2012-2013

PROGRAM OF STUDIES
HIGH SCHOOL

Colonia High School
John F. Kennedy Memorial High School
Woodbridge High School

WOODBRIDGE TOWNSHIP SCHOOL DISTRICT
WOODBRIDGE, NEW JERSEY 07095

PROGRAM OF STUDIES – HIGH SCHOOL
2012-2013

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WOODBRIDGE TOWNSHIP SCHOOL DISTRICT
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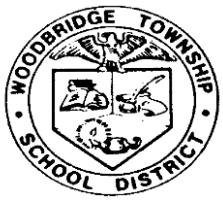

VISION STATEMENT

The Woodbridge Township School District is committed to preparing life-long learners who are able to live and thrive with diversity, rapid change and interdependence.

MISSION STATEMENT

The Woodbridge Township School District is committed to engaging all members of the community in the process of providing a learning environment that fosters interdependence, embraces change, and values diversity.

Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to enter the global society.

A MESSAGE TO ENTERING STUDENTS

Dear Student:

As you begin your high school education, it is my hope that your experience will be exciting, challenging, and rewarding.

This booklet answers many of the questions you will have about your high school educational program. Please take it home and discuss it with your parents or guardians. I know they are interested in your future and will help you plan for it. This information, with the assistance of our guidance counselors and teachers, provides you with a program of study designed to meet your goals. Please plan wisely so you obtain the greatest benefits from your high school education.

Our goal is student achievement. If you work to your full potential you will achieve success in your high school studies and will be well prepared for your future.

I wish you success and happiness during your years in high school!

Dr. John A. Crowe
Superintendent of Schools

OUR DISTRICT PHILOSOPHY

The Philosophy of Education of the Woodbridge Township School District states:

We believe that:

- each student is an individual in terms of needs, potentials and ways of learning.

- the school system is responsible for creating an environment for learning.

- the school system is responsible for seeing to it that students acquire basic skills, knowledge and understanding as well as specific skills, knowledge and understanding related to personal needs and situations.

- the school system is responsible for the students having an opportunity to examine personal and societal values.

- education is an ongoing process, and the school system should serve individuals of all ages.

- the school system's community should inform the educators of its feelings concerning the outcomes and processes of education.

- the school system's community should understand the activities that take place in the school and supplement those activities where appropriate.

- an effective school system can best exist in a society based on democratic principles which are taught and practiced in and out of the school.

- because of society changes, the philosophy and goals of the schools should be periodically re-examined.

A PLAN FOR EXCELLENCE

CHOOSING HIGH SCHOOL SUBJECTS

Choosing subjects is an important part of your high school experience. It is not hard, but you should go about it carefully. This booklet is designed to help you go through the process. Discuss it with your family and your guidance counselor because they will be able to help.

SELECTING SUBJECTS FOR THE NEXT GRADE

COUNSELOR: The counselor is responsible for making students aware of the choices that are available and school requirements. The counselor is responsible for providing an opportunity for students to examine their interests, test records and past accomplishments.

PARENT: The parent is responsible for talking to the student about what he/she feels is important and listening to what his/her child thinks is important. Each parent is responsible for taking an interest in the process of subject selection and encouraging the student to treat it seriously.

STUDENT: The student is responsible for learning all he/she can about what each of the choices is like, what is required, and what qualifications are necessary to succeed. The student is responsible for talking to teachers, counselors and parents, and making mature, responsible decisions. The student is responsible for accepting the consequences of his/her choices. Students meeting course prerequisites will be eligible to take such courses earlier than indicated. The counselor also helps students set goals and establish criteria to use as the basis for choosing one set of subjects over another.

What do I have to know before I begin to select subjects?

You should have two different kinds of information. The first is information about you and the second is information about the high school. Most of this book deals with information about high school subjects, but since you are an important person, the questions will begin with you.

Where can I go for help?

To the Guidance Department. One of the major purposes of the guidance department is to help you make a successful adjustment to school life. Your counselor makes a wide variety of services available.

Programs are provided to help you learn about and understand school policies, the program of studies, extracurricular activities, and other school services. The guidance department offices contain information on careers, educational opportunities, and personal and social adjustment for you to use.

Your counselor helps you choose courses each year that match your interests, abilities and future plans. To help you in this process, tests are available to measure your interests, abilities and achievements all during high school. It is the information from these tests, and your own accomplishments and plans that are considered when choosing courses each year.

If you are in need of any special services or help, your counselor is the person to go to. Counselors are also available to help you learn about career opportunities and to assist you in being placed in part and full time jobs. Your counselor is always available to work with you, your parents, and your teachers in order to make your high school experience meaningful and pleasant. Feel free to call upon your counselor at any time.

What do I have to know about myself?

Some of the questions you have to be able to answer about yourself are:

Where do I want to go to college?
What kind of job or career would I like to have?
What are my strengths; what can I do very well?
What should I try to do better in?
What's important to me as I think of the future?

These questions require a great deal of thought. Sometimes help is important. You can talk to your parents, your guidance counselor, your teachers and/or friends. The more people you talk to and the more information you get about how others see you, the easier it will be for you to be realistic about yourself.

The answers to these questions can change and they probably will. However, each time you have to choose subjects, you must answer the questions the best way you can at that point in time. Each year you will get another opportunity to ask the questions again and come up with answers.

What are the subjects I should choose?

The majority of this book consists of the answer to this question. You will find on pages 16 through 80 a list of all the courses that are offered in the high school. They are arranged by department and listed alphabetically within each department. You should give careful consideration to those courses that you can take in the grade you're entering. It is also important to look at the other courses to know what each course leads to and what the prerequisites are for some of the courses you may want to take at a later date. In addition, when you choose subjects for 9th grade you should also be thinking about your full four-year program.

