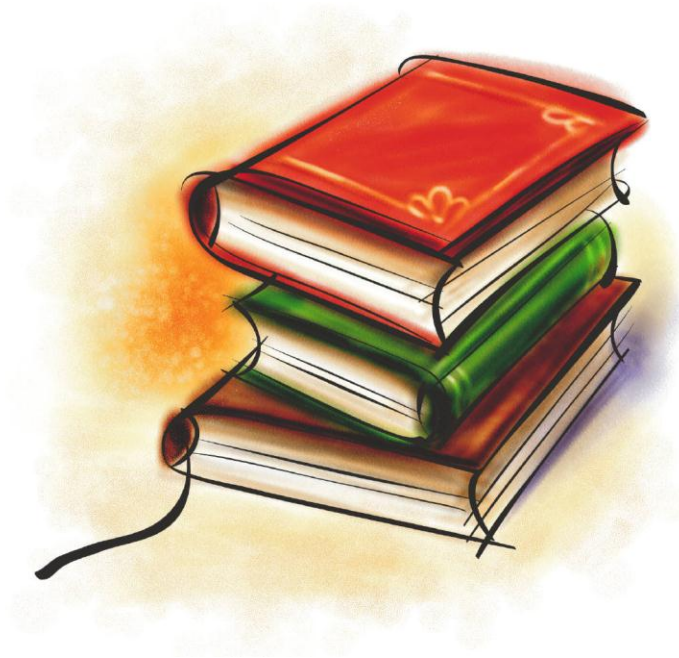


# **WAYNE HILLS HIGH SCHOOL WAYNE VALLEY HIGH SCHOOL**



## **PROGRAM OF STUDIES 2017 – 2018**

**Michael Rewick  
Wayne Hills HS Principal**

**Kenneth Palczewski  
Wayne Valley HS Principal**

**Maureen Weir  
Director of Secondary Education  
Revised August 2017**

# HIGH SCHOOL PROGRAM OF STUDIES – 2017 - 2018

## TABLE OF CONTENTS

INTRODUCTION	1
CIVIL RIGHTS COMPLIANCE	1
SCHOOL COUNSELING SERVICES	2
DIRECTORY OF ADMINISTRATORS	2
DIRECTORY OF COUNSELORS	2
HIGH SCHOOL GRADUATION REQUIREMENTS	3
GRADING SYSTEM	5
WHAT IS A GRADE POINT AVERAGE (GPA)	5
ATTENDANCE POLICY	7
PROMOTION POLICY	7
COURSE LEVELS	8
DUAL ENROLLMENT/STRUCTURED LEARNING	8
ART	9
BUSINESS	11
ENGLISH	14
FAMILY AND CONSUMER SCIENCES	18
MATHEMATICS	21
MUSIC	26
PHYSICAL EDUCATION/HEALTH	29
SCIENCE	31
TECHNOLOGY EDUCATION	37
WORLD LANGUAGES	43
WORLD STUDIES	48

## **INTRODUCTION**

The Wayne Township Board of Education believes that the fundamental aim of all education should be to understand a democratic society and the ramifications of its global involvement, to become familiar with its nation's governmental functions and processes on national, state and community levels, and to develop supportive democratic attitudes in interpersonal relationships. The Board's major goal is to provide a formal educational program through which students are encouraged to uphold the principles of a democratic society and inspire a devotion to it; to recognize its responsibilities to society and to create a desire to improve it.

The Board of Education believes that the instruction and development of each student should be arranged with due regard to individuality in the most efficient manner possible. A well-adjusted, well-rounded individual, able and willing to contribute to the improvement of his/her society and the solution of its problems, is the desired goal.

## **CIVIL RIGHTS COMPLIANCE**

Discrimination based on race, ethnicity, color, national origin, gender, religion and/or disability is prohibited in the Wayne Township Public Schools. The Board of Education has implemented policies and procedures to ensure that all Wayne students have equal education opportunities (Policy No. 2224 [Affirmative Action]; Policy No. 5154.4 [Nondiscrimination]; Policy No. 6121 [Equal Education opportunities]) and ways to protect themselves against discriminatory harassment (Regulation No. 2224 [Discriminatory Harassment]). In addition, the Board of Education has designated its Director of Student Support Services (Debbi Strauss - 973-317-2156) as its Section 504 coordinator in charge of monitoring education plans to accommodate general education students with disabilities. The Board of Education has also designated a Coordinator of Student and Staff Relations (Paula Clark -973-317-2165) as its Affirmative Action Officer in charge of monitoring and enforcing non-discrimination and equity policies and practices in the school district. If you have any questions or problems related to equal access or discrimination, please feel free to contact either individual.

## SCHOOL COUNSELING SERVICES

The School Counseling Departments at both high schools consist of a lead counselor, school counselors and clerical staff all dedicated and trained to provide counseling and educational services to students and their parents/guardians. These services can be categorized into three major functions: Counseling, Consulting, and Information Management.

A school counselor is a person who has been highly trained specifically to help young people with personal issues, educational progress, career planning and further education opportunities. Your counselor is skilled to help you realize your fullest potential as a unique human being.

The services that you receive from your counselor are varied and to a great extent depend upon you. You should never hesitate to see your counselor for any reason. Depending on your needs, your counselor can help you assess your strengths and limitations, make decisions, discover special talents and abilities, plan your education, decide on a career, and more!

We welcome your questions and opinions concerning our programs and services. Appointments may be made with counselors by calling the School Counseling Department.

### Directory of School Counselors

<b>Wayne Hills 973-317-2029</b>	<b>Wayne Valley 973-317-2216</b>
Mrs. Cynthia Gorkowski	Mrs. Joanne Ciriello
Mr. Bruce Keogh	Ms. Crystal Olson
Mrs. Nancy Kowalski	Ms. Kate Kay
Mrs. Monica Mann	Ms. Felicia Miller
Mrs. Joyce Savastano	Mr. Michael Paul
Dr. Mati Sicherer	Mrs. Kristen Valencia
	Mrs. Jennifer Montana

### DIRECTORY OF ASSISTANT PRINCIPALS OF CURRICULUM AND INSTRUCTION

The following personnel are available to answer your questions regarding course placement, department policies, grading, course proficiency expectations, and any other concerns applicable to their department:

<b>Wayne Hills High School</b>		<b>Wayne Valley High School</b>	
Mr. Richard Porfido	Athletics, Physical Education	Mr. Brian Faehndrich	Science, Technology, Family & Consumer Science
Ms. Kristy Stofey	Social Studies, Applied Technology, Business	Mrs. Jennifer Grimbilas	English, Performing Arts, Media Center
Ms. Christina Ventimiglia	English, World Language	Mr. George Martinez	Social Studies, World Language, Business
Mr. Benjamin Glaz	Science, Fine & Performing Arts, Guidance	Mr. Scott Wisniewski	Math, Guidance
Mr. Jacob Cavins	Math, Special Education	Mr. David Drozjock	Athletics, Physical Education

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

### **Subject Requirements**

- Physical Education and Health for each year of attendance
- 4 Years of Language Arts Literacy (English)
- 3 years of Mathematics\*
- 3 years of Science\*
- 2 years of United States History
- 2 years of a World Language
- 1 year of Visual and Performing Arts
- 1 year in Career Education, and Consumer, Family and Life Skills
- 1 year of World History
- 1 year of Humanities
- ½ year of Financial, Economic, Business and Entrepreneurial Literacy
- Technological Literacy (infused into the curriculum)

*\*It is highly recommended that students pursue a 4 year course of study in math and science to meet the admissions criteria of many colleges and universities.*

**The following is a list of courses which fulfill various graduation requirements. Please note that courses may not be used to fulfill more than one requirement**

### **HUMANITIES**

- All English Electives
- All Art Courses
- All World Language Courses
- Materials of Music
- All World Studies Courses

### **VISUAL OR PERFORMING ARTS**

- All Art Courses
- Theater Arts
- All Music (except Materials of Music)
- All TV Production courses
- CAD
- Graphic Arts
- Photography

### **CAREER, CONSUMER, FAMILY, AND LIFE SKILLS**

- All Family and Consumer Science Courses
- All Business Courses
- All Technology Education Courses
- All Computer Courses
- All TV Production Courses

### **FINANCIAL LITERACY**

- Principles of Business
- Accounting
- Entrepreneurship
- Managing Personal Finance
- Financial Literacy
- Economics

### **Credit Requirements**

**135 are required for graduation.** Students are permitted to take a maximum of **40 credits** during the school year. Students will not receive any credit for study hall. Please see the “Grade Point Average” section below for calculation thereof.

## Testing Requirements

Students graduating as members of the Classes of 2018 and 2019 can meet graduation assessment requirements through a variety of ways, including:

- Achieving passing scores on certain PARCC assessments;
- Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
- The submission by the district of a student portfolio through the Department's portfolio appeals process

The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in Class of 2018 and 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible.

Starting with the Class of 2021, students will need to meet the high school graduation assessment requirements **by passing PARCC ELA Grade 10 and PARCC Algebra I**. If students are unable to pass one or both of those assessments, they will be able to access the portfolio appeals process to meet the assessment requirements, but only if they take **all** PARCC assessments associated with the high-school level courses for which they were eligible

For detailed testing options and requirements please refer to the Department of Education site: <http://www.state.nj.us/education/assessment/parents/GradReg.pdf>

## GRADING SYSTEM

The Wayne School District uses the following grading system for high schools:

Letter Grade	Numerical Grade	Unweighted	Weighted
<b>A</b>	93-100	4.0	5.0
<b>A-</b>	90-92.99	3.67	4.67
<b>B+</b>	87-89.99	3.33	4.33
<b>B</b>	83-86.99	3.0	4.0
<b>B-</b>	80-82.99	2.67	3.67
<b>C+</b>	77-79.99	2.33	3.33
<b>C</b>	73-76.99	2.0	3.0
<b>C-</b>	70-72.99	1.67	2.67
<b>D+</b>	67-69.99	1.33	1.33
<b>D</b>	63-66.99	1.0	1.0
<b>D-</b>	60-62.99	.67	.67
<b>F</b>	59.99 & below	0	0

## GRADE POINT AVERAGE

Your **GPA, or grade point average**, is the average of all of your final grades at the end of the year. It is determined by multiplying the number of credits in a course by the grade value of the course.

Each letter grade is assigned a value. All regular classes are considered non-weighted. Honors and AP courses are assigned a greater value, called a “weighted” value, due to the additional requirements of those courses.

The grade value of the letter grade is multiplied by the number of credits in the course. The total is called quality points. **For example:**

<b>Non- Weighted Points</b>	<b>Grade</b>	<b>Grade Value</b>	<b>X</b>	<b>Credits</b>	<b>=</b>	<b>Quality</b>
English	B	3	X	5	=	15
<b>Weighted Points</b>	<b>Grade</b>	<b>Grade Value</b>	<b>X</b>	<b>Credits</b>	<b>=</b>	<b>Quality</b>
English (H)	B	4	X	5	=	20

The total quality points from all of your courses are then divided by the number of credits taken during the year to determine your GPA. GPA will be taken out as many decimal places as necessary to determine a valedictorian.

Effective September 1, 2008, the Wayne School District has amended its Board of Education Policy so that class rank shall be maintained, but evidence of the student's class rank shall not be indicated on the student's transcript. Upon request from the student and/or his/her parents/guardians, the School Counseling Office will forward the Official Class Rank and/or other unofficial test results such as PSAT/NMSQT or AP scores directly to the designated colleges, universities, or scholarship organizations. Official testing results come only from the College Board.



## ATTENDANCE POLICY

### Minimum Days of Attendance

The local Regulation (No. 5110) for the minimum number of days in attendance in order to receive course credit is a **160 day** requirement. A student absent for **21 or more** days of school may be liable for the penalties of this policy if the absences are unexcused. Class periods missed through absence from school or early dismissal will be counted as absences. School approved absences will not count.

### Promotion

Promotion from grade to grade in the public high schools of Wayne Township, New Jersey is contingent upon the tally of credits for successfully completed accredited courses as approved by the Wayne Board of Education. The tally of credits will be determined at the end of the academic year summer session. Grade to grade promotion will be based upon the accumulation of credits as noted below:

- 1) 30 credits** are required to become a Sophomore (including passing English 9).
- 2) 65 credits** are required to become a Junior (including passing English 10).
- 3) 100 credits** are required to become a Senior (including passing English 11 and United States History I).

## COURSE LEVELS

It is the mission of Wayne Public Schools to prepare all students at the high school level for college and post-secondary education. With that end in mind, all of our course levels offer a curriculum rich in college preparatory topics and skills.

