2 (543)****2.5 credits**

In addition to building upon the skills learned in Photography 1, students will gain a greater understanding of Adobe Photoshop as a tool for artistic expression. Students will be introduced to studio lighting techniques as well as the varied career options available to professional photographers. Prerequisite: Photography 1. *This course is not intended for those students who have taken the full-year photography course offered in the past.*

**Graphic Design: Adobe Illustrator (544)****2.5 credits**

This course will focus on how the Adobe Illustrator software program is used in the field of graphic design. Students will learn the elements and principles of design and basic design concepts. Students will create real-world professional designs. Project topics such as typographic design, computer illustration for icon and logo design, package design, and other creative commercial art products will be explored.

**Graphic Design: Adobe Photoshop (545)****2.5 credits**

This course will focus on how the Adobe Photoshop software program is used in the field of graphic design. Students will construct solutions to communication problems in the form of real-world design projects. Building on the basic design concepts, assignments will explore aspects of graphic imagery, photo manipulation, and composition as it relates to visual communication. Project topics such as advertising, cover design, event poster design, and promotional materials will be explored.

**Advanced Graphic Design (546)****2.5 credits**

This course takes graphic design to the next level and is for the graphic design-minded art student. Students will refine their design skills through more advanced, real-world print and web-design projects utilizing the entire Adobe Creative Suite. The course will culminate with the creation of a brand identity and marketing campaign. Prerequisite: Adobe Photoshop & Adobe Illustrator or Communication Graphics from the previous year.

**Technical Drawing (541)****2.5 credits**

This course combines art with technology, focusing on computer illustration as it applies to marketing and other communicative purposes. Students will develop skills in creating high quality computer generated 2 and 3-dimensional illustrations. Course projects include descriptive illustrations that show how things work, plan drawings, and conceptual project design. Emphasis will be placed on fundamental drawing principles, computer illustration proficiency and aesthetic qualities of final illustrations. This semester course is open to all students in grades 9-12.

## WORLD LANGUAGE

In a rapidly changing world, it is more important than ever that we have an understanding of other cultures and an ability to speak other languages. The fundamental purpose of world language instruction is to enable students to communicate in a foreign language and to understand and appreciate other cultures. The World Languages curriculum at any level concentrates on the four skills of listening, speaking, reading and writing, in addition to culture. Five levels of French and Spanish, and Italian are offered.

### **Spanish I (445)**

**5 credits**

This course emphasizes the development of basic communication skills in the language, along with an understanding of the cultural aspects of Spanish. Students enter the District having taken limited amounts of the language; therefore, the course will be flexible in order to accommodate and engage all students. Strategies will include student-centered instruction, cooperative learning and computer applications. Units will be organized by themes, situations, and scenarios.

### **Spanish II (446)**

**5 credits**

The emphasis of this course will continue to build upon the students' communication skills in the target language, as well as further the students' understanding of the many cultural aspects of Spanish that were introduced in Spanish I (445). This class will progressively build on developing the students' fluency in Spanish through an emphasis on speaking, listening, reading, and writing in Spanish. The class will focus on student-centered instruction, cooperative learning, as well as units based on authentic themes, situations, and scenarios.

### **French, Italian, or Spanish I (401, 421, & 431)**

**5 credits**

The emphasis at this level is on basic oral and listening proficiency, especially in the initial stages. Through progression, the student will begin to incorporate both reading and writing skills while progressively building oral proficiency. Basic grammatical concepts and introductory vocabulary are presented and practiced. Students can recognize similarities and differences between their own and the target language culture. Students acquire an understanding of and appreciation for other cultures.

401 – French I

421 – Italian I

431 – Spanish I

### **French, Italian or Spanish II (402, 422, & 432)**

**5 credits**

The emphasis at this level is placed on building upon the grammatical structures, concepts and mastery of intermediate vocabulary usage. The major grammatical concepts studied at this level are simple and composed past tenses. Students will gradually expand their knowledge about the target culture. Students will identify geographical features, historical landmarks, and major sites of the areas where the target language is spoken and their influence on that culture.

402 – French II

422 – Italian II

432 – Spanish II

**French, Italian or Spanish III (403, 423, 433)****5 credits**

At this level, continued emphasis is placed upon the four basic skills: oral, listening, reading and writing. The student will be exposed and introduced to some of the major historical, geographical, and cultural events of the countries that use the target language. Students can identify outstanding achievements of the people of the target cultures and their contributions to world civilization. Every opportunity shall be afforded to the student to express views, comments, and perceptions in the target language.