When making your choices, you must seriously consider what college you plan to attend upon graduation from high school. In the process of making decisions about course selections during each of the four years you will attend high school, it is extremely important to think of long-range goals. The selection of rigorous courses that will prepare you with a strong academic background should be your highest priority. Your chances for higher achievement on the Scholastic Aptitude Tests (SAT's) and greater success in college studies will be enhanced if you enroll in challenging and rigorous courses, particularly R program and Advanced Placement (AP) courses.

What is required to graduate?

Credits: High school graduation is covered by state and local policies. In order to qualify for graduation, students must pass the New Jersey High School Proficiency Assessment, Grade 11. Each student shall be required to complete a minimum of 120 credits for graduation. **Effective with the class entering high school in the 2008-2009 school year, students must complete a minimum of 125 credits.** Students must take 40 credits in grades 9, 10, and 11. Most students take 40 credits in grade 12.

The following subjects are required:

Subject	**Credits**
English (English 1, 2, 3 and 4 in order)	20
Mathematics (Must include Algebra 1 or its equivalent) 20 credits strongly recommended 15 credits including algebra I content (effective with the 2008-2009 9th grade class); geometry content (effective with the 2010-2011 9th grade class); and a third year of math that builds upon algebra I and geometry and prepares students for college and 21st century careers (effective with the 2012-2013 9th grade class)	15
Science (Must include Biology) 20 credits suggested 15 credits including laboratory biology (effective with the 2008-2009 9th grade class); chemistry, environmental science or physics (effective with the 2010-2011 9th grade class); and an additional lab/inquiry-based science (effective with the 2012-2013 9th grade class)	15
World Language Minimum of 15 credits strongly recommended	5
World History and Cultures, U. S. History 1 & 2	15
Physical Education (each year of attendance)	15
Health Education (each year of attendance)	5
Visual and Performing Arts	5
Practical Arts – in one of the following: 21st Century Life and Careers -Technical Education	5
Technology Computer Applications/Business Communications (I or II required)	5
Financial, Economic, Business and Entrepreneurial Literacy (effective with the 2010-2011 9th grade class.)	5
Electives	Remaining credits

Technological literacy, which is required as part of the New Jersey high school graduation requirements, is infused into existing courses, course equivalent or career education courses.

NOTE: ALL COURSES LISTED IN THIS PROGRAM OF STUDIES BOOKLET WILL BE OFFERED PROVIDED THAT SUFFICIENT ENROLLMENT EXISTS.

The State of New Jersey requires that all Grade 9 students master a level of proficiency as measured by the NJASK 8. If a student's scores on this test fall below the levels of required proficiency, he/she will be enrolled in Academic Support Class (ASI) in reading and/or mathematics and/or writing, and/or science, depending upon the sections of the Grade 8 ASK in which proficiency is not achieved. Students who do not demonstrate proficiency on an additional standardized test given by the school district in Grade 9 will also be required to be enrolled in Academic Support Class (ASI). These courses will prepare students for the administration of the High School Proficiency Assessment Grade 11, which they must pass successfully in order to graduate.

What are "programs" all about?

One of the major decisions you will have to make, regardless of the subject you pick, is the program level of that subject. The word "program" is used to describe different sections of the same course that are made up of students who share certain types of plans or a pattern of strengths.

The "(AP)" courses are geared towards the advanced placement examination of the College Entrance Examination Board which is given in May of each year.

The "C" program courses are taught at a college ability level. The textbooks used in these courses are of college level and develop critical thinking skills necessary for successfully completing college course work.

The "Honors" program is to meet the needs of students who have consistently demonstrated strong reading, writing and thinking skills.

The "R" track is the accelerated program. It is for students who have particularly strong academic skills who wish to enroll in a course that is rigorous and challenging and provides a strong background for college level studies. The course places emphasis on individual responsibility and in-depth analysis.

The "S" program is designed for students who are planning to pursue further education beyond high school and/or the world of work and students who have strong interest and ability to deal with academic work.

What is done for students with special needs?

Students who have been identified by the child study teams as having special learning needs are placed in classes and courses based on individual needs and future plans which are identified in an Individual Education Plan. A high school diploma is awarded upon successful completion of the Individual Education Plan (IEP), which is developed to meet the students' needs, by the IEP Team.

What are marks based on in high school?

There are four marking periods in the year. At the end of each marking period report cards are issued using the following symbols:

MARK	MEANING	EQUIVALENT	MARK / MEANING
A+ =	Performance significantly above standard	98-100	H – Medical Excuse (Phys. Ed.)
A =	Performance significantly above standard	95-97	I – Incomplete
A- =	Performance significantly above standard	92-94	J – Withdrawn, Passing
B+ =	Performance above standard	89-91	E – Withdrawn, Failing
B =	Performance above standard	86-88	P – Pass
B- =	Performance above standard	83-85	L – Loss of credit
C+ =	Performance at standard	80-82	
C =	Performance at standard	77-79	
C- =	Performance at standard	74-76	
D+ =	Performance below standard	71-73	
D =	Performance below standard	68-70	
D- =	Performance below standard	65-67	
F =	Performance significantly below standard (failing)	64 and below	

During the marking periods, when students are in danger of failing, teachers will send interim reports to the home.

Final exams are given at the end of each course. They cover all of the material covered in that course and count for 20% of the mark. The average that you get for a year is based upon 40% for each marking period and 20% for the final in each semester course.

Is there an honor roll?

To be placed on the academic honor roll for the marking period, a student must achieve a mark of at least a B (includes B-) in each course.