- **Advanced Placement** – College level courses that use approved College Board Advanced Placement curriculum leading to the taking of an AP exam. Students taking courses designated at the AP level are prepared for and encouraged to take the exam in May. Departmental or teacher approval may be required.
- **The Honors Course Sequence** – Honors classes expect students to perform above grade level with critical analysis and in-depth study. Students will be expected to be able to synthesize and evaluate information at a high level on Bloom’s taxonomy. Registration in these courses is through departmental recommendation based on the student’s previous academic performance.
- **The Enriched Course Sequence** - Enriched courses are designed for students who are at or above grade level and have a strong work ethic and grasp of foundational skills. These courses enrich the curriculum through increased pace, in-depth study, and additional topics of interest to the regular course of study.
- **The General Course Sequence** – College-preparatory course sequence for students whose skills are at grade level.

## DUAL ENROLLMENT OPTION

Several courses throughout the program of studies are denoted as having a dual enrollment option. Through partnerships with various local colleges, such as Farleigh Dickenson University, Seton Hall University, and Passaic County Community College, students will have the opportunity to earn college credits in addition to satisfying high school requirements, if they choose, as part of the course. Tuition rates, fees, and requirements vary by course, but these courses are offered at a substantially reduced rate when compared to tuition at the colleges.

## STRUCTURED LEARNING EXPERIENCE

### STRUCTURED LEARNING EXPERIENCE

10-15 CREDITS

12

The Structured Learning Experience Course is designed to provide general education students an opportunity to explore a career while attending a traditional high school setting. Students attend classes for part of the day and then are granted time to work in the community at a Structured Learning Experience (SLE). This SLE is chosen by the students with input and approval from the teacher. Each student is required to work 12 to 15 hours a week for a total minimum of 400 hours. Students may only enroll in SLE with the recommendation of their school counselor and administrative approval.

## COURSE DESCRIPTIONS

(WV) or (WH) next to a course denotes the course is only available at that school.

### ART

Course Title	Grade Level	Credits	Course Level	Prerequisite
Visual Foundations	9-11	5	General	None
Three Dimensional Design	10-12	5	General	Visual Foundations
Design & Composition	10-12	5	General	Drawing & Painting or Adv. Drawing and Painting
Fashion Figure Drawing	10-12	5	General	Visual Foundations
Drawing and Painting	10-12	5	General	Visual Foundations
Adv. Drawing & Painting	10-12	5	General	Drawing & Painting or Design & Comp.
Survey of Art History	10-12	5	General	None
AP Art History	10-12	5	AP	Survey of Art History or teacher rec.
AP Studio Art	12	5/10 (WV)	AP	Portfolio Prep or Advanced Drawing & Painting

#### VISUAL FOUNDATIONS

**5 CREDITS**

**9-11**

This course is the prerequisite for all art courses and is meant for the beginning artist. Students will learn how to see like artists and use this ability to draw better. This course develops art skills in a variety of media through exploration of the art elements and principles of art and design. It builds a greater understanding of art, not only through the student's production of artwork, but also through study of a variety of visual art works from different periods and cultures. Students with special interests or abilities will be encouraged to realize and develop their talent.

#### THREE-DIMENSIONAL DESIGN

**5 CREDITS**

**10-12**

This course builds upon the previously learned elements and principles of design in a three dimensional format. We will be focusing on ceramics, wire, plaster, assembling materials, carving, and constructing sculptures.

#### DESIGN & COMPOSITION

**5 CREDITS**

**10-12**

This course focuses on two-dimensional media and how artists organize visual elements and principles of design to create successful compositions in various works of art. Students will work with a variety of media and explore the wide range of challenges that designers and artists face in the exploration of two-dimensional design.

#### FASHION FIGURE DRAWING

**5 CREDITS**

**10-12**

In this full year course, students will learn to develop and draw fundamental fashion figures including figure proportion, movement, fashion attitude and garment details through analysis of photographs and figure research as a basis for the creation of fashion design sketches. Accurate rendering of fabrics and technical flat drawings of garments in correct proportion will

further enhance their drawing communication skills. Students will develop a collection of designs from conception rendering and presentation of a 2D capsule collection for a season from day to evening wear.

**DRAWING AND PAINTING**

**5 CREDITS**

**10-12**

This course will continue to develop concepts learned in Visual Foundations. In the Drawing and Painting Studio, students will develop skills in perceptual drawing and painting using the human figure, landscape, still life or theme. Students will study major art movements from Renaissance through the 19<sup>th</sup> Century and famous artists associated with these movements. Using the elements and principles of design students will learn to analyze and appreciate art.

**ADVANCED DRAWING AND PAINTING/PORTFOLIO PREP**

**5 CREDITS**

**10-12**

This is a demanding course in which students develop a portfolio of work that may be used for submission to an art school or as an art supplement for college applications. Students must work at a very rigorous pace and be extremely self-motivated. Requirements include weekly sketchbook assignments, gallery reports, and projects created in-class and out of class. Students enrolled in Advanced Drawing & Painting may apply to be considered for AP Studio Art.

**SURVEY OF ART HISTORY**

**5 CREDITS**

**10-12**

This art history course chronologically surveys Art from cave paintings in prehistoric times to contemporary art today. Students will learn to understand, analyze, and appreciate various aspects of Visual Art through reading and discussion, projects, and looking at art created throughout the centuries by many different cultures.

**ADVANCED PLACEMENT ART HISTORY**

**5 CREDITS**

**10-12**

This is an accelerated, college level course that is intended to prepare students for the AP Art History Exam. If students pass this exam with a score of a 4 or 5 they can receive 3 college credits. This chronological study of art history from Stone Age to Post Modern provides students with a college level experience. AP Art History will allow students to examine European/western images and non-western cultural art from past to present.

**ADVANCED PLACEMENT STUDIO ART**

**5/10 (WV) CREDITS**

**12**

AP Studio Art is an accelerated college level course where students can earn 3 college credits for submitting 24 works of art to the College Board. AP Studio Art courses address three major concerns that are constants in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist. AP work should reflect these three areas of concern: quality, concentration, and breadth. AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands a significant time commitment.

# BUSINESS

Course Title	Grade Level	Credits	Course Level	Prerequisite
Principles of Business	9-12	5	General	None
International Business	11-12	5	General	None
Marketing	10-12	5	General	None
Marketing II	11-12	5	General	Marketing I
College Accounting I	10-12	5	General	None
College Accounting II	11-12	5	General	College Accounting I
College Business I	11-12	2.5	General	None
College Business II	11-12	2.5	General	College Business I
Entrepreneurship	10-12	2.5	General	None
Personal Finance	10-12	2.5	General	None
Financial Literacy	9	2.5	General	None
AP Economics	11-12	5	AP	None

## PRINCIPLES OF BUSINESS

**5 CREDITS**

**9-12**

The content of this course is designed to help the students understand how the American business system operates in our free enterprise system. Topics for class discussion include marketing, the role of government and business, personal finance, money and banking. The course benefits all students entering the world of work and is especially helpful to the college-bound students who wish to obtain a degree in any business major.

## INTERNATIONAL BUSINESS

**5 CREDITS**

**11-12**

The growing importance of international business strategies in most industries requires an understanding of the global business environment and cultural practices. The course is designed to introduce students to basic international concepts and skills needed to function successfully in today's global economy. Students will focus on the managerial, economic, cultural, political, and social dimensions of the global business community.

## MARKETING

**5 CREDITS**

**10-12**

Marketing affects almost every part of your daily life: products you buy, stores where you shop, and the advertising to which you are exposed. Students receive instruction in advertising, sales, marketing, retailing and career planning. This is a valuable course for all students, especially those who plan on owning their own business or majoring in business in college. **This course is offered as a Dual Enrollment course for college credit.**

## MARKETING II

**5 CREDITS**

**12**

This advanced marketing course develops student understanding and skills in distribution, financing, marketing-information management, pricing, product/service management, promotion, and selling. Opportunities are provided to apply scientific problem solving when engaged in marketing information gathering, processing and reporting. Emphasis will be placed on the impact that customer behavior has on the implementation of marketing function.

Financial considerations, as they relate to business profit, will also be explored. Throughout the course, students are presented with problem solving situations for which they must apply academic and critical thinking skills. **This course is offered as a Dual Enrollment course for college credit.**

**COLLEGE ACCOUNTING I**

**5 CREDITS**

**10-12**

An accelerated, college level, one year course, College Accounting involves the complete range of activity required to prepare the financial statements of a company. Students will learn how financial transactions are identified, recognized, classified, recorded, and summarized into financial reports. Students will learn both how to prepare and how to analyze and interpret financial reports such as the income statement, balance sheet, statement of cash flows, and statement of stockholders' equity. The language and terminology used in the financial press will be stressed. Ethics in the reporting of financial results will often be discussed. Use of the computer spreadsheet program Excel will be utilized extensively to improve efficiency. **This course is offered as a Dual Enrollment course for college credit.**

**COLLEGE ACCOUNTING II**

**5 CREDITS**

**12**

A continuation of College Accounting I, this course will provide a more in-depth understanding of concepts previously introduced. Content will include topics such as inventory valuation, handling of receivables, fixed and intangible assets, liabilities and payroll, accounting for Partnerships, LLC's and Corporations. The study of current events related to accounting, especially the exploration of careers within the accounting field, will also be covered. In addition to traditional texts and workbooks, students will utilize a variety of educational media such as the Internet, office and accounting software applications, business magazines and newspapers, and television. **This course is offered as a Dual Enrollment course for college credit.**

**COLLEGE BUSINESS I: INTRODUCTION TO BUSINESS**

**2.5 CREDITS**

**11-12**

This course introduces the various fields of business study. Topics include economic systems, entrepreneurship, the increasingly diverse environment for business, management, marketing, accounting, finance, banking, insurance, ethics and business law. This course prepares students for high-level business studies. This course is excellent for non-business majors who wish to gain an introduction to financial and economic survival leading to successful financial planning. **This course is offered as a Dual Enrollment course for college credit.**

**COLLEGE BUSINESS II:  
PERSONAL FINANCE & MONEY MANAGEMENT**

**2.5 CREDITS**

**11-12**

This course introduces students to the complexities of modern personal money management and helps them avoid problems in everyday living. The topics covered include the development of a needs analysis and budgeting basic investment options, the intricacies of home ownership, consumer credit, the need for insurances, and retirement planning. **This course is offered as a Dual Enrollment course for college credit.**

**ENTREPRENEURSHIP****2.5 CREDITS****10-12**

Tailored for future business owners, the course will prepare students for the workforce of tomorrow. The course will provide a flexible background that will enable students to make career shifts and meet the demands of a constantly changing global marketplace. Students will demonstrate knowledge of the concepts of marketing, accounting, and finance; franchising, production and human resources management; global competition; and social, environmental, and legal issues. Throughout the year, students will be asked to develop innovative ideas and conduct feasibility studies, culminating in the writing of a business plan. This course fulfills the financial literacy requirement.

**PERSONAL FINANCE****2.5 CREDITS****10-12**

While focusing on the student's role as a citizen, student, family member, consumer, and active participant in the business world, this course will introduce students to their various financial responsibilities, and provide opportunities for self-awareness, expression, and satisfaction in a highly technical and competitive society. Students will discover new ways to maximize their earning potential, develop strategies for managing their resources, explore skills for the wise use of credit, and gain insight into the different ways of investing money. Written specifically for high school students, special sections in each chapter hold student interest by focusing on current trends and issues consumers face in the marketplace. This course fulfills the financial literacy requirement.

**FINANCIAL LITERACY****2.5 CREDITS****9**

Financial Literacy is essential in meeting the financial challenge of the 21st Century. The competencies, which form the basis for this ½-year course, enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial situations encountered later in life. Students will learn how choices influence occupational options and future earning potential. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. Therefore, this course is geared toward practical knowledge that is necessary for financial decision making in everyday life.

**AP ECONOMICS****5 CREDITS****11-12**

The Advanced Placement Economics program is designed for students who possess special skills and interests in the field of economics and who plan to seek advanced standing upon admission to college. The program offers two distinct sections: microeconomics and macroeconomics. The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. The AP Microeconomics course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. Students will be prepared to take both AP Economic Examinations: Microeconomics and Macroeconomics. This course is suited for Enriched and Honors level students with teacher recommendation.

# ENGLISH

Course Title	Grade Level	Credits	Course Level	Prerequisite
English 9	9	5	General	None
			Enriched	
			Honors	
English 10	10	5	General	English 9
			Enriched	
			Honors	
English 11	11	5	General	English 10
			Enriched	
			Honors	
English 12	12	5	General	English 11
			Enriched	
AP English 12	12	5	AP	English 11 Honors
AP Language & Comp.	11-12	5	AP	English 9-10 English Enriched or Honors Sequence; Teacher recommendation
Theater Arts I	9-12	5	General	None
Theater Arts II	10-12	5	General	Theater Arts I
Philosophy (WH)	10-12	5	General	None
Journalism	9-12	5	General	None
Publication Seminar (WV)	9-12	5	General	None
Film Studies	10-12	5	General	None
War in Literature and Film	11-12	5	General	None, Teacher recommendation
Writing Workshop	9-12	2.5	General	None
College Composition I	11-12	2.5	General	None
College Composition II	11-12	2.5	General	College Composition I

## ENGLISH 9

**5 CREDITS**

**9**

In this full-year course, students are introduced to the major types of literature, including the story, drama, poetry, and the novel. Reading and analysis of literature and non-fiction is a fundamental aspect of the, and all, English courses. Composition in the ninth grade stresses spelling, vocabulary building, punctuation, grammar, and paragraph structure, with emphasis on the techniques of writing essays. Students develop editing skills and self-reflective analysis. The research process is stressed as students develop skills in finding and evaluating information and composing research based papers.