403 – French III

423 – Italian III

433 – Spanish III

**French, Italian or Spanish IV Honors (404, 424, 434)****5 credits**

The fourth level will provide the student with the opportunity to achieve greater comprehension of the spoken language; greater accuracy and fluency of oral expression; greater facility in reading through contact with literary works of greater and wider scope; and abundant practice in writing through compositions and reports. Students will focus on the global view of the countries that use the target language and its culture and interaction with the rest of the world. This knowledge is attained through literary readings, geographical studies; historical perspectives, and articles focusing on civilization and current events.

404 – Honors French IV

424 – Honors Italian IV

434 – Honors Spanish IV

**French, Italian or Spanish V Advanced Placement (405, 425 & 435)****5 credits**

Emphasis in this course is designed to direct the student toward a deeper understanding of the culture, literature, art, music and history of the foreign countries at a more advanced level. Analysis of literary works, newspapers, magazines, tapes, and DVDs is extensively employed. Special focus on in-depth study of written and oral expressions are presented and practiced. The Advanced Placement Italian, French or Spanish V will prepare the students to take the A.P. French or Spanish Examination.

405 – Advanced Placement French V

425 – Advanced Placement Italian V

435 – Advanced Placement Spanish V

**Spanish V or Italian V Honors (426 & 436) – not offered for 2012-13****5 credits**

The fifth year honors program is offered to students who would like to continue the study Italian or Spanish, but choose not to enroll in an advanced placement course. This honors program focuses on culture, speaking and current events of the country or countries that the language represents. It is a conversational immersion course which will be presented through visual and print media. Students will be expected to communicate exclusively in the target language.

***The Spanish V Honors course is eligible to receive college credit through the Seton Hall University Project Acceleration Program.***

426 – Honors Italian V – Advanced Conversation

436 – Honors Spanish V – Advanced Conversation

**English as a Second Language (190)****5 credits**

E.S.L. is required by the New Jersey State Department of Education to help pupils gain fluency in English as quickly as possible. The course emphasizes basic vocabulary and structure patterns, simple reading selections, guided writing, and small group conversation. The students extend and improve their skills at their own pace. Students may be enrolled in E.S.L. for more than one year.

## **SHARED TIME OCCUPATIONAL PROGRAMS**

Eleventh and twelfth grade students may receive credit for special courses taken through the Academies of Morris County. The courses earn twenty credits (in some cases, credits may be earned when mathematics and/or science proficiencies are included in the program). Students must apply for admission and visit the school for a personal interview. In addition, the student must take at least three courses at their home school. Some courses are offered for Special Needs students. For additional information, please contact your student's guidance counselor. Transportation is provided by the District.

### **AUTO BODY/COLLISION REPAIR**

Grades: 11-12

Within this two-year program, students will study basic auto body repair, painting, welding, restoration, panel replacement, frame damage, repair, custom painting and the use of all tools and materials. Graduates are employed as technicians, painters and apprentices.

### **AUTOMOTIVE SERVICE TECHNOLOGY I**

Grades: 11-12

To meet the needs of a changing technology, this exciting two-year program offers students the opportunity to master the needed skills to pass the Automotive Service Excellence Certification (ASE) Examinations. Training by ASE certified instructors is offered in basic automotive systems, electrical systems, braking systems, engine performance, chassis and steering, heating and air conditioning systems, computerized engine controls, selected shop skills and ASE test preparation.

### **CARPENTRY**

Grades: 11-12

Within this one- or two-year program, students are introduced to transit and concrete wall forms, column forms, step and landing forms. Framing includes floor, wall and roof framing and common rafters. Advanced instruction includes stair building, exterior and interior trim and more complex roof frames such as hip, valley and jack rafters. Students develop a thorough understanding of the aspects of residential home construction and an understanding of basic architectural principles. Graduates have started their own businesses, worked with local contractors, entered union apprenticeships or pursued a post-secondary education.

### **COMPUTER DRAFTING & GRAPHICS STUDIO**

Grades: 11-12

In this one- or two-year program, students transform architectural and engineering designs into finished drawings using state of the art computer equipment and the latest software releases. The first year of the program includes the basic concepts, commands and operations of the AutoCAD software, and introduces the student to advanced techniques such as 3D Design. An optional second year is available for students who wish to pursue skills in advanced customization and photo-realistic graphics and animation techniques utilizing 3D Studio Design software.