To be placed on the attitude honor roll, a student is permitted only one attitude description of 2 (satisfactory). All others must be 1 (outstanding).

What is an AP Program?

The Advanced Placement Program® offers high school students the opportunity to take college-level courses while they are still in high school. Students choose from courses in a wide variety of subject areas and can receive advanced college standing, college credit, or both, for grades on corresponding AP® Exams. AP courses help students stand out in the college admissions process and increase the likelihood that they will graduate from college in four years or less. Schools and districts use AP courses to raise standards throughout the curriculum and connect more students to college and opportunity. Anyone who wants to go to college should take AP courses.

What is the Gifted and Talented program in the high school?

Students who meet the criteria for the Gifted and Talented program may take G&T as an elective course for 5 credits during each year of their four years of high school. The curriculum challenges exceptionally capable students by presenting philosophical and ethical situations for research and discussion, providing opportunities to explore the nature of creativity, and analyzing the ideas and opinions of history's most sagacious minds by debating the issues presented in several selected Great Books. Time management and leadership skills are developed as students participate in individual and group projects. Additionally, students review for the SAT's, conduct a college search, and prepare a portfolio for college.

Talented students accepted in the Gifted and Talented Arts Program will continue to be mentored by the G&T Arts teachers. These students are transported to Avenel Middle School for classes throughout the school year to work in music, theater arts or visual arts studios. They leave the high schools for either an a.m. or p.m. session and are returned before dismissal. Every effort is made to place students in appropriate high school courses in the arts.

What is the English as a Second Language Program in the high school?

This course is based on the standards set by the **WIDA Consortium for English Language Learners**. Both WIDA standards and Subject-Area Core Curriculum Content standards will be reflected in each lesson. The emphasis is on developing listening, speaking, reading, and writing skills especially as they apply to content area courses. Lessons and assignments will be content-based, reflecting both common and content-oriented concepts and vocabulary. Students will be taught and assessed based on their current English language proficiency level and the WIDA "Can Do" matrix.

What is the Special Education program?

Students who have difficulty meeting the requirements of the established curriculum may be identified to the Special Education Department. If evaluated and classified by the Child Study Team, a student may be provided a special program designed to meet his/her educational needs.

In accordance with N.J.A.C.6A:14, the following options are available to meet the special needs of some students.

1. Modifications in the Regular Classroom – Curriculum modifications and/or strategies are developed by the classroom teacher and Child Study Team members (before and after a child is classified) to accommodate a student's needs.

2. In-Class Resource Instruction – The student is assigned to regular classes. The regular classroom teacher and a special education teacher work together to meet the needs of all the students in the classroom.

3. Regular Classes and Resource Center Replacement Instruction – The student is assigned to regular classes and also to a resource center for instruction in his/her areas of difficulty. Regular classroom teachers and resource center teachers work together to provide an educational program in accordance with the student's Individualized Education Program (IEP).

4. Regular Classes and In-Class Support – Support instruction is provided in the student's regular class by the Resource Center teacher at the same time and in the same activities as the rest of the class.

5. Special Education Classes – These classes are designed for students who have similar educational needs in accordance with their individualized education programs.

6. Speech/Language Therapy – Students receive therapy to correct speech/language problems by attending speech/language therapy sessions with the speech/language therapist.

What about Information Media Centers?

Information Media Centers are available to students throughout the day. The Center contains a varied collection of both print and non-print resources. Students can access the resources of the Information Media Center for both pleasure and research. In addition to several electronic databases, there is an Internet hook-up in the Information Media Center.

The Media Specialist is available throughout most of the school day to instruct students on the use of the electronic databases and to guide them in selecting appropriate materials, both print and non-print. In addition, the Media Specialist works collaboratively with classroom teachers to develop and support classroom research projects, including the delivery of lessons on information gathering and evaluation.

BEFORE SELECTING COURSES, PLEASE REVIEW THE FOLLOWING INFORMATION

A program of

The Business Coalition for Educational Excellence
at the New Jersey Chamber of Commerce

The Business Coalition for Educational Excellence presents the following facts that parents and students need to review before planning their high school schedule.

Get the education, the career, the lifestyle, the things YOU want.
Learn More Now. Do More Now. Earn More Later.
www.learndoearn.org

- Lifetime Earnings with a high school diploma... ..$1.2 Million
- Lifetime Earnings with an Associate's Degree. ....$1.6 Million
- Lifetime Earnings with a Bachelor's Degree.....$2.1 Million
- Lifetime Earnings with a Master's Degree.....$2.5 Million
- Competition for your future job will come from all over the world.
- Students in other countries attend school eight hours a day and spend five more hours doing homework every day.
- These students are your competition because employers will always hire the most qualified individual.

CHOOSE THE RIGHT COURSE

- Students who complete only Algebra I and Geometry have a 23% chance of finishing college and earning a Bachelor's degree.
- Students who complete Algebra II have a 39.5% chance of finishing college and earning a Bachelor's degree
- Students who complete a fourth year of math (Pre-calculus, Calculus, Statistics or Trigonometry) have a 62.2% chance of earning a Bachelor's degree.

TRANSITIONS AND TRANSCRIPTS

- Advancing technology is forcing people to think, act, and work differently.
- Almost 80% of the jobs that will be available to you when you are grown have not been invented yet.
- The only way to guarantee your future is to build a strong academic foundation in mathematics, language arts, and science.

What subjects should I take if I plan to go to a competitive four-year college?