## ENGLISH 10

**5 CREDITS**

**10**

The readings for this course are primarily a survey of American literature, from the Colonial period to modern times, involving a number of related paperback supplements by quintessential American authors. Critical reading and analysis of texts help students build literacy fluency. Vocabulary development and library skills are also essential parts of this program. Composition work in the sophomore year includes sentence variety, transitions, emphasis and principles of paragraph development. Continuing attention is given to grammar and mechanics. Students also write an MLA documented guided research paper.



**ENGLISH 11****5 CREDITS****11**

English literature from the Anglo-Saxon period to the twentieth century is studied thematically, supplemented by additional multicultural and British paperback works and critical readings. A comprehensive study of poetry, covering connotation, imagery, figurative language, allusion, tone, rhythm, meter, and pattern, is a major part of the eleventh-grade experience. Patterns of exposition and elements of style form the basis for the study of writing skills. Continuing attention is given to grammar and mechanics in relationship to student writing, and test preparation. Students will also complete a documented research paper.

**ENGLISH 12****5 CREDITS****12**

The senior World Literature program uses a series of readings by which a student can analyze and relate the individual to society, and develop a philosophy of self. Each work is subject to a study that covers information about the author, the time in which the work was produced, and the formal - or purely "literary" aspects of the work, be it an epic or drama or novel. Major attention is paid to composition and the principles of rhetoric. The fundamentals of logic, vocabulary, and types of literary criticism help the students to sharpen their analytical and critical abilities. Also, a unit in the use of the library and in the techniques of research culminates in a formal, documented paper required for graduation.

**AP LITERATURE AND COMPOSITION****5 CREDITS****12**

This course is the final course in the **English Honors Sequence**. Students in this course are prepared to take the Advanced Placement test in English Literature and Composition. Students will be expected to be able to synthesize and evaluate information at a high level on Bloom's taxonomy. This senior honors course offers a challenging program in world literature from the ancient classics to contemporary readings, showing the development of human thought and imagination. The works are analyzed through close, inferential study, and these analytical skills are demonstrated in frequent critical essays and in the research paper, a requirement for graduation. Registration in this course is through departmental recommendation based upon the student's previous academic performance.

**AP LANGUAGE AND COMPOSITION****5 CREDITS****11-12**

This **elective** course is a comprehensive study of core reading and writing skills that will prepare students for college-level language and composition courses. A major part of this course includes connotation, imagery, figurative language, allusion, tone, rhythm, meter and pattern. Students learn how to discover meaning in literature by being attentive to language, image, character, action, argument, and the various techniques and strategies writers use to evoke responses from readers. Students are expected to justify their interpretations of literature (especially non-fiction) by reference to details and motifs found in the text, to compare their interpretations to those proposed by others (teachers, peers and published literary scholars), and to be prepared to modify their own interpretations as they learn to think more critically. Patterns of exposition and elements of style form the basis of the study of writing skills. Rhetoric and mechanics will contribute to the development of student writing. Students who take this course will be prepared for the AP test given in the spring and will be encouraged to

take it. This is a yearlong elective open to students who have achieved an “A” in their previous year of English Enriched and who are recommended by their teachers.

**PHILOSOPHY (WH)**

**5 CREDITS**

**10-12**

This year long elective course is designed to familiarize the student with the development of Western philosophy from Ionian science to existentialism and modern analysis. The major goal is to develop the essential critical thinking skills of analysis, synthesis and evaluation by engaging the students in an investigation of the “Big Questions.” Areas to be explored are theories of knowledge, ethics and morality, politics and metaphysics. The writings of Plato, Aristotle, Aquinas, Hobbes, Rousseau and Nietzsche among others will provide the raw material for intense discussion and debate. These concepts will also be discussed in connection with many contemporary issues. Students will be expected to develop fluent verbal and written skills. (Course offered in History Department at Valley)

**JOURNALISM**

**5 CREDITS**

**9-12**

Structured to give the beginning student the fundamentals of journalism, this elective course emphasizes the skills necessary for writing effective news articles, editorials, and features for possible inclusion in school publications and primarily for use in the online version of the student newspaper, The Patriot Press. Attention is also given to basics in designing publications for print. Units on communication law and ethics are included.

**THEATER ARTS I**

**5 CREDITS**

**9-12**

This course is designed for the novice drama student. The student will examine theater from its beginning to present Broadway productions. The course considers theater history, production styles, set and lighting design, audience, acting and performance over the years in relation to major playwrights and their works. Emphasis will be placed upon play reading, viewing, performance, analysis and understanding of selected full-length and one act productions both in and outside of the classroom.

**THEATER ARTS II**

**5 CREDITS**

**10-12**

This course is for the advanced drama student. The focus is on deepening students' understanding of theater as a collaborative art form. Through heightened expectations and more complex assignments, students further develop the skills begun in Theater Arts 1: theater history, acting and performance, technical design, and play writing. Students will be expected to read plays from varying time periods independently, write more fully-developed pieces, and to collaborate with Theater Arts 1 students in a leadership capacity.

**PUBLICATION SEMINAR (WV)**

**5 CREDITS**

**11-12**

Meeting in a classroom setting, students will study the principles involved in putting out a journalistic product and then apply those principles to the actual preparation and publication of the high school yearbook. Students develop interviewing and news writing skills. Students are evaluated by their degree of involvement and their skills as reflected in the quality of their projects. Department recommendation and application process required.

**FILM STUDIES****5 CREDITS****10-12**

This course is designed to introduce students to the language of cinema in order to help them interpret film with a critical eye. Students will view films and discuss not only what is going on in front of the camera but also what is happening behind the scenes in terms of: camera angles, character development, cinematic technique, concept, dialogue, direction, editing, lighting, music, sequencing, special effects, etc.

**WAR IN LITERATURE AND FILM****5 CREDITS****11-12**

This challenging course will present students with an opportunity to trace the historical, cultural, and aesthetic perspectives surrounding human involvement and tendency towards war. Through literature, students will explore the philosophic, political, and sociological implications and perspectives raised through a thematic exploration of various war stories. Similarly, parallels in technique, perspective, theme and style will be highlighted through the viewing of films selected to complement the reading of literature. Students will explore these topics through class discussion, research, and writing which positions these texts against and within their historical contexts. All students enrolled in the course should also have teacher recommendation.

**WRITING WORKSHOP (One Semester)****2.5 CREDITS****9-12**

This course will deepen the students' facility in writing by focusing on the processes of writing from brainstorming through publishing. Emphasis will be placed on the craft of revision with ample opportunity given to individualized writing instruction and peer critiquing. Time will be appropriated to address students' creativity.

**COLLEGE COMPOSITION I (One Semester)****2.5 CREDITS****11-12**

This course focuses on the stages of the writing process and includes a formal MLA research paper. A variety of writing and reading assignments are designed to develop analytical and critical thinking skills as they are applied to the writing process. Formal and informal writing tasks in this course will help students articulate their positions on a variety of topics and reinforce the incorporation of text based evidence in writing. **This course is part of the Dual Enrollment program where students would be eligible to earn 3 college credits. Students must meet testing criteria to earn credit from the college (Accuplacer test or SAT/ACT scores).**

**COLLEGE COMPOSITION II (One Semester)****2.5 CREDITS****11-12**

This course develops student writing by focusing on the writing process (drafting, revising, and editing). Each student is required to complete a process portfolio including 3-5 typed and revised MLA papers, informal writing assignments, and one formal research paper. All writing assignments develop critical thinking and writing skills. A variety of reading assignments, fiction and nonfiction, develop interpretive and close reading skills. **This course is part of the Dual Enrollment program where students would be eligible to earn 3 college credits. College Composition I is a prerequisite.**

## **FAMILY AND CONSUMER SCIENCES**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Course Level</b>	<b>Prerequisite</b>
Foods I Intro	9-11	5	General	None
Foods II International	10-12	5	General	Foods I
Foods III Regional	11-12	5	General	Foods I & II; teacher recommendation
Foods IV Culinary Arts	12	5	General	Foods I-III
Fashion Clothing Design I	9-12	5	General	None
Fashion Clothing Design II	10-12	5	General	Fashion Clothing Design I
Fashion Clothing Design III	11-12	5	General	Fashion Clothing Design II
Fashion Marketing	9-12	5	General	None
Child Development I	10-11	5	General	Application Process
Child Development II	11	5	General	Child Development I; teacher recommendation
Child Development III-Project Teach	12	5	General	Child Development I & II; Sociology, Psychology
Interior Decorating	9-12	5	General	None

### **FOODS I - INTRODUCTION TO FOODS AND NUTRITION                      5 CREDITS                      9-11**

This full year introductory course offers students an opportunity to learn individual and cooperative group applications in the Foods laboratory. Emphasis is placed on nutrition, knowledge of foods, food preparation, time, energy and resource management, career opportunities, and the resources available to learn about this important life skill.

### **FOODS II - INTERNATIONAL FOODS    5 CREDITS                      10-12**

This second level food course offers students the opportunity to gain enhanced experiences in food preparation and presentation through the study of international foods. Students will prepare menus based on global cultures, traditions and food styles.

### **FOODS III - REGIONAL FOODS    5 CREDITS                      11-12**

This third course of food studies offers students the chance to explore the foods service industry and its related employment opportunities. Class activities will focus on planning, preparation, service and storage of a variety of food products, including cooking for special occasions and entertainment. Emphasis on the study of regional US foods will build upon the Foods II curriculum, connecting International Foods, our immigrant ancestors and our popular American diet.

### **FOODS IV- CULINARY ARTS    5 CREDITS                      12**

This course is designed to provide advanced foods students the opportunity to showcase their specialty skills, as well as to encourage the pursuit of the commercial study and practice of food preparation and presentation. Students will learn about the food service industry, including food, nutrition, marketing, sanitation, food costing, and methods of food preparation and presentation. A study of the commercial foods industry and related employment opportunities will be provided,

with specific emphasis on post-secondary training, franchising and/or ownership responsibilities, marketing and other day-to-day operations required of a restaurateur.

**FASHION CLOTHING DESIGN I**

**5 CREDITS**

**9-12**

This course offers young men and women the opportunity to learn basic skills and techniques in sewing. The emphasis is on skill, use of the sewing machine and equipment, fabric selection, use and care of fabrics, sewing techniques needed for various fabrics and the successful completion of sewing projects.

**FASHION CLOTHING DESIGN II**

**5 CREDITS**

**10-12**

Students in Clothing II will further develop their insight into the world of fashion and develop the advanced skills necessary to create high fashion garments. Tailoring techniques will be covered with a special emphasis on altering and fitting, changing commercial patterns, finishing details, and application of linings, interfacings and underlining

**FASHION CLOTHING DESIGN III: PORTFOLIO DESIGN**

**5 CREDITS**

**11-12**

Fashion Design III is for advanced fashion students who have taken at least two classes in: Fashion Design, Fashion Figure Drawing, or Fashion Marketing. This course is designed for college bound students applying to a Fashion Design or Fashion Marketing program requiring a portfolio for entrance. The course will provide students an opportunity to develop original portfolio pieces that may include fashion design garments, fashion illustrations, and forecast trend boards that meet the requirements of the top fashion colleges. Students will also focus on interviewing skills, electronic portfolio submission, and coordinating a fashion show.

**FASHION MARKETING**

**5 CREDITS**

**9-12**

Fashion Marketing explores business aspects of the fashion world. It offers the opportunity to learn the process of analyzing, developing, and marketing current fashion trends into sales strategies. Fashion Marketing students will research current trends, the industry, people, and study why trends are popular. Throughout the course of the year students will create their own fashion company and design concepts including: a logo, label, hang tag, packaging, advertisements, a product launch, store merchandising, display, and layouts. Students will explore many fashion industry career options related to fashion and how to prepare for them.

**CHILD DEVELOPMENT I**

**5 CREDITS**

**10-11**

Young men and women will study the physical, emotional and intellectual growth of the child from the moment of conception through the pre-school years. Students will have first-hand experiences working with pre-school children. **Due to the nature of this course, an application process is required for acceptance.**

**CHILD DEVELOPMENT II**

**5 CREDITS**

**11-12**

Child Development II prepares students to work in various child care positions, such as day care aide, home day care provider, nursery school facilities aide and those students who choose to

further their career in Early Childhood Education. Students will utilize their knowledge of education philosophies, curriculum planning, writing objectives and lesson planning to prepare and teach lessons to young children. Students in Child Development II will teach important concepts through education activities in the areas of art, storytelling, math, and science, as well as varied theme based experiences. Recommendation by the instructor is required.