## **COSMETOLOGY I**

Grades: 11-12

The goal of this two-year program is for graduates to successfully pass the state licensing examination and become employed in the field. The units of instruction and clinic are designed to meet licensing standards of the Board of Beauty Culture. Future beauticians and barbers experience instruction in hair care, styling, perms, manicures, facials, facial massage, waxing, coloring and barbering. Second year students operate a clinic in which customer relations, shop management and professionalism are stressed.

## **ELECTRICAL TRADES**

Grades: 11-12

The Electrical Trades program is a two-year program that covers Telecommunication, computer installations, low voltage wiring, fire and burglar alarm systems, as well as residential, commercial and industrial wiring. All of these trades overlap in scope and basic training and offer an excellent opportunity to obtain employment. Algebra is a requirement in order to pursue entrance into the union apprenticeship program.

## **PLUMBING**

Grades: 11-12

Blueprint reading, design, layout, troubleshooting, repair, and installations are included as units of study. Students in this one- or two-year program learn plumbing codes, principles and practices concerning plumbing and heating in residential environments. In the laboratory, students will receive hands-on training in copper sweating, cutting and threading, cast iron, PVC and ABS work, underground drainage waste, vent systems and mechanical piping of gas fired heating systems. Design and installation of fixtures for bathrooms, kitchens and hot water heaters is included.

## **WELDING TECHNOLOGY**

Grades: 11-12

This two-year program allows high school students to acquire basic welding skills in the first year, which is a prerequisite for the second year. In the second year, students will have opportunities to pursue: the NOCTI examination and AWS Entry-Level Welders' certification. In the first year of this program, students are introduced to: Plasma Arc Cutting (on aluminum, stainless and low carbon steel), Shielded Metal Arc Welding (fillet and V-groove welds on low carbon steel), Gas metal Arc Welding (fillet welds on low carbon steel), Oxy/fuel gas cutting and introduction to print interpretation. During the second year, students will work with the Gas Tungsten Arc Welding (welds on stainless steel and aluminum), advanced Shielded Metal Arc Welding (V- grooves with backing strips), Gas Metal Arc Welding (groove welds on low carbon steel), Flux-core Arc Welding (fillet welds on low carbon steel), Plasma Arc Cutting and print interpretation.

## *SPECIAL NEEDS PROGRAMS*

The Morris County School of Technology is committed to serving students with special needs. Accordingly, six programs are dedicated to meet these needs. The six programs respond to industry needs and are designed to equip the student with the skills he/she will need for gainful employment after graduation. These programs are available to classified students enrolled in public secondary schools who are 15-20 years of age. A complete set of Child Study Team records must accompany the application. Applications are available from the local high schools.

### **AUTO BODY/COLLISION REPAIR**

Grades: 10-12

Within this two-year program, students will study basic auto body repair, painting, welding, restoration, panel replacement, frame damage, repair, custom painting and the use of all tools and materials. Graduates are employed as technicians, painters and apprentices.

### **BUILDING CONSTRUCTION**

Grades: 10-12

This program provides hands-on training in all phases of the construction industry. Instruction begins with the use of hand and power tools. Blueprint reading is introduced as students begin framing an L-shaped, three-room ranch house. Units of study include carpentry, electrical wiring, plumbing, sheet rocking and roofing. Upon completion, students may elect to pursue advance training in one specific trade area.

### **BUILDING & GROUNDS MAINTENANCE SERVICES**

Grades: 10-12

This course includes the study of interior and exterior maintenance of a building and the surrounding grounds. Students gain knowledge of basic electricity, plumbing, carpentry, landscaping, painting, general cleaning and maintenance.

### **FOOD SERVICES**

Grades: 10-12

The program is designed for the special needs learner who may indicate an interest in Culinary Arts but lacks the requisite academic skills. It will specifically prepare students for employment in food service occupations in hospitals, corporate cafeterias, banquet halls, nursing homes, hotels and restaurants. Students are trained in basic food sanitation, preparation and service. Occupational training is for entry level positions in most kitchens.

### **RETAIL/SUPERMARKET CAREERS**

Grades: 10-12

This hands-on program trains students for all of the jobs found in retailing careers. Units of instruction include cashier, produce, baking, floriculture, sales techniques, marketing, customer service and grocery. Students operate the supermarket/retail outlet and produce a salad and soup bar and marketable products and services. A wide range of employment is available within the many supermarket and retail stores in the County.