Admission to a competitive college is difficult. You must be able to show the college admissions officers that you have the ability to do well in college and that you are motivated to do your best. It is important to remember that you will be competing against other capable and motivated applicants for limited spaces. You should plan on a four-year program that looks like this:

GRADE 9	GRADE 10
English 1R or Honors*	English 2R or Honors*
Algebra 1R* or Geometry R*	Algebra 2R* or Geometry R*
World Languages 1 or 2R*	World Languages 2 or 3R
World History II R*	U.S. History 1R or AP*
Biology R	Chemistry R
Health 1*	Health 2*
Physical Education 1*	Physical Education 2*
Visual/Performing Arts*	21st Century Life and Careers*,
Computer Applications/ Business Communications I or II R*	

GRADE 11	GRADE 12
English 3R, Honors or AP*	English 4R or AP*
Algebra 2R* or Pre-calculus R	Pre-calculus R or Calculus R or AP
World Languages 3 or 4R	World Languages 4R or AP
U.S. History 2*	Science AP*
Physics or Science AP	Social Studies AP*
Health 3*	Health 4*
Physical Education 3*	Physical Education 4
Financial, Economic, Bus. & Entrepreneurial Literacy*	College Preparatory Accounting
Economics	Elective

* = required course or one that will meet a departmental requirement.

What if I plan to go to a regular four-year college?

Getting into any college with more applicants than spaces means that you must have a record that meets the college's standards and is as good as or better than the applicants. At the very least your program should look like this:

GRADE 9	GRADE 10
English 1* or Honors	English 2* or Honors
Algebra 1* or Geometry R*	Geometry* or Algebra 2*
World Languages 1or 2*	World Languages 2 or 3
World History II R*	U.S. History 1*
Biology*	Chemistry*
Health 1*	Health 2*
Physical Education 1*	Physical Education 2*
Visual/Performing Arts*	21st Century Life and Careers*
Computer Applications/ Business Communications 1 or II*	

GRADE 11	GRADE 12
English 3* or Honors	English 4* or AP
Algebra 2* or Pre-calculus*	Health 4*
World Languages 3	Physical Education 4*
U.S. History 3 or 4*	Science AP*
Science AP*/Physics*	World Language 4 or AP
Health 3*	Social Studies AP
Physical Education 3	Calculus
Financial, Economic, Bus. & Entrepreneurial Literacy*	
Economics	

* = required course or one that will meet a departmental requirement.
All courses should be in the R track with as few S tracks as possible.

I plan to go to full-time employment after high school and continue my college education as a part-time student. What courses should I take?

The answer to this question depends on the kind of employment you want. If you are planning on office or secretarial work, follow program called Type I. If you plan to enter a vocational or technical field, follow Type II.

TYPE I

GRADE 9	GRADE 10
English 1*	English 2*
Algebra 1*	Geometry*
World History II*	U.S. History 1*
Environmental Science*	Biology*
Health 1*	Health 2*
Physical Education 1*	Physical Education 2*
Visual/Performing Arts*	Computer Applications/ Bus. Communications II
World Languages 1*	21st Century Life and Careers*
Computer Applications/ Business Communications I*	

GRADE 11	GRADE 12
English 3*	English 4*
Algebra II*	Health 4*
U.S. History 2*	Physical Education 4*
Health 3*	Digital Web Design 2/Business Communications
Physical Education 3*	Pre-calculus
Business Elective	Science
Web Design/ Business Communications	Teacher Apprentice Program
Physics/Chemistry*	College Preparatory Accounting
Financial,Economic, Business and Entrepreneurial Literacy*	
Economics	

* = required course or one that will meet a departmental requirement.

TYPE II

GRADE 9	GRADE 10
English 1*	English 2*
Algebra 1*	Geometry*
World History II*	U.S. History 1*
Integrated Science*	Biology*
Health 1*	Health 2*
Industrial Arts	Industrial Arts
Physical Education 1*	Physical Education 2*
World Languages 1*	Computer Applications /Bus Comm. I or II*
21st Century Life and Careers*	Visual/Performing Arts
Elective	Elective

GRADE 11	GRADE 12
English 3*	English 4*
Algebra II*	Health 4*
U.S. History 2*	Physical Education 4*
Health 3*	Web Design/ Business Communications
Visual/Performing Arts	Industrial Art
Physical Education 3*	Pre-calculus
Environmental Science*	Physics/Chemistry
Financial, Economic, Bus. & Entrepreneurial Literacy*	
Economics	

* = required course or one that will meet a departmental requirement.

What should my program be like if I plan to go to a two-year college or technical school?

These schools are more flexible. They have fewer requirements than the four-year colleges and there is not as much competition. Generally, if you meet the minimum course requirements and can show that you can or are willing to work hard you have a good chance of admission. Your program might look like this:

GRADE 9	GRADE 10
English 1*	English 2*
Algebra 1*	Geometry*
World History II*	U.S. History 1*
Integrated Science*	Biology*
Health 1*	Health 2*
Physical Education 1*	Physical Education 2*
World Language 1*	World Language 2*
21st Century Life and Careers*	Computer Applications/ Bus. Comm. I or II*

GRADE 11	GRADE 12
English 3*	English 4*
Algebra II*	Social Studies*
U.S. History 2*	Health 4*
Environmental Science*	Physical Education 4*
Health 3*	Visual/Performing Arts
Physical Education 3*	Pre-calculus
Visual/Performing Arts*	Physics/Chemistry
Financial Economic, Business & Entrepreneurial Literacy*	
Economics	

* = required course or one that will meet a departmental requirement.

CURRICULUM

All curriculum focuses on expansion of New Jersey Core Curriculum Content Standards for all subjects, including Technology Literacy and Career Education and Consumer, Family and Life Skills as well as Information Literacy Standards.