**CHILD DEVELOPMENT III - PROJECT TEACH**

**5 CREDITS**

**12**

This senior level course is the culminating experience to the Child Development program. Students serious about a career in education should have successfully completed Child Development I & II, Psychology, and Sociology prior to CD3. Child Development 3 will serve as a practical application of the concepts presented in these courses. Students will experience teaching at the elementary or middle levels through shadowing activities in the Wayne Public Schools of their choice.

**INTERIOR DECORATING**

**5 CREDITS**

**9-12**

This course covers the financial aspects of selecting a home and its furnishings, the principles of color and design in theory and practice, the interpretation, evaluation and design of floor plans, the study of architectural and furniture styles, and individual house designs. Students have the opportunity to work with colors and decorating materials to work in groups and individually on creative projects.

# MATHEMATICS

Course Title	Grade Level	Credits	Course Level	Prerequisite
Algebra I	9-12	5	General w/ Math Lab*	None
			General	
			Enriched	
Geometry	9-12	5	General w/Math Lab*	Algebra I
			General	
			Enriched	
Algebra II	9-12	5	General	Algebra I, Geometry
			Enriched	
Pre-Calculus	10-12	5	General	Algebra I, Algebra II, Geometry
			Enriched	
Unified Math III	9	5	Honors	Unified Math I & II
Unified Math IV	10	5	Honors	Unified I-III
Calculus	12	5	Honors	Pre-Calculus
AP Calculus AB	10-12	5	AP	Pre-Calculus Enriched or Unified IV
AP Calculus BC	11-12	5	AP	AP Calculus AB
Multivariable Calculus	12	5	Honors	AP Calculus BC
College Algebra & Discrete Math	12	5	General	Algebra I, II, Geometry
AP Statistics	10**,11-12	5	AP	Algebra II or Unified III
Visual Basic	9-11	2.5	General	None
Programming in C++	9-11	2.5	General	None
Honors Java	10-12	5	Honors	Algebra I; "B" or higher
AP Computer Science Principles	10-12	5	AP	None
AP Computer Science A	11-12	5	AP	Honors Java
Adv. Computer Sci. Using Java	12	5	Honors	AP Computer Science A
Web Development	10-12	5	General	None

\*Math Lab courses help to support the student with a second period of Math instruction.

\*\*Only accelerated math students may take at this grade level

## ALGEBRA I

**5 CREDITS**

**9-12**

Relations and functions as defined by equations and inequalities are emphasized, as are the graphing of relations and functions, with a focus on linear and quadratic functions. Polynomials, factoring, properties of exponents, radicals, and their applications are also included in this course. The study of Algebra and its usefulness in solving real life problems will be emphasized. Graphing calculators will be incorporated throughout the course. **Students may not double up in Algebra I and Geometry.**

## GEOMETRY

**5 CREDITS**

**9-12**

Geometry utilizes the skills learned in Algebra to study concepts which develop logical thinking through deductive as well as inductive reasoning. Topics include proof, points, lines, planes, angles, triangles, properties of congruence and similarity, parallelism, perpendicularity, circles,

polygons, solids, and trigonometry related to right triangles. A transformational approach will be utilized in developing concepts. The study of probability will also be emphasized. **Ninth grade students who have successfully completed Algebra I in grade 8 and earned a grade of B or above will be placed in this Geometry course.**

### **ALGEBRA II**

**5 CREDITS**

**9-12**

As the course title implies, Algebra II follows successful completion of Algebra I and Geometry. Algebra II builds on the material studied in the first year Algebra course. Additional topics include: complex numbers, conic sections, matrices, polynomial functions, rational functions, exponential and logarithmic equations and graphs, sequences and series, and the Binomial Theorem. Emphasis is on modeling, analysis and application. Graphing calculators will be incorporated throughout the course.

### **PRE-CALCULUS**

**5 CREDITS**

**10-12**

Pre-Calculus is necessary to continue with higher mathematics and is exceedingly useful in various branches of the physical sciences. This course includes the study and the development of the mathematical concept of functions including elementary functions, composite functions, logarithmic functions, and exponential functions as well as a full semester of trigonometry. The six trigonometric functions are defined and applied to the solutions of triangles. Proving identities and solving trigonometric equations is emphasized. Formulas for the sum and difference of two angles, and double angles are developed and applied. Circular functions related to the trigonometric functions are studied, as are the graphs of the six functions. Graphing calculators will be incorporated throughout the course.

### **UNIFIED MATHEMATICS III**

**5 CREDITS**

**9**

The Honors Sequence is a challenging college preparatory program. Students enrolled in honors classes are expected to perform above grade level and to analyze critically and study material in-depth. Students will be expected to be able to synthesize and apply information at a high level on Bloom's taxonomy. Unified Mathematics III is the third course in our sequential honors program that expands the student's insight into the nature of mathematics. Polynomial and rational functions are studied in detail. A comprehensive study of geometry is completed. Exponential and logarithmic functions are introduced. All topics are explored from a numerical, graphical and analytical perspective. Graphing calculators will be incorporated throughout the course. **Students entering Unified Mathematics III should have successfully completed Unified Mathematics I and II with grades of "B" or better.**

### **UNIFIED MATHEMATICS IV**

**5 CREDITS**

**10**

The Honors Sequence is a challenging college preparatory program. Students enrolled in honors classes are expected to perform above grade level and to analyze critically and study material in-depth. Students will be expected to be able to synthesize and apply information at a high level on Bloom's Taxonomy. Unified Mathematics IV is the fourth course in our sequential honors program. A rigorous and comprehensive study of the elementary functions - polynomial, rational, exponential and logarithmic - and circular functions with numerical, graphical and analytical investigations is completed with an emphasis placed on the background needed to



successfully transition to calculus. The complex number field is explored. The six trigonometric functions are defined and applied to the solutions of triangles. Proving identities and solving trigonometric equations is emphasized. Formulas for the sum and difference of two angles, and double angles are derived and applied. Circular functions related to the trigonometric functions are studied, as are the graphs of the six functions. Graphing calculators will be incorporated throughout the course. Sequences and series with an introduction to limits and the derivative complete the preparation.

**CALCULUS**

**5 CREDITS**

**12**

This course is specifically designed for those seniors who have successfully completed Pre-Calculus and wish to develop their understanding of the concepts of calculus and experience its method and applications. The course represents a multi-representational approach to the calculus and the use of technology reinforces these representations. **Note: Students who take this course are not eligible for the Advanced Placement Calculus Examination.**

**AP CALCULUS AB**

**5 CREDITS**

**10-12**

AP Calculus AB is specifically designed for the college-bound student who has successfully completed Pre-Calculus – Enriched or Unified Mathematics IV. Topics include limits and continuity, differential and integral calculus including applications of the derivative and definite integral and a study of slope fields through separable differential equations. Graphing calculator technology is used throughout the course to enhance instruction. Students who take this rigorous course are eligible to take the Advanced Placement Calculus AB Examination toward securing possible college credits.

**AP CALCULUS BC**

**5 CREDITS**

**11-12**

The topical outline for AP Calculus BC includes all AP Calculus AB topics and an extensive study of topics that expand the methods of differentiation and integration. Parametric and polar curves are explored using derivative and integrals in many application settings. The Maclaurin and Taylor Polynomials and Series and the Lagrange Error Bound for Taylor Polynomials are included. Graphing calculator technology is used throughout the course to enhance instruction. Upon completion of AP Calculus BC, the students are eligible to take the AP Calculus BC Examination toward securing possible college credits.

**MULTI-VARIABLE CALCULUS**

**5 CREDITS**

**12**

This senior course is a follow-up to AP Calculus BC. Topics include Vectors and the Geometry of Space, Vector-Valued Functions, Functions of Several Variables, multiple Integration, and Vector Analysis. This course has many applications in geometry, physics, engineering and economics.

**COLLEGE ALGEBRA AND DISCRETE MATH**

**5 CREDITS**

**12**

College Algebra and Discrete Math is a fourth year math course to be offered to seniors as an alternative to taking Pre-Calculus or for those who would benefit from additional Algebra work . The goal of this course is to prepare students for any first year math course they might take at

the college freshman level. Fundamentals of algebra, geometry, and trigonometry are included in this course. The student builds upon this information to model real-world data and explores the topics in discrete math.

### **AP STATISTICS**

**5 CREDITS 10\*, 11-12**

The purpose of the Advanced Placement Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students who successfully complete this course and the AP examination may secure college credits or advanced status. **\*Only students with accelerated status in Mathematics are eligible at this grade level.**

## **COMPUTER SCIENCE COURSES**

### **VISUAL BASIC (One Semester)**

**2.5 CREDITS 9-11**

Visual basic is a half-year course designed to serve as an introduction to programming. The course offers an easily accessible, creative environment to learn fundamental programming concepts. Students will be working in a familiar windows environment and will be designing windows applications. This serves as a good foundation for more advanced programming courses.

### **PROGRAMMING IN C++ (One Semester)**

**2.5 CREDITS 9-11**

This course is a half-year introductory programming course that emphasizes a careful, disciplined approach to Programming in C++. It is strongly recommended for those students who plan to consider Computer Science as a college major or minor.

### **HONORS JAVA**

**5 CREDITS 10-12**

Honors Java introduces students to several, very powerful topics in Computer Science including: Object Oriented program design, Data Encapsulation and Information Hiding. More than just learning about Java, students will also be learning and applying the principles of modular program design and software re-usability. Students in this class will be designing their own creative software solutions to a variety of challenges. While not a prerequisite, prior knowledge of Visual Basic and/or C++ may be helpful. Honors Java is a required prerequisite for the Advanced Placement Computer Science A course.

### **AP COMPUTER SCIENCE PRINCIPLES**

**5 CREDITS 10-12**

Computer Science is an integral part of today's society and is rapidly becoming an essential skill across all disciplines. This course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Topics that will be covered include creativity, abstraction, data and information, algorithms, programming, the Internet, and global impacts. Students will utilize resources such as MIT App Inventor, JavaScript and others to display their understanding of computer science principles and create their own computational artifacts. Completed projects

may include mobile apps, websites, music, games, and more. While the course is designed to appeal to a wide array of students, it is still a college-level curriculum and will be challenging.

**AP COMPUTER SCIENCE A**

**5 CREDITS**

**11-12**

AP courses are rigorous and require students to demonstrate a strong work ethic. This course is designed for students who wish to take the AP Computer Science A Exam. Knowledge and programming skills in the Java language are necessary to pursue AP Computer Science A. Algorithms and programming in Java will be the emphasis of this course, including all the topics prescribed by the College Board for the AP exam, and also graphics programming, with an opportunity to create a graphical game. Upon completion, students who take the AP Exam may be eligible for college credit. This course should be of interest to students who are considering college work in computer science, engineering, statistics, and some business fields.

**ADVANCED COMPUTER SCIENCE WITH JAVA**

**5 CREDITS**

**12**

This course follows AP Computer Science A. The emphasis of the course is on development and use of standard data structures, developing algorithms, and improving programming skills. The course should be of interest to students who are considering college work in computer science, engineering, statistics, and some business fields.

**WEB DEVELOPMENT**

**5 CREDITS**

**10-12**

This course is designed to introduce students to website development. The course introduces a variety of languages and tools, focusing on what a student needs to know to start creating web pages. The Hypertext markup language (HTML) and Extensible Hypertext markup language (SHTML) will be covered extensively. The students will use Cascading Style Sheets (CSS and JavaScript to make dynamic web pages (DHTML). They will learn to create images, image maps, and animation for a website. The students will learn to code by hand using a text editor and also to use software intended for website development, such as Dreamweaver, Photoshop, Fireworks and Flash. An on-going project of this course will be the maintenance of the high school's website.

## MUSIC

Course Title	Grade Level	Credits	Course Level	Prerequisite
Chorus	9-12	5	General	None
Chamber Choir	10-12	5	General	Audition w/ director
Symphonic Band	9-12	5	General	None
Instrumental Instruction	9-12	1	General	None
Woodwind Ensemble	10-12	5	General	One Year of Band/Instrumental Ins.
Brass Ensemble	10-12	5	General	One Year of Band/Instrumental Ins.
Percussion Ensemble	9-12	5	General	One Year of Band/Instrumental Ins.
Jazz/Rock Improvisation	9-12	5	General	Materials of Music I or instructor permission
Materials of Music I	9-12	5	General	None
Materials of Music II	10-12	5	General	Materials of Music I
Materials of Music III	11-12	5	General	Materials of Music I and II
Materials of Music IV	12	5	General	Materials of Music I-III
AP Music Theory	10-12	5	AP	Materials of Music I or instructor permission
Music Perspectives (WV)	9-12	5	General	None

### VOCAL MUSIC COURSES

#### CHORUS

**5 CREDITS**

**9-12**

The goal of this course is to develop the musical skills of students who enjoy singing. Students will perform music chosen to appeal to a wide variety of interests and ability levels, with an emphasis on developing proper vocal technique and the enhancement of basic musical skills. This course is open to all students—no previous experience, audition, or special approval is necessary. Activities, some of which may require participation outside of school hours, include performances and rehearsals, both in and outside of school, and class trips.