DESCRIPTION OF COURSES

1. 21st Century Life and Careers /Technology
2. English
3. 21st Century Life and Careers/Family & Consumer Science
4. Gifted and Talented
5. Health, Safety and Physical Education
6. 21st Century Life and Careers/Industrial Arts
7. Mathematics
8. Science
9. Social Studies
10. Visual and Performing Arts
11. World Languages

21ST CENTURY LIFE AND CAREERS/TECHNOLOGY

Course Title	Credits	Track	Suggested Grade Offered*
Accounting 1	5	R, S	10, 11, 12
Business Law	5	R, S	10, 11, 12
Business Management	5	R, S	10, 11, 12
College Preparatory Accounting	5	C	11, 12
Computer Applications I**/** Business Communications*	5	R, S	9, 10, 11, 12
Computer Applications II**/** Business Communications•	5	R, S	9, 10, 11, 12
Computer Applications in Accounting•	5	R	11, 12
Desktop Publishing**/** Business Communications•	5	R	10, 11, 12
Digital Web Design II**/** Business Communications•	5	R, S	11, 12
Financial, Economic, Business, and Entrepreneurial Literacy*	5	R,S	11, 12
Fire 1•	5	R	12
Introduction to Business	5	R, S	9, 10, 11, 12
Introduction to the Internet**/** Business Communications**/**Finance•	5	R, S	9, 10, 11, 12
Learn to Earn	5	S	9, 10, 11, 12
Merchandising and Salesmanship	5	S	9, 10, 11, 12
Teacher Apprentice Program	5	R	12
Web Design**/** Business Communications•	5	R, S	10, 11, 12

*** Graduation Requirement**
• See Prerequisites, if applicable

21ST CENTURY LIFE AND CAREERS/TECHNOLOGY

Tremendous growth in the white-collar segment of the work force has resulted in a major transition in our country's economic base from manufacturing to services. Thus, managing and controlling information has become a major business imperative.

In order to prepare students for the business community and/or post-secondary education, the courses offered in the business department are designed to provide students with an understanding of business concepts and theory. In addition, students are exposed to practical experiences and techniques which will help them develop skills that are essential for success in business careers.

ACCOUNTING I R, S — Credits: 5

Accounting I is a semester course designed to emphasize the analysis, interpretation and processing of financial information. This course will develop a student's understanding of both manual and computer-based accounting cycles with an emphasis on accounting software throughout. Students will acquire the basic background essential for entry-level work and careers.

BUSINESS LAW R, S — Credits: 5

Business Law is designed for students bound for college and those entering the workforce by focusing on contract and tort law and touching upon criminal law. These laws serve as a foundation of business, employment, and personal law. Students are given the opportunity to gain awareness and express themselves on subjects dealing with legality, jurisprudence, morality and ethics. Business Law has enormous practical value providing a background for professional exploration and emphasizing the challenges of private life such as finding a job, renting or buying a home, starting a company, or writing a will. Students will be able to apply critical thinking skills regarding legal principles in a variety of situations.

BUSINESS MANAGEMENT R, S — Credits: 5

This course introduces today's critical business management concepts and principles in a realistic, investigative, and enriching manner with Business Principles and Management from the entrepreneurial and management perspective. All the functions of business management are covered extensively, including the use of technology and communication as tools of business. The exploration of global dimensions of business and possible career opportunities are brought to the classroom.

21ST CENTURY LIFE AND CAREERS/TECHNOLOGY

COLLEGE PREPARATORY ACCOUNTING C Credits: 5

The College Preparatory Accounting curriculum guide emphasizes a better understanding of the environment in which accounting information is developed and used. Emphasis is placed upon the interpretation and use of accounting information while maintaining a structure that will meet the specific content requirements of most colleges and universities.

The guide works with a college-level text which develops students' critical thinking skills and communication skills. Activities are geared to expand students' study habits that will enable them to develop a self-disciplined approach to learning. The guide stresses an understanding of accounting concepts and principles for sole proprietorships which contributes to success in the students' chosen fields as well as provides an excellent background for entry-level jobs. Hands-on instruction on the microcomputer giving students a variety of experiences in accounting applications is stressed.

COMPUTER APPLICATIONS I/BUSINESS COMMUNICATIONS R,S

Credits: 5

Students enrolled in this hands-on course will attain computer literacy skills using a personal computer and desktop application software. Students will learn basic computer terminology and the role of computers in society. Upon completion of the course, the student will be able to understand and communicate in basic computer terminology; formulate opinions about the impact of computers on society; integrate software applications into life and schoolwork; manage files and folders; create, format and edit word processing, spreadsheet, and multimedia presentation documents; access and evaluate Internet-based information; use e-mail to communicate effectively; and enhance language arts skills throughout the course. Required for graduation.

COMPUTER APPLICATIONS II/BUSINESS COMMUNICATIONS R, S

Credits: 5

Students enrolled in this hands-on course will attain higher-level computer literacy skills using a personal computer and desktop application software. Upon successful completion of the course, students will have mastered the use of word processing software. In addition, students will demonstrate the ability to integrate Microsoft Office applications. Students will continue to develop their Internet e-mail, critical thinking, and language arts skills throughout the course. Students will have the opportunity to earn globally recognized technology certification as a Microsoft Office Specialist (MOS).

21ST CENTURY LIFE AND CAREERS/TECHNOLOGY

Prerequisite: Computer Applications I or teacher recommendation – May take this course instead of Computer Applications I to fulfill graduation requirement.