#### CHAMBER CHOIR

**5 CREDITS**

**10-12**

This course is designed to develop the experienced singer. Emphasis is on the development of musicianship through singing. Students meet daily for one period and rehearse repertoire from various genres. Performances include annual concerts and community outreach performances. Membership is open to students through audition with the director.

### INSTRUMENTAL MUSIC COURSES

#### SYMPHONIC BAND

**5 CREDITS**

**9-12**

Minimum requirement of three years' experience on a wind or percussion instrument, or approval of the band director is necessary. Music is chosen to appeal to a wide variety of interest and ability levels. Activities include concerts, parades and ceremonies. After school time is required. Though not mandatory, it is strongly encouraged that all students enrolled in "Symphonic Band" also participate in marching band. **Due to space and equipment**

**limitations, enrollment for certain instruments (i.e. Percussion) may be limited and will be determined by audition.**

**INSTRUMENTAL INSTRUCTION**

**1 CREDIT**

**9-12**

This is a course for those students who wish to practice music or receive individual or small group lessons. Any student who may wish to begin study on a band instrument is invited to do so during one of the instrumental instruction periods.

**WOODWIND ENSEMBLE**

**5 CREDIT**

**10-12**

This course is designed for players of woodwind instruments who enjoy small group and individual performance, solos, duets, trios, and quartets are performed with thought toward playing a variety of chamber music and improving technique. A minimum of six years of playing experience or approval of the director is required. Class members may perform at various concerts and community functions.

**BRASS ENSEMBLE**

**5 CREDITS**

**10-12**

This is a course designed for players of brass instruments who enjoy small group or individual performance. Solos, duets, trios, and quartets are performed with thought toward playing a variety of chamber music and improving technique. A minimum of six years playing experience or approval of the director is required. Class members may perform at various concerts and community functions.

**PERCUSSION ENSEMBLE**

**5 CREDITS**

**9-12**

This class offers the percussion player something different at all aspects of performance - keyboard percussion, timpani, snare drum, drum set, and accessories - will be included. A variety of music for soloists, duets, trios, and quartets suitable to the ability level of the class will be played. This course is designed for students who enjoy playing percussion instruments. Class members may perform at selected concerts and community functions. A minimum of six years playing experience or approval of the director is required

**JAZZ COURSES**

**JAZZ/ROCK IMPROVISATION**

**5 CREDITS**

**9-12**

This course is designed for instrumentalists who wish to learn how to improvise music (create their own solos) in jazz styles. Players of piano, guitar, bass, drums and wind instruments are encouraged to enroll (no beginners, please). In addition to performance techniques, the development of jazz from Ragtime through Dixieland, swing, bop, and jazz-rock to the modern era will be studied.

## **MUSICIANSHIP COURSES**

### **MATERIALS OF MUSIC I**

**5 CREDITS**

**9-12**

Minimum requirements are five years of performing experience on an instrument, or approval of the instructor. It is required that the student possess a working knowledge of basic notation (bass and treble clefs), and can read basic rhythms. Materials of Music I covers diatonic harmonization, ear training, music history, among other subjects. It is designed for those having a special interest in music and having some previous background in music.

### **MATERIALS OF MUSIC II**

**5 CREDITS**

**10-12**

Topics addressed in Materials of Music II include contemporary music and the advanced topics of those begun in Music I: including chromatic harmony, advanced ear training, and advanced conducting.

### **MATERIALS OF MUSIC III**

**5 CREDITS**

**11-12**

Areas included in Materials of Music III are acoustics, form, composition, and advanced theory.

### **MATERIALS OF MUSIC IV**

**5 CREDITS**

**12**

Materials of Music IV address advanced arranging and composition. This course is also available as independent study.

### **AP MUSIC THEORY**

**5 CREDITS**

**10-12**

This course will develop the student's ability to recognize and understand the basic materials and processes of music that are heard or read in a score. Extensive listening, with and without music scores, will be included and examples for analysis will consist of examples from different periods of music. The class will also cover computer applications in music, covering such subjects as MIDI, sequencing, notation, and simple compositional techniques using the computer. A solid foundation in the rudiments of music must be demonstrated for entry into the class.

## **MUSIC SURVEY COURSES**

### **MUSIC PERSPECTIVES (WV)**

**5 CREDITS**

**9-12**

This course is designed for the student who is not a musician but enjoys listening to music and discovering more about it. It is a general survey of different styles of music ranging from the 14<sup>th</sup> century to the present time. Current American popular music styles such as jazz, rock and roll, folk music, and musical comedy are included.

## PHYSICAL EDUCATION/HEALTH

Course Title	Grade Level	Credit	Course Level	Prerequisite
Physical Education	9-12	3.75	General	Completion of prior year P.E.
Health 9	9	1.25	General	None
Health 10	10	1.25	General	None
Health 11	11	1.25	General	None
Health 12	12	1.25	General	None
Sports Medicine I	10-12	2.5	General	Biology
Sports Medicine II	10-12	2.5	General	Sports Medicine I

### PHYSICAL EDUCATION

**3.75 CREDITS**

**9-12**

The Physical Education Program is conducted on a mandatory basis. The students will receive instruction over a four-year period of time in wellness education, project adventure, weight training, team and individual sports. Freshmen and sophomores are required to take a project adventure course as well as health related and skill related fitness activities. An juniors and seniors receive a combination of fitness, team, and individual sport related activities with several wellness components.

### HEALTH 9 (One Marking Period)

**1.25 CREDITS**

**9**

Students will analyze and discuss various topics related to health and wellness. The following topics are included in this course: Relationships, reproductive anatomy, consequences of sexual activity, abstinence, birth control / contraceptives, decision making, peer pressure, self-esteem, mental illness, tobacco, alcohol, and drugs.

### HEALTH 10 (One Marking Period)

**1.25 CREDITS**

**10**

This **Driver Education** course is intended to provide current information and techniques on teaching novice drivers the basics of motor vehicle operation. The students will be made aware of the laws governing driving privileges and licensing in the state of New Jersey. This program will assist in the coordination of the minimum 30 hours of classroom instruction. Also the process of six hours of in-car instruction will be explained to all students. The students will be prepared to take the New Jersey State Written Examination.

### HEALTH 11 (One Marking Period)

**1.25 CREDITS**

**11**

The students in this course will have the opportunity to become certified in First Aid and CPR through the American Red Cross program. The topics for instruction include first aid and safety, CPR, heart health care, cancer awareness and treatment, nutrition, stress and fitness.

### HEALTH 12 (One Marking Period)

**1.25 CREDITS**

**12**

This course is designed to address, analyze, reflect and develop the student's personal attitudes and core values toward contemporary social issues. It will enable the students to design and implement a plan of action for appropriate decision making. Topics for instruction

include value clarification in decision making, sexual health, AIDS as a communicable disease, relationships progressing from young adulthood into adult relationships and responsibilities, as well as issues and concerns of substance abuse.

### **SPORTS MEDICINE I**

**2.5 CREDITS**

**10-12**

This course offers up-to-date evidence based techniques and current trends in health and fitness to students in a hands-on setting where they will explore different real world situations that would gear them for a potential future career in a variety of health care settings. This course format blends conventional lecture with a clinical classroom component that involves application of the lecture material. This course provides the student with the ability to assess different careers under the sports medicine umbrella. A main focus of the course will address prevention techniques as part of a fitness program to avoid common injuries and illness involving training techniques as well as protective equipment and environmental precautions. The course exposes students to emergency care of life threatening conditions and also provides the skills to assess different athletic injuries to all areas of the body. A review of functional anatomy is followed by discussions of the mechanisms of athletic injury, associated signs and symptoms, and the exercises and protocols to create a comprehensive rehabilitation program.

### **SPORTS MEDICINE II**

**2.5 CREDITS**

**10-12**

Sports Medicine II advances the general knowledge base of the previous course and extends to a more practical/hands-on approach to caring for and treating athletic related injuries. The course reinforces learning about anatomy and kinesthetic functions and helps students learn to identify and differentiate various sports injuries. The course also reviews the goals of rehabilitation and emphasizes the importance of each of the steps in the rehabilitation process. Specific units review common lower and upper body injuries as well as spinal injuries and rehabilitation protocols for each of those injuries. There is also an overview of how many general medical conditions may affect athletic performance.



## SCIENCE

Course Title	Grade Level	Credit	Course Level	Prerequisite
Biology 1	9	6	General	None
Biology E	9	6	Enriched	8th Grade Science (B+) 8th Grade Biology (B)
Chemistry	10-12	5	General	Biology and Algebra I
Chemistry 1	10-12	6	General	Biology and Algebra I or Geometry
Chemistry E	10-12	6	Enriched	Biology/Biology E Algebra/Algebra I E or Geometry/Geometry E
Physics 1	10-12	6	General	Algebra 1
Physics E	10-12	6	Enriched	Algebra 1
Biology for Allied Health	11-12	5	General	Biology/Biology E and Chemistry/Chemistry E
Environmental Science	11-12	5	General	Biology and Chemistry
AstroBiology	11-12	2.5	General	Biology and Chemistry
BioGeology	11-12	2.5	General	Biology and Chemistry
Forensic Science	11-12	2.5	General	Biology and Chemistry
Science Research	9	2.5	General	None
Science, Technology & Society	11-12	5	General	Biology and Chemistry
Anatomy & Physiology	11-12	5	Honors	Biology E and Chemistry E
AP Biology	10-12	6	AP	Biology/Biology E and Chemistry/Chemistry E
AP Chemistry	10-12	6	AP	Algebra 2 and Chemistry E
AP Environmental Science	10-12	6	AP	Biology/Biology E and Chemistry/Chemistry E
AP Physics 1	10-12	6	AP	Algebra, Geometry and Algebra 2 or Unified Math
AP Physics 2	11-12	6	AP	Algebra, Geometry and Algebra 2 or Unified Math and Physics 1, Physics E or AP Physics 1
AP Physics C	11-12	6	AP	AP Physics 1 or 2 and Calc AB

### BIOLOGY

**6 CREDIT**

**9**

In this course, important biological questions and concepts are examined that include the origin and evolution of life; genetic continuity and principles of heredity; the relationships between structure and function in living organisms; biochemical processes; behavior; and the preservation of life in changing ecosystems. These topics serve as unifying themes along with an emphasis placed on the unique position of man to his environment. Laboratory experiences aid the student to learn and practice science as a system of inquiry. This course includes laboratory work and experiments that are both qualitative and quantitative in nature to provide students with opportunities to gather and interpret data.

## CHEMISTRY

6 CREDITS

10-12

The College Preparatory Enriched sequence is designed for students who are at or above grade level and have a strong work ethic. This course prepares students for college work at a more rigorous pace. In this course, students will learn about the ultimate structure of matter and how knowledge of this structure will allow them to interpret the wide variety of behavior observed during physical and chemical changes. Mastering of chemical facts will be required. Laboratory experiments are all of a quantitative nature and based on gathering and analyzing data. Students must have advanced mathematical capability that includes skills in understanding and analyzing ratio, proportion and percent problems, algebraic equations, and scientific notation.

## PHYSICS

6 CREDITS

10-12

Physics is the study of matter and energy and the concepts developed here are true virtually everywhere in the universe. This course is recommended for students who have an interest in science, architecture, medicine, or engineering. The program starts out with an in-depth treatment of Newtonian mechanics, or the study of one-dimensional and two-dimensional motion and forces. This is followed by a study of energy and waves with a focus on sound and light. Fundamental concepts evolve via lecture, discussion and laboratory investigations - all of which are enriched by hands-on activities, computer simulations, demonstrations, and animations.

## BIOLOGY FOR ALLIED HEALTH

5 CREDITS

11-12

This course is designed to benefit students interested in biomedical and health related careers. Students are introduced to biosciences, and skills utilized in biomedical research. Anatomy and physiology and medical terminology are emphasized as well as topics that include cells, biochemistry, disease, microbiology and pathogenic organisms, infections, metabolism and nutrition, development and birth, and body defenses and immunity. In addition, students will consider topics in bioethics and medical genetics. The course format focuses on lecture, discussion, and relevant class activities. Note that clinical laboratory experiences in community health facilities such as hospitals, long term care facilities, day care centers and special needs facilities are no longer included in the course curriculum. **Students are encouraged to take Anatomy and Physiology prior to taking Biology for Allied Health. Note: Seniors have registration priority in this course.**

## ENVIRONMENTAL SCIENCE

5 CREDITS

11-12

The course in environmental science recognizes the importance and social significance of environmental issues. The topics and presentation provide opportunities for students to understand and analyze the current environmental condition of the planet as well as the local community and metropolitan area. The subject incorporates interdisciplinary information to enhance the view that the environment is the concern of related fields of study. There is an effort to focus the impact of technology and development on our daily life and community. In addition, topics offer discussions on the ecological balances of nature and the environment quality for the future. Emphases of environmental science include the development of awareness of current environmental issues; the development of greater appreciation and concern for the natural world; the development of knowledge and understanding of our natural

resources; the development of positive attitudes and sensitivity regarding the significance of ecological interactions; and the development of an awareness of social and political mechanisms available for conservation, restoration, and preservation of the environment. The course in Environmental Science will involve teacher directed presentations of content areas through class lecture, class discussion, student reports, investigations, and class group activities. In addition, laboratory exercises will supplement and enhance topics dealing with both ecosystem functions and species interactions. Instruction will involve incorporation of current topics through reading and audiovisual presentations.