COMPUTER APPLICATIONS IN ACCOUNTING R Credits: 5

Computer Applications in Accounting is an elective course open to all students who have successfully completed Accounting 1. It is designed to reinforce and continue accounting concepts learned in first-year accounting and offer the opportunity for students to learn Excel as an accounting tool. Previously learned accounting skills will be utilized to enable students to prepare electronic financial records, spreadsheets, payroll, bank reconciliations, comparative financial statements, and perform unstructured real-world problems.
Prerequisite: Accounting I or CP Accounting

DESKTOP PUBLISHING/BUSINESS COMMUNICATIONS R Credits: 5

Desktop Publishing provides the students with the ability to change ordinary typewritten text into attractive, professional-looking documents using design elements. The design elements will include font faces, font styles, colors, graphics, lines, and spacing techniques. This "Project-Based" course will focus on teaching the students how to design and create the following: Newsletters, brochures, catalogs, magazines, school newspapers, department recruitment brochures, flyer, menus, stationery, invitations, greeting cards, etc. Some of the created designs will include pictures and graphics. The completed projects in this course will be included in the students' portfolio assessment.
Prerequisites: Computer Applications I and II or MOS Word Certification

DIGITAL WEB DESIGN II/BUSINESS COMMUNICATIONS R, S Credits: 5

Students enrolled in this course will review skills developed in the Web Design I course, including graphic design principles storyboards, peer review, and redesign. Project activities will focus on developing effective personal communication. Students will continue to develop their skills as they work in teams to produce web communications (websites) for clients. Students will also build communication and technical skills as they work one-on-one with the school district's Webmaster to help maintain the official school website. Upon successful completion of this course, students will be given the opportunity to earn industry-standard certification.
Prerequisite: Web Design I

21ST CENTURY LIFE AND CAREERS/TECHNOLOGY

FINANCIAL, ECONOMIC, BUSINESS & ENTREPRENEURIAL LITERACY R, S

Credits: 5

Students enrolled in this course will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Students will complete projects and activities from a variety of print and Internet-based media resources to help them make sound financial decisions affecting themselves, their country, and future generations. From shopping to investing, students will learn to ensure that they make responsible decisions with regards to their personal finances. This course is designed to fulfill the NJ State mandate for financial literacy standards.

FIRE 1R

Credits: 5

Students enrolled in this course will become State Certified Level 1 Firefighters. They will learn First Aid, CPR/AED, HAZMAT awareness and operations, and CBRNE (chemical biological radiological nuclear and explosives) awareness. Local fire companies will pay for students' registration and cover them with insurance for workman's compensation. Equipment and books are provided for the course. This class is recommended for students who wish to become volunteer firefighters or pursue a career in Emergency Management, Fire Science, and Criminal Justice. This class is recognized by the state for 3 college credits with colleges that offer degrees in Emergency Management, Fire Science, and Criminal Justice.
Requirement: Students must be 18 years of age

INTRODUCTION TO BUSINESS R, S

Credits: 5

Introduction to Business is a course for all students at the high school level. This course provides essential background information about business in our ever-changing, technological environment. Students will gain an awareness of different types of economic systems, the various careers in business will be explored, and the activities of entrepreneurship will be investigated. This all-inclusive course provides for a solid foundation of business concepts for students and is suitable for all students regardless of the types of curricula that they will follow in the future.

21ST CENTURY LIFE AND CAREERS/TECHNOLOGY

INTRODUCTION TO THE INTERNET/BUSINESS COMMUNICATIONS/ FINANCE R, S

Credits: 5

Introduction to the Internet is an elective course open to all students who have successfully completed Business Word Processing I. Students will develop the computer skills to excel in a digital world. They will become capable of using a broad range of computer technology from basic hardware and software, to operating systems, applications and the Internet. Students will be encouraged to advance their educational and career goals through additional computer certification. In this course, students will be administered a series of technology literacy exams as a final assessment of their knowledge and skills.
Prerequisite: Computer Applications I

LEARN TO EARN S

Credits: 5

Students enrolled in this course develop skills needed to succeed in school, the workplace and life. Students will be prepared to become productive members of the workforce by understanding the skills and responsibilities necessary to be successful as well as increasing social awareness in the community. Through hands-on activities, students will develop the skills necessary to produce and sell a product as well as apply course content to life skills. Students will learn job seeking skills, and develop supervisory skills necessary to advance in a career of their choice.

MERCHANDISING AND SALESMANSHIP S

Credits: 5

Students are introduced to the world of work and specifically to distributive occupations. Emphasis is placed on career opportunities in marketing retailing, sales promotion and business management. Students are encouraged to investigate their personal career objectives or explore the field of distribution.

21ST CENTURY LIFE AND CAREERS/TECHNOLOGY

TEACHER APPRENTICE PROGRAM R — Credits: 5

This course is open to 12th graders who wish to provide service to the schools in our district on a volunteer basis. Participants in the program will be given release time from school to volunteer at elementary or middle school locations in the areas they might be interested in pursuing after graduation.

WEB DESIGN/BUSINESS COMMUNICATIONS R, S — Credits: 5

This course will show students how to use skills in Microsoft applications to create and publish lively and attractive Web Pages. Students will learn how to: (1) Save any type of Microsoft Office document as a Web Page and post on the World Wide Web. (2) Add hyperlinks to any type of Microsoft Office document. (3) Create professional quality Web Pages. (4) Add animation and multimedia effects such as scrolling text, video clips, and sound clips to Web Pages. The Information created in one Microsoft Office application is shared with other Microsoft applications.