**INTEGRATED SCIENCE: ASTRO BIOLOGY**

**2.5 CREDITS**

**11-12**

The Integrated Science: AstroBiology course is a multidisciplinary laboratory-inquiry based incorporation of biological, space science and environmental topics. This course integrates principles of astronomy and space exploration with biological topics that include the physiology of man in space, life characteristics and habitats on earth and beyond, and the potential and search for extraterrestrial life forms in the universe. The student will also investigate relationships between astronomical events and the biosphere's environments and life forms. To gain a wider understanding and a greater appreciation of the world in which we live, the student will engage in a variety of activities, project work and research within the framework of a highly structured interdisciplinary approach. In addition, the student will be exposed to career opportunities in these inter-related science disciplines.

**INTEGRATED SCIENCE: BIO GEOLOGY**

**2.5 CREDITS**

**11-12**

The Integrated Science: BioGeology course is a multidisciplinary laboratory-inquiry based incorporation of biological, geoscience and environmental topics. This course integrates principles of geology with biological and ecological topics that include the geological formations, processes and aspects that shape living ecosystems, earth's life history, and evolution. The student will also investigate relationships between geological events and the biosphere's environments past and present. To gain a wider understanding and a greater appreciation of the world in which we live, the student will engage in a variety of activities, project work and research within the framework of a highly structured interdisciplinary approach. In addition, the student will be exposed to career opportunities in these inter-related science disciplines.

**FORENSIC SCIENCE**

**2.5 CREDITS**

**11-12**

The Forensic Science course applies biology, chemistry, physical science, and technology to the analysis of criminal acts and law enforcement. Forensic Science is offered as a half-year elective course to students who have successfully completed biology and chemistry or have a comparable science background. The course focuses on development of critical thinking and the examination of evidence as they relate to crimes and case studies. Law enforcement agencies have expanded their investigative functions, and rely on advice and technical support from the scientific community. Forensic Science is the application of science process and content knowledge to laws that are enforced by police departments and other law enforcement agencies. Students will apply scientific methods and employ related science disciplines to consider aspects of evidence relevant to crime scenes. Students will consider as well the functions of a typical crime laboratory. The course will involve presentations, discussions, projects, laboratory investigations, use of technology, and readings. In addition, the student will be exposed to career opportunities in the area of criminalistics and forensic science.

## **SCIENCE RESEARCH**

**2.5 CREDITS**

**9**

The Science Research course applies the scientific method and the use of technology to design, complete, and present experimental projects that involve biological and physical science topics of interest. Science Research provides students with opportunities to gain scientific knowledge and understanding. The course focuses on the processes of science and the development of critical thinking. Students plan and conduct investigations, as well as analyze original data. Science Research provides students with opportunities to develop and use the skills of observing, hypothesizing, experimenting, and communicating. The course involves presentations and discussions, and is primarily project-based. Students will gain experience in conducting a literature search of a specific science topic as well as complete projects, and present a formal scientific research paper.

## **SCIENCE, TECHNOLOGY & SOCIETY**

**5 CREDITS**

**11-12**

Science, Technology, and Society is a course that integrates multiple science disciplines. The class is a full year course that is intended for students who require reinforcement of cognitive and process skills in Science. The program focuses upon application of science principles and technology within society. Cognitive topics within areas of life science, earth science and physical science provide the framework for student-centered activities and learning. Content from the fields of genetics, ecology, and organization of living things, matter, energy, forces, motion, geological systems, astronomy, and the universe will supply the fabric to strengthen student science proficiency in the process areas of decision making, problem-solving and inquiry. The broad range of topics allows for individual tailoring of learning rate, topic selection and sequence based on student need. Student projects, reports, hands-on activities, and assessments will become part of a student portfolio.

## **ANATOMY & PHYSIOLOGY (HONORS)**

**5 CREDITS**

**11-12**

The course in human anatomy and physiology presents students with an in depth view of the functional systems of the human body to include the nervous, endocrine, digestive, circulatory, respiratory, excretory, reproductive, and locomotive systems. Throughout the course material, there is an emphasis on the coordinated interaction of physiological activities. The topics incorporate the significance of the nervous and endocrine systems that regulate the responses between and within other systems. Students examine each system from levels of cell specialization and organ structure. The overall performance of the human body is viewed as an interconnected complex of structures working on molecular and gross levels. The course exposes students to current biomedical and social environmental issues to enhance their understanding of health and human body related topics. The course in Anatomy and Physiology will involve teacher directed presentations of content areas through class lecture, class discussion, student reports, investigations, and class group activities. In addition, laboratory exercises will supplement and enhance topics dealing with both system functions (physiology) and system structure (anatomy). Instruction will involve incorporation of current topics through reading and audiovisual presentations. **Note: Seniors have registration priority in this course. Course may be offered as a dual enrollment option.**

## ADVANCED COURSES AND ADVANCED PLACEMENT

Advanced Placement Science courses may be taken in addition to but not instead of any of the three core Biology, Chemistry and Physics courses. This may be accomplished if the student can “double up” in science during his/her freshman, sophomore, junior and senior year. Students serious about science as a possible career choice should seek advice and assistance from the science department supervisor at program planning time. While the scope of the advanced high school programs in Biology, Chemistry and Physics is not as fully inclusive as it might be in similar freshman college courses, the level of treatment in the areas of concentration should provide ample challenge, useful background, and a feeling for what is expected in attitude and responsibility from mature students preparing themselves for careers in science. College texts, laboratory guides, reference materials and testing procedures are used throughout the advanced course.

### AP BIOLOGY

**6 CREDITS**

**10-12**

Building on a foundation provided by first year Biology and Chemistry, the course in advanced Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Heavy content emphasis is placed on biochemistry, cytology, energy transformations, molecular genetics, heredity, and evolution. AP Bio labs equate to the types of practical work done by college freshmen.

### AP CHEMISTRY

**6 CREDITS**

**10-12**

This course is planned to meet the objectives of a general chemistry course on the college level. The emphasis is on rigorous training in fundamental concepts required as preparation for future study in chemistry or in related fields. Atomic structure, chemical bonding, reaction kinetics, equilibrium, oxidation-reduction, electrochemistry and acid based relationships are thoroughly treated. All laboratory work stresses mastery of quantitative laboratory techniques.

### AP ENVIRONMENTAL SCIENCE

**6 CREDITS**

**10-12**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them. Themes include: science as a process; energy conversions that underlie all ecological processes; the earth itself as one interconnected system; human alteration of natural systems; environmental problems with cultural and social context; and human survival depends on developing practices that will achieve sustainable systems. The laboratory and field investigation component of the AP Environmental Science course is to compliment the classroom portion by allowing students to learn about the environment through firsthand observation. **Note: Seniors have registration priority in this course.**

**AP PHYSICS 1****6 CREDITS****10-12**

This is an in-depth first year physics course taught at an advanced placement level that targets serious students who show an interest and a proclivity for science, medicine, engineering, architecture, or related fields. It is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; mechanical waves and sound. It will also introduce static electricity and electric circuits. This course provides an academic challenge for serious minded science students interested in building confidence through success with college level study and with the Advanced Placement College Board exam in AP Physics 1.

**AP PHYSICS 2****6 CREDITS****11-12**

This is an in-depth second year advanced placement level physics course targeting serious students who show an inclination and a proclivity for science, medicine, engineering, architecture, or related fields. This course is the equivalent of a second –semester college course in algebra-based physics. Content includes fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. This course provides an academic challenge for serious minded science students interested in building confidence through success with college level study and with the Advanced Placement College Board exam in AP Physics 2.

**Note:** Students who request Advanced Placement Physics 2 or Advanced Placement Physics C are registered according to their mathematics background and their college/career plans. Students who have completed a first year of Calculus and interested in physics or engineering are registered in Advanced Placement Physics C, and students who have completed Pre-Calculus without a year of Calculus are registered in Advanced Placement Physics 2.

**AP PHYSICS C****6 CREDITS****11-12**

Advanced Placement Physics C is a college-level class offered to qualified students who show an inclination and a proclivity for science, medicine, engineering, architecture, or related fields. The Advanced Placement Physics C course is designed to complement and supplement the introductory Advanced Placement Physics 1 (or Advanced Placement Physics 2) course pursued by college-level students. Strong emphasis is placed on solving a variety of challenging problems, most requiring calculus. The subject matter of the Advanced Placement Physics C course is principally mechanics, electricity and magnetism.

## TECHNOLOGY EDUCATION

Course Title	Grade Level	Credits	Course Level	Prerequisite
CAD I: Intro to Design	9-11	5	General	None
CAD II: Architectural & Eng. Design	10-12	5	General	CAD I
CAD III: Adv. Design/Portfolio Prep	11-12	10	General	CAD I and II
CAD IV: Design Experience	12	5	General	CAD I - III
Intro. To Automotive Systems	9-11	5	General	None
Auto Occ. Suspension & Brakes	10-12	10	General	Intro to Auto
Auto Occ. Heat/Air/Electrical	10-12	10	General	Intro to Auto
Auto Occ. Engine Performance	10-12	10	General	Intro to Auto
Wood Technology I (WV)	9-12	5	General	None
Advanced Woods (WV)	10-12	5	General	Wood Tech I
Fabrication Technology	9-12	5	General	None
Graphic Design I	9-11	5	General	None
Graphic Design II	10-12	5	General	Graphic Design I
Graphic Design Occupations	11-12	10	General	Graphic Design I and II
Graphic Design Layout/Pub. (WH)	10-12	5	General	None
Photography I	9-12	5	General	None
Photography II	10-12	5	General	Photography I
Photography III (WH)	11-12	5	General	Photography I and II
AP Photography (WH)	12	5	AP	Photography I-III
Robotics I	9-12	5	General	None
Robotics II	10-12	5	General	Robotics I
Robotics III	11-12	5	General	Robotics I & II
TV Production I	9-11	5	General	None
TV Production II	10-12	5	General	TV I
TV Production III	11-12	5	General	TV I and II and teacher rec.
TV Production IV	12	5	General	TV I-III and teacher rec.

### **CAD 1: INTRO TO DRAFTING DESIGN AND PROBLEM SOLVING 5 CREDITS 9-11**

This course introduces the student to the use of drawing as the language of industry and provides the opportunity to prepare various types of technical and computer drawings. These skills will be applied to a broad range of experiences where students will develop a diverse portfolio that includes industrial and architectural designs. This course is the basis upon which all other Computer Aided Design Studio courses are sequentially developed. It is recommended for all students who have interests in architecture, engineering, construction management, interior design, environmental design, fine arts, and virtual reality.

### **CAD II: ARCHITECTURAL AND ENGINEERING DESIGN 5 CREDITS 10-12**

During this course, the student will assume the role of an architect or industrial designer to develop a series of projects from the conceptual design phase to final presentation for critique. This course expands on the material presented in CAD I by continuing to introduce students to the engineering and aesthetic aspects of design. Students begin the course working in groups

on projects at a broad scale. They then transition to scales that require increasing levels of detail. This work is continuously documented as a part of the student's ongoing college admissions portfolio development program.

**CAD III: ADVANCED DESIGN/PORTFOLIO PREPARATION**

**10 CREDITS**

**11-12**

Students in this *double period* course are encouraged to pursue their specific design interests as they develop their personal style in a studio setting that encourages creativity and independent thought. They continue to master the latest CAD, virtual modeling, and print/web page design software to develop and document design work specific to the portfolio admissions requirement of various college majors and school of design.

**CAD IV: INDEPENDENT DESIGN EXPERIENCE**

**5 CREDITS**

**12**

Students in this course work under the guidance of a lab instructor and a third party (i.e.: physics instructor, design professional, independent competition, Habitat for Humanity, etc.). Each semester, students conduct research related to the subject matter. This research will be applied to the completion of a minor project and a major project each term. Due to the nature of this course, an application process is required for acceptance to this program. After the instructors' review, the proposed course content is presented to the administration and to the student's parents in the form of a contract for final approval.

**INTRODUCTION TO AUTOMOTIVE SYSTEMS**

**5 CREDITS**

**9-11**

An introduction to the basics of the automobile are covered. These include ignition, carburetor, cooling system, lubrication, electrical circuits, starter, generator circuits, transmission of power, suspension systems, steering and brakes. Also covered are four cycle engines used in power mowers. **This course is a pre-requisite for all subsequent auto occupation classes.**

**AUTO OCCUPATIONS: SUSPENSION AND BRAKES**

**10 CREDITS**

**10-12**

This class is available to students who have selected automotive trades as a possible occupational objective. Students are given related instruction using the latest diagnostic tools and equipment. Students will be trained to troubleshoot and repair automotive steering and suspension systems, as well as automotive brake systems. This class would cover subject matter that could lead to ASE certification in the steering and suspension, as well as brake areas.

**AUTO OCCUPATIONS: ELECTRICAL/ELECTRONICS AND HEATING/AIR CONDITIONING**

**10 CREDITS**

**10-12**

This class is available to students who have selected automotive trades as a possible occupational objective. Students are given related instruction using the latest diagnostic tools and equipment. Students will be trained to troubleshoot and repair automotive Electrical and Heating and Air Conditioning systems. This class would cover subject matter that could lead to ASE certification in Heating and Air Conditioning and Electrical and Electronics.



**AUTO OCCUPATIONS: AUTOMOTIVE  
ENGINE PERFORMANCE**

**10 CREDITS**

**10-12**

Automotive Engine Performance will continue teaching the student about the automobile and the internal combustion engine. A major focus will be on engine performance and diagnosis. In this time of environmental awareness and concern it is important to understand what makes the vehicle perform at an optimum level to produce the highest efficiency at the lowest pollution levels. This course is designed to prepare students to take the ASE certification test in the area of Engine Performance. ASE program standards and guidelines are followed during the course.

**WOOD TECHNOLOGY I (WV)**

**5 CREDITS**

**9-11**

This course is designed to include planning, layout, problem solving and measuring skills, use and identification of wood, safe use of hand and power tools, basic joinery and finishing operations. Emphasis is placed upon preparing students for life-long learning, insights and understanding of our technological society.

**ADVANCED WOODS (WV)**

**5 CREDITS**

**10-12**

This course is designed to give students advanced experiences in cabinet making, furniture making, wood craft, and home construction. Production techniques included in mass production, and advanced finishing procedures will be presented. Emphasis will be placed on increased student independent thinking, planning and problem solving.

**FABRICATION TECHNOLOGY**

**5 CREDITS**

**9-12**

This course is designed as a hands-on creative design experience where the students will focus on problem solving and the practical application of the solutions to those problems. Students will be given a problem, often based on real world issues found here at school and in the community, work collaboratively in groups to solve it, and then they will create and document the solution/prototype using materials such as wood, metal, and plastic. Students will be exposed to using 21<sup>st</sup> Century computer controlled machinery as well as traditional high school woodworking tools and machinery.

**GRAPHIC DESIGN I**

**5 CREDITS**

**9-11**

Graphic Design I is an area of study devoted primarily to the organization and design of visual materials. The course covers units in design and desktop publishing for printed material and on-line purposes. This course centers on the concept of mass communication in traditional and fully digital methods.

**GRAPHIC DESIGN II**

**5 CREDITS**

**10-12**

A course designed to provide in-depth study and experience in the field of visual communication. Students will be provided with career and occupational information. Opportunities will exist for students to further develop skills and build upon the knowledge gained in Graphic Design I.

**GRAPHIC DESIGN OCCUPATIONS****10 CREDITS****11-12**

Graphic Design Occupations is the study of visual reproduction processes. Students will continue to develop basic skills from participation in activities that simulate realistic experiences in the field of visual communication. The areas covered include design, composition, desktop publishing, reproduction photography, photography.

**GRAPHIC DESIGN LAYOUT/PUBLICATIONS (WH)****5 CREDITS****10-12**

Students will study principles involved in putting out a printed product and then apply those principles to the actual preparation of the high school yearbook. Skills in the areas of editing, layout, graphic design, and photography will be explored. Students' skills are evaluated by the degree of involvement as reflected by the quality of their projects. This course is also designed to explore and apply photographic principles as a vital form of creative expression and communication. Subject matter covers the artistic, technical and practical aspects of contemporary photography. Emphasis is placed on techniques of both 35 mm and digital photography. Students will create images representing a variety of challenging subjects and visual concepts. Application process required.

**PHOTOGRAPHY I****5 CREDITS****9-12**

This course is designed to explore and apply photographic principles as a vital form of creative expression and communication. Subject matter covers the artistic, technical and practical aspects of contemporary photography through the use of digital cameras and post production software (Adobe Photoshop). The student will use the design and problem solving model, think critically and creatively to capture images representing a variety of challenging subjects and visual concepts which will be presented in a final portfolio.

**PHOTOGRAPHY II****5 CREDITS****10-12**

This course is designed to encourage and facilitate artistic and technical skills for the intermediate photography student. The emphasis of this course is on fine art photography as a contemporary art form. Students will utilize the manual settings of a digital camera and post production software (Adobe Photoshop) to emphasize creative ability, imagination and experimentation. Students will continue to use the design and problem solving model, think critically and creatively to capture images representing a variety of challenging subjects and visual concepts which will be presented in a final portfolio while also gaining presentation and exhibition skills.

**PHOTOGRAPHY III (WH)****5 CREDITS****11-12**

This course is designed to encourage and facilitate artistic and technical skills for the advanced photography student. The emphasis of this course is on commercial photography and studio lighting. Students will utilize the manual settings of a digital camera, post production software (Adobe Photoshop) and professional lighting to demonstrate creative ability in commercial applications. Students will continue to use the design and problem solving model, think critically



**TELEVISION PRODUCTION II****5 CREDITS****10-12**

The goal of this full-year elective course is to take previous television experience and apply it toward the creation of student written, produced, and directed programming. Each class will develop its own individualized production format and a schedule of programming for monthly broadcast on channel 77. Having already learned basic production principles, emphasis now will be placed on the problems of television production both in and out of the studio. Final Cut Pro and Adobe Photoshop will become the main tools used in this course. Students will also be introduced to the digital camera and its integration with the editing software. Further emphasis on Final Cut Pro and Adobe Photoshop will be required.

**TELEVISION PRODUCTION III****5 CREDITS****11-12**

The goal of this third year elective course in television production is to take previous television experience and apply it towards student produced and directed regular and special programming for cable television. Students will also document and produce in-house programs of special interest to their school and educational experience. Special attention will be directed toward the production of short magazine style pieces including planning, writing, shooting, and editing. The creation of appropriate graphics, the use of the computer as a tool for television production, and all elements of non-linear editing will form the technical core of this curriculum. Reading, screenings, critiquing, guest speakers and field trips will complement the workshop environment. Students will also be responsible for keeping production logs and editing a tape of their work to be used as a resume.

**TELEVISION PRODUCTION IV****5 CREDITS****12**

This engaging, hands-on course is offered in a workshop environment that replicates the real life activities of an actual broadcast studio. Advanced editing techniques, including the implementation of Adobe After Effects, will be stressed. All student activities will be directed toward the production of broadcast quality programming for various digital outlets including YouTube and will include the following: Video Yearbook, Morning Announcements, and Freshman Orientation Videos.

## WORLD LANGUAGES

Course Title	Grade Level	Credits	Course Level	Prerequisite
French I	9-12	5	Enriched	None
French II	9-12	5	Enriched	French I
French III	10-12	5	Enriched	French I and II
French IV Honors	11-12	5	Honors	French I-III
French V Honors	12	5	Honors	French I-IV
Italian I	9-12	5	Enriched	None
Italian II	10-12	5	Enriched	Italian I
Italian III	10-12	5	Enriched	Italian I and II
Italian IV Honors	11-12	5	Honors	Italian I – III
Italian V Honors	12	5	Honors	Italian I – IV
Latin I	9-12	5	Enriched	None
Latin II	9-12	5	Enriched	Latin I
Latin III	10-12	5	Enriched	Latin I and II
Latin IV Honors	11-12	5	Honors	Latin I – III
Latin V Honors	12	5	Honors	Latin I – IV
Spanish I	9-12	5	General Enriched	None
Spanish II	9-12	5	General Enriched	Spanish I
Spanish III	10-12	5	General Enriched	Spanish I and II
Spanish IV Honors	11-12	5	Honors	Spanish I – III Enriched
Spanish V Honors	12	5	Honors	Spanish I – IV Enriched

### **FRENCH I**

**5 CREDITS**

**9-12**

Students selecting the first year course in French are introduced to the fundamentals of the language and the culture of France. The student has the opportunity to express himself/herself, to begin to build fluency in the language through daily conversation and maximum usage of French in the classroom. Opportunities are provided for speaking in the interpersonal, interpretive and presentational modes in accordance with the content standards. Basic grammar and vocabulary are stressed.

### **FRENCH II**

**5 CREDITS**

**9-12**

The second year course in French begins with a review of French I material. Students then complete the basic grammar content, add to their vocabulary, improve their communication skills and increase their knowledge and understanding of the people and customs of France. Instruction relates practices and products to the perspectives of the target culture in accordance with the content standards. In addition, students are exposed to the many career options open to speakers of French.

**FRENCH III****5 CREDITS****10-12**

Students in their third year of French are exposed to a combination of vocabulary building, advanced grammar, composition work, and conversational practice. The students' introduction to French literature begins by reading excerpts from authentic works. The culture and geography of France and French speaking countries are treated, as is the importance of the French language in today's job market.

**FRENCH IV HONORS****5 CREDITS****11-12**

The fourth year of French emphasizes more advanced reading, vocabulary building, conversation, and refinement of advanced grammar. History and literature are studied simultaneously for a better understanding of France's influence and importance in the world both past and present. Contemporary French culture is treated in a manner to provide insight into the French language and people, relating practices, products and perspectives of the target culture.

**FRENCH V HONORS****5 CREDITS****12**

French V will be taught by means of discussion, reading, writing, vocabulary/grammar/literature-related exercises, oral-aural communication, critical thinking exercises and cooperative activities. The emphasis will be placed on demonstrating an intermediate proficiency according to the ACTFL proficiency guidelines. Culturally authentic French materials will be utilized for comparisons, analysis, and/or summations.

**ITALIAN I****5 CREDITS****9-12**

Students in first year Italian are presented with the fundamentals of the language and the culture of Italy. Basic grammar and vocabulary are stressed and conversational skills are introduced. Students are given the opportunity to speak in the interpersonal, interpretive and presentational modes in accordance with the core content standards. Through reading selections and classroom discussion the student is familiarized with the culture and civilization of Italy.

**ITALIAN II****5 CREDITS****10-12**

The second year of Italian begins with a review of material presented in Italian I. Students continue the study of grammar, increase their vocabulary, improve their conversational and writing skills and increase their knowledge of the people and customs of Italy. Instruction relates practices and products to the perspectives of the target culture in accordance with the content standards. Additionally, students are exposed to the various career options available to speakers of Italian.

**ITALIAN III****5 CREDITS****10-12**

The third year of Italian focuses on the refinement of the communication skills developed in the first two years. Vocabulary building, advanced grammar, conversation and writing practice will

be treated within the literary framework. An introduction to basic Italian literature, history, culture and geography is presented.

**ITALIAN IV HONORS**

**5 CREDITS**

**11-12**

Students in their fourth year of Italian concentrate on improvement of communication skills within the framework of a survey of Italian literature and culture. Students are required to read and write extensively and to actively participate in class discussions. Knowledge of literature, history and culture develops student appreciation for the civilization and culture of Italy.

**ITALIAN V HONORS**

**5 CREDITS**

**12**

The fifth year of Italian is devoted primarily to the preparation for and attainment of success on the SAT II and Advanced Placement tests. The vocabulary, grammatical structures, and writing skills needed to take these exams will be honed. In addition, selected authentic pieces of Italian literature such as short stories, poems, opera librettos, and plays will be analyzed. Furthermore, students will have the opportunity to develop original examples of the various genres of literature. Finally, practical use of the Italian language related to travel and tourism will be researched and discussed.

**LATIN I**

**5 CREDITS**

**9-12**

The student will learn basic elements of Latin grammar, an essential vocabulary, and acquire rudimentary translation skills. The foremost features of Roman civilization, the scope of the Roman Empire, and our heritage from ancient Rome will be explored. Emphasis is placed on recognition of Latin root words and prefixes in English vocabulary. Yearly analysis of SAT scores by the American Classical League indicates that studying Latin yields high verbal performances.

**LATIN II**

**5 CREDITS**

**9-12**

The student continues to develop the skills learned during the previous year in Latin I. He/she completes the study of grammar and enriches his/her vocabulary. Emphasis is placed on grammatical construction specific to Latin and those similar in English. He/she increases word power through derivatives. Cultural background is enriched through translations in the text book, selected reading material, audio-visuals, and reports or projects.

**LATIN III**

**5 CREDITS**

**10-12**

The learning and appreciation of culture in Latin III enhances one's legacy from the past. Through word study, Latin vocabulary is increased and English verbal skills are enriched. The reading selections provide a deeper understanding of Roman history and serve as preparation for advanced translation of authentic works. Basic grammar is reviewed and sophisticated grammatical concepts are introduced. This is a year of transition from grammar and translation foundations to complex grammar, linguistic issues, and actual works by noted ancient authors.