R Track students will create and design professional Web pages for personal and commercial use. Students will learn HTML – Hypertext Markup Language and master skills such as: creating and editing HTML codes, frames, creating and adding hyperlinks, recognize and use graphics, animation, audio, and video when creating Web pages. Students will also be able to differentiate between types of web pages, recognize the tools required for Web publishing and identify various web-based products. Students will master use of scanners, digital/video cameras, and audio devices while creating a Web page. Students will assist in maintaining the district's Web Page.
Prerequisites: Computer Applications I, Introduction to the Internet

ENGLISH

Course Title	Credits	Track	Suggested Grade Offered*
English 1 – Honors	5	R	9
English 1	5	R,S	9
English 2 – Honors	5	R	10
English 2	5	R,S	10
English 3 – Honors	5	R	11
English 3	5	R,S	11
English 4 – AP Language & Composition	5	AP	11, 12
English 4 – AP Literature & Composition	5	AP	11, 12
English 4	5	R,S	12
English 1,2,3,4 ASI	5	S	9, 10, 11, 12
Comparative Mythology	5	R, S	9, 10, 11, 12
Creative Writing I	5	R,S	10, 11, 12
Creative Writing II	5	R	11, 12
Journalism I	5	R	10, 11, 12
Journalism II	5	R	11, 12
Philosophy & Literature	5	R	11, 12
Preparation Course in Verbal for the SAT**	2.5	R,S	11
The World According to Satire	5	R	11, 12
Yearbook I	5	R	9, 10, 11, 12
Yearbook II	5	R	10, 11, 12

*** See prerequisites if applicable.**

****** The SAT is a registered trademark of The College Entrance Examination Board which does not endorse this product.

ENGLISH

The English program is designed to support the implementation of the Woodbridge Township Core Course Proficiencies and the New Jersey Core Curriculum Content Standards in the area of Language Arts Literacy and Workplace Readiness.

ENGLISH HONORS 1 R^ Credits: 5

Students who meet district-developed criteria will be invited to participate in this program. The course utilizes the Reading/Writing Workshop structure and addresses the needs of those students who have demonstrated strong reading, writing, listening, speaking, thinking and viewing, and media literacy skills. Components of the course focus on teacher modeling of process strategies through mini-lessons, followed by guided and independent practice, with an emphasis on in-depth analysis of a variety of texts, both in American and world cultures. Conferring, literature circles, vocabulary expansion, research and technological skills, and portfolios encourage the development of prolific readers and writers. Assessment throughout the course includes both formative and summative samples. State benchmarks guide HSPA preparation.

ENGLISH 1 R, S Credits: 5

This course utilizes the Reading/Writing Workshop structure and addresses the needs of students in the areas of reading, writing, listening, speaking, thinking and viewing, and media literacy skills. Components of the course focus on teacher modeling of process strategies through mini-lessons, followed by guided and independent practice. Conferring, literature circles, vocabulary expansion, research and technological skills, and portfolios encourage the development of lifelong readers and writers. Assessment throughout the course includes both formative and summative samples. State benchmarks guide HSPA preparation.

ENGLISH HONORS 2 R^ Credits: 5

Students who meet district-developed criteria will be invited to participate in this program. The course provides a second year of Reading/Writing Workshop structure and addresses the needs of those students who have demonstrated strong reading, writing, listening, speaking, thinking and viewing, and media literacy skills. Components of the course focus on teacher modeling of process strategies through mini-lessons, followed by guided and independent practice, with an emphasis on in-depth analysis of a variety of texts, both in American and world cultures. Conferring, literature circles, vocabulary expansion, research and technological skills, and portfolios encourage the development of prolific readers and writers. Assessment throughout the course includes both formative and summative samples. State benchmarks guide HSPA preparation.
Prerequisite: English 1 R

ENGLISH

ENGLISH 2 R, S Credits: 5

The English 2 course provides a second year of Reading/Writing Workshop structure and addresses the needs of students in the areas of reading, writing, listening, speaking, thinking and viewing, and media literacy skills. Components of the course focus on teacher modeling of process strategies through mini-lessons, followed by guided and independent practice. Conferring, literature circles, vocabulary expansion, research and technological skills, and portfolios encourage the development of lifelong readers and writers. Assessment throughout the course includes both formative and summative samples. State benchmarks guide HSPA preparation.
Prerequisite: English 1 R, S

ENGLISH HONORS 3 R^ Credits: 5

Students who meet district-developed criteria will be invited to participate in this program. The course utilizes the Reading/Writing Workshop structure and addresses the needs of those students who have demonstrated strong reading, writing, listening, speaking, thinking, viewing and media literacy skills. In this course, process strategies are utilized by the student to foster an understanding of American Literature through critical analysis. Learners will be encouraged to apply the more complex process strategies to the study of contemporary and traditional American literary genres. Conferring, literature circles, vocabulary expansion, research and technological skills, and portfolios encourage the development of prolific readers and writers. In addition to the prescribed writing units of persuasive critique, persuasive essay, poetry, speech, film treatment and application essay, students in the English 3 strand will engage in research and complete one literary research paper. Assessment throughout the course includes both formative and summative samples. Preparations for the New Jersey HSPA and SAT continue, as does the development of an individual portfolio.
Prerequisite: English Honors 2 R

ENGLISH 3 R, S Credits: 5

This course utilizes the Reading/Writing Workshop structure and addresses the needs of those students who have demonstrated strong reading, writing, listening, speaking, thinking, viewing and media literacy skills. In this course, process strategies are utilized by the student to foster an understanding of American Literature through critical analysis. Learners will be encouraged to apply the more complex process strategies to the study of contemporary and traditional American literary genres. Conferring, literature circles, vocabulary

expansion, research and technological skills, and portfolios encourage the development of lifelong readers and writers. In addition to the prescribed writing units of persuasive critique, persuasive essay, poetry, speech, film treatment and application essay, students in the English 3 strand will engage in using research and data compilation for the use in one extended paper. Assessment throughout the course includes both formative and summative samples. Final preparations for the New Jersey HSPA and SAT commence.
Prerequisite: English 2 R, S