**LATIN IV HONORS****5 CREDITS****11-12**

The focus of this course is to study significant Roman prose. The student will examine in depth the life, politics, and lasting significance of Julius Caesar as they translate and analyze his *Commentaries on the Gallic Wars*. In translating and discussing selections by Cicero, such as *In Catilinam*, *Pro Archia*, *Pro Caelio*, his philosophical essays, and his letters, the student will acquire an appreciation of this influential prose style and his usage of rhetorical device. The relationship between these contemporary authors will constitute a pivotal examination of Roman history during the final days of the Republic.

**LATIN V HONORS****5 CREDITS****12**

This course is centered on some of the most significant and interesting poets of the Augustan Age. Students will translate selections from Vergil's *Aeneid* and Ovid's *Metamorphoses*, examining author's purpose, poetic style, rhetorical devices, impact on the times and legacy. Additional focus will be on the prose of Catullus and Horace. An historical examination of the Augustan Age will provide reference points to aid interpretation.

**SPANISH I****5 CREDITS****9-12**

This introductory course makes use of the target language to develop thematic units based on everyday experience. Basic grammar and vocabulary are stressed. Conversation is encouraged. Opportunities are provided for students to hone their conversational skills through the interpersonal, interpretive and presentational modes in accordance with the core content standards. Through reading selections and classroom discussion, the student is familiarized with the culture and civilization of the Spanish-speaking world.

**SPANISH II****5 CREDITS****9-12**

The second year of Spanish continues to introduce the student to the basic fundamentals of the language; a foundation in vocabulary, an understanding of the grammar, and an appreciation of the culture and history of the Hispanic world. Reading materials, videos, compact discs and computer software programs will acquaint the student with the customs, culture and various societal issues that confront the Spanish speaking countries. In addition, students are familiarized with career options available to speakers of Spanish.

**SPANISH III****5 CREDITS****10-12**

Students in their third year of Spanish instruction are exposed to a combination of vocabulary building, advanced grammar principles, conversation and writing practice. Reading and listening comprehension exercises get special emphasis. An introduction to basic units focusing on culture, geography and history help prepare the student for further study. Career options for speakers of Spanish are discussed at length.

**SPANISH IV HONORS****5 CREDITS****11-12**

Students in their fourth year of Spanish concentrate on improvement of communication skills and building of a greater working vocabulary. Students develop appreciation for Hispanic



culture and civilization through authentic literary texts and authentic print material. They will be expected to express themselves at a more sophisticated level through the interpersonal, interpretive and presentational modes in accordance with the core content standards.

**SPANISH V HONORS**

**5 CREDIT**

**12**

Spanish V Honors emphasizes the overall use of Spanish grammar as presented and mastered in Spanish I through IV together with an expansion of vocabulary and idiomatic expressions. Special emphasis is placed on the development of conversational skills. Culturally authentic literature and other written materials will be presented for analysis, comparisons and review.

## WORLD STUDIES

Course Title	Grade Level	Credits	Course Level	Prerequisite
World History	9	5	General	None
			Enriched	
			Honors	
United States History I	10	5	General	World History
			Enriched	
AP United States History I	10	5	AP	World History Honors; teacher rec.
United States History II	11	5	General	US History I
			Enriched	
AP United States History II	11	5	AP	AP US History I
AP European History	10-12	5	AP	None
AP American Government & Politics	11-12	5	AP	None
AP Human Geography	11-12	5	AP	None
AP Psychology	11-12	5	AP	None
World Geography	9-12	5	General	None
Philosophy (WV)	10-12	5	General	None
Economics	10-12	2.5	General	None
American Gov't.	9-12	2.5	General	None
Legal Studies	10-12	2.5	General	None
International Relations	9-12 (WV) 11-12 (WH)	2.5	General	None
Psychology	11-12	2.5	General	None
Sociology	11-12	2.5	General	None
Middle Eastern Studies (WH)	11-12	2.5	General	None
20 <sup>th</sup> Century American Pop Cult. (WV)	11-12	5	General	None

### WORLD HISTORY

**5 CREDITS**

**9**

The World History course focuses on developing students' abilities to think conceptually about world history from approximately the Renaissance to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. The course encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Critical historical thinking and writing will be emphasized. In addition, Honors level students will be expected to complete numerous critical thinking papers each marking period.

### UNITED STATES HISTORY I

**5 CREDITS**

**10**

The U.S. History I course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content from pre-Columbian to Reconstruction focused around seven themes. The themes for

this course are: peopling, politics and power, America in the world, environment and geography- physical and human, ideas, beliefs and culture. Students will be analyzing historical periods and will be writing on their analytical findings. Critical historical thinking and writing will be emphasized.

### **AP UNITED STATES HISTORY I**

**5 CREDITS**

**10**

Using the basic course of study of American development, students are encouraged to look beyond historical facts and recognition of concepts. Emphasis is placed on developing analytical thinking skills, successful essay writing skills through the use of position papers and document based questions, and the opportunity to delve into philosophical, as well as practical application of knowledge through problem solving and role playing experiences. Through individual and collaborative research, students will analyze and interpret historical documents, and assess the validity of historical propositions in order to build an effective argument while also learning technological skills necessary for today's world. **Approval is necessary from assistant principal based upon teacher recommendations, test scores, and the completion of a successful writing sample. Students should plan a two-year program in AP History with the expectation that they will take the advanced placement exam at the end of the two year sequence.**

### **UNITED STATES HISTORY II**

**5 CREDITS**

**11**

The U.S. History II course focuses on the continued development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content from Reconstruction to the present focused around the same seven themes: peopling, politics and power, America in the world, environment and geography- physical and human, ideas, beliefs and culture. Critical historical thinking and writing will be emphasized.

### **AP UNITED STATES HISTORY II**

**5 CREDITS**

**11**

Full recognition is given to the primary importance and mastery of basic academic material presented in AP History I. Upon that foundation, students are further challenged to refine their analytical thinking through opinion development, role-playing and problem solving. Knowledge of current events and application of material being covered to current developments allows opportunities to take theory and apply it to real situations. Analytical writing is emphasized through the use of argumentative essays and Document Based Questions that challenge the student's ability to assess primary and secondary documents. Research ability, individual initiative and self-motivation are important. **A pre-requisite is AP US History I. It is expected that students will sit for the AP Exam at the end of the year.**

### **AP EUROPEAN HISTORY**

**5 CREDITS**

**10-12**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse, not only in

the United States, but also in our ever changing globally connected world. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Additionally, the course will cover topics devoted to study of intellectual and cultural, political and diplomatic, and the social and economic history of European nations. **It is expected that students will sit for the AP Exam in May. Recommended for Enriched or Honors level students only.**

### **AP AMERICAN GOVERNMENT & POLITICS**

**5 CREDITS**

**11-12**

This course is the study of American Government, its structure and process. Course goals include student understanding of the development, functions and direction of American government and politics. In addition, the goal of the course is to provide students with substantive content, thinking skills, and writing practice to support success on the Advanced Placement American Government Examination. Students are expected to take the Advanced Placement exam in May. **It is expected that students will sit for the AP Exam in May. Recommended for Enriched or Honors level students only.**

### **AP HUMAN GEOGRAPHY**

**5 CREDITS**

**11-12**

The Honors and AP Sequence is a challenging college preparatory program. Students in honors or AP classes are expected to perform above grade level and to analyze critically and study material in-depth. The pacing, breadth and depth of this course mirrors that of the college experience. Students will be expected to be able to synthesize and evaluate information at a high level on Bloom's taxonomy. The purpose of the Advanced Placement course in Human Geography is to introduce the students to the systematic 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 analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers' use in their science and practice. Mathematical formulas and qualitative data will be applied to geographical concepts. Students will be trained to consider the interrelationships of the world's political, environmental and cultural climates. The course explores the dynamics of human population growth and movement, patterns of culture, economic uses of the earth, political organization of space and human settlement patterns, particularly urbanization. **It is expected that students will sit for the AP Exam in May. Recommended for Enriched or Honors level students only.**

### **AP PSYCHOLOGY**

**5 CREDITS**

**11-12**

The AP Psychology course is a full year course and is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are expected to take the Advanced Placement Exam in May. **It is expected that students will sit for the AP Exam in May. Recommended for Enriched or Honors level students only.**

**WORLD GEOGRAPHY****5 CREDITS****9-12**

This is a full year course in which the major goal is to understand how interdependent humanity is in the modern world. After establishing a good foundation in the physical aspects of geography, students will learn about the cultures of many nations and appreciate how Americans fit into this global village.

**PHILOSOPHY (WV)****5 CREDITS****11-12**

This year long elective course is designed to familiarize the student with the development of Western philosophy from Ionian science to existentialism and modern analysis. The major goal is to develop the essential critical thinking skills of analysis, synthesis and evaluation by engaging the students in an investigation of the "Big Questions." Areas to be explored are theories of knowledge, ethics and morality, politics and metaphysics. The writings of Plato, Aristotle, Aquinas, Hobbes, Rousseau and Nietzsche among others will provide the raw material for intense discussion and debate. These concepts will also be discussed in connection with many contemporary issues. Students will be expected to develop fluent verbal and written skills. (Course offered in English Department at Hills)

**ECONOMICS (One Semester)****2.5 CREDITS****10-12**

This one semester course was developed to help students raise their level of economic and financial literacy. Studying Economics does more than broaden an individual's horizons with respect to another Social Science, the study is important to survival in the contemporary world. Thus the study of Economics makes individuals better decision-makers and more financially responsible. At the same time, it helps them to become better citizens by providing them with a better understanding of the world around them. Included in the course will be individual and group projects along with selected readings on specific topics related to American and global Economics. Students will complete the course with a better understanding of how money directly affects their lives. They will also gain a better understanding of how the American economy is directly connected to the global economy. (Course offered through Business Department at Valley)

**AMERICAN GOVERNMENT (One Semester)****2.5 CREDITS****9-12**

This course provided an opportunity for students to become involved in the study of American government and to further embrace their civic responsibilities, as well as their constitutional rights and obligations. They will develop a basic understanding of how our national, state and local governments function in relation to each other and independently from one another. Our role in determining our representatives will be emphasized as recognizing the concept of global interdependence.

**LEGAL STUDIES (One Semester)****2.5 CREDITS****10-12**

This semester course focuses on various aspects of the law and our legal system. Units of study include an analysis of what is essential in creating law, the purpose of law and the

relationship between law and values. An investigation of law-making institutions and the role of courts and lawyers in this process will ensue. An evaluation of the causes of criminal activity and an intense study of the criminal justice system with an emphasis on the tension between citizen responsibilities and civil rights will take place. The course will wind up with a critical look at our civil law and tort system. Students will participate in individual and group projects. Selected case studies and landmark Supreme Court decisions will be analyzed. Guest speakers, mock trials and field trips will round out the learning experience.

**INTERNATIONAL RELATIONS (One Semester)      2.5 CREDITS      9-12 WV 11-12 WH**

This semester course will focus upon the United States and its involvement in the world of international politics. Primarily, this course will explore various alternatives in dealing with aggressive nation/states who often threaten the sovereignty and security of other nations. Content materials will revolve around the origins of government, international politics, United States foreign policy, international terrorism, and the role of the United Nations and other peace-keeping organizations.

**SOCIOLOGY (One Semester)      2.5 CREDITS      11-12**

This single semester elective course is designed to enhance understanding appreciation of social relations, social organization and social institutions, as well as their dynamics. Through this course, students will gain insight into our social structure and their role in it. Much of the class is devoted to discussion, which places responsibility on the student's contribution toward the quality of the course,

**PSYCHOLOGY (One Semester)      2.5 CREDITS      11-12**

Psychology is a single semester course developed to assist the student to better understand him/herself and to appreciate the genetic, biological and environmental forces that shape our behaviors and personality. This academic elective is taught on a sophisticated level with an emphasis on in-class demonstrations. The goal of the course is a progression of knowledge building on an introduction to the modern scientific paradigm with special emphasis on methodology, psychobiology and cognitive neuroscience, levels of consciousness, learning, motivation and emotions, theories of personality, the psychology of stress, and mental disorders

**MIDDLE EASTERN STUDIES (WH) (One Semester)      2.5 CREDITS      11-12**

This is a single semester course that will place emphasis on the contemporary developments of the Middle East. Students will be provided with ample background so as to appreciate the rapid changing character of this important geographical region. The various attempts at peaceful coexistence will be analyzed.

**20<sup>th</sup> CENTURY AMERICAN POP CULTURE (WV)      5 CREDITS      11-12**

This full year elective course focuses on the interaction between American history and popular culture. Beginning with an examination of pop culture prior to 1900, students will create an understanding of what pop culture is and why it is an important factor in American society. A

contrast of conservative and liberal eras in the United States since 1900 will serve as a basis for comparison to the pop culture of those same eras, evaluating whether popular culture is a reaction to or a reflection of that period. Students will examine various forms of pop culture including leisure time activities, art, language/slang, literature, communication, technology, transportation, medicine, music, television, movies, sports, and advertising. Finally, the students will look at the forces that blend and create changes in our culture and what this could mean to the future of the country and to better understand the interactions of Americans in general. **Seniors will have registration priority for this course.**