ENGLISH 4 R, S Credits: 5

The English 4 course fosters an appreciation of world literature and culture through the study of traditional and contemporary selections which are organized in thematic units and paired with genres of writing. The course provides students with practice in a variety of reading strategies and writing genres. Reading process strategies designed to help students access and analyze more difficult texts provide the basis for continued literacy development. Writing skills are developed as students compose creative pieces as well as various genres relevant to business and college writing skills. Research and technological skills are reinforced in multiple research projects as the APA documentation method is introduced and the MLA documentation method is reviewed. Process strategies, conferring, literature circles, vocabulary expansion, and portfolios encourage the development of lifelong readers and writers. Assessment includes both formative and summative samples. .
Prerequisite: English 3 R, S

ENGLISH AP LANGUAGE & COMPOSITION^ Credits: 5

Advanced Placement English Language and Composition is a college-level course in which students can, by specified performance on the Advanced Placement Examination, obtain up to one year of college credit and/or advanced placement in college composition.

The course includes both the reading and analysis of discursive prose and the study of the process of writing, from the discovery of the topic to the preliminary drafts to the final edited piece. Students will study examples of prose from various fields and periods of time. These examples will serve as models of effective style and students will write a variety of assignments calling for the use of different styles or tones. Through such study and practice, students will gain an understanding of the principles of effective writing and become effective writers themselves. Finally, the organized study of structures of sentences,

paragraphs and larger discursive patterns will introduce students to the semantic, structural, and rhetorical resources of the language. The syllabus for this course is reviewed and approved by the College Board. Admission to this course requires an application, screening process, and teacher recommendation.
Prerequisite: English Honors 3 R or English Honors 2 R

ENGLISH AP LITERATURE & COMPOSITION^ Credits: 5

Advanced Placement English Literature and Composition is a college-level course in which students can, by specified performance on the Advanced Placement Examination, obtain up to one year of college credit and/or advanced placement in college composition. In this course students learn how to read and comprehend some of the finest poetry, plays, novels, short stories, and essays written at various times in various cultures, with an emphasis on literature originally written in English. Students learn how to discover meaning in literature by being attentive to language, image, character, action, argument, and the various techniques and strategies authors use to evoke emotional responses from readers. Students are expected to justify their interpretations by reference to details and patterns found in the text, to compare their interpretations with those proposed by others and to be prepared to modify their own interpretations as they learn and think more. Goals for writing include analytical essays about literature as well as journals, poetry, stories, plays, personal essays, letters and biographies. Additionally, a literary research paper, which encourages extended independent study on a topic, is required. The syllabus for this course is reviewed and approved by the College Board. Admission to this course requires an application, screening process, and teacher recommendation.
Prerequisite: English Honors 3 R or English AP Language and Composition

ENGLISH 1, 2, 3, 4 ASI Credits: 5

This course supplements the regular English course. Students will be selected for this class based on their state and district pre-test performances. Instruction will focus on both the reading and writing processes. Improving reading comprehension through knowledge of text and question types and responses, as well as writing in a variety of formats will provide the students with experiences designed to help them achieve levels of proficiency on the New Jersey HSPA.

COMPARATIVE MYTHOLOGY R, S Credits: 5

The foundation of this course is to show the impact cultural traditions and lifestyles have on myth. By exploring classical myths as well as myths from different cultures, the course will seek to show the impact of myth on society. Also, in support of the district's commitment to character education, students will analyze heroic qualities and ethical behavior from characters in various readings. This course will be presented in thematic units, each beginning with the study of

an essential question for study and discussion. Students will also explore the works of various authors' studies on the genre of myth. In addition to traditional assessments, student performance will be measured by efforts on several research projects. Students will also be required to write an original myth to fulfill the course's writing component. The course will use the reading/writing workshop curriculum structure as it will allow students the opportunity to study myth from both a critical reading and exploratory writing perspective.
Prerequisite: English 1 R, S

CREATIVE WRITING I R, S Credits: 5

Creative Writing I is designed as an opportunity for students to explore a variety of genres for self-expression. Students will be instructed in various forms and techniques appropriate to the genres of poetry, drama and short story. The course is aimed at improving the student's reading, listening, thinking, and writing skills and will incorporate basic journal writing, as well as portfolio collection, selection, reflection, and projection. The Creative Writing R course is designed for students who demonstrate well-developed language arts skills. Students will engage in more extensive journal writing and will be required to submit several original pieces to writing competitions/publications both within and outside the District.
Prerequisite: English 1 R, S

CREATIVE WRITING II R Credits: 5

This course will provide an opportunity for students to cultivate a writers' life. Students will be expected to choose a genre of interest and create a substantial composition or collection of written work within that genre. Students will also conduct research on the life and literary style of a professional writer who writes primarily in the student's focus genre. In addition, students will research and pursue venues for publication of their written work.
Prerequisites: English 1 R, S; English 2 R, S; Creative Writing I R, S

JOURNALISM I R Credits: 5

This course will provide an introduction to all types of journalistic writing—from news stories to features to editorials to sports. Students will have opportunities to view exemplars of news stories, to observe modeling of the writing process and page layout, and also to participate in the actual development and production of a school newspaper. The course will also provide an in-depth study of the history of journalism and law as it pertains to journalists as well as providing students with an opportunity to improve their computer skills on a word processing program such as Microsoft Word and a newspaper program such as Microsoft Publisher.
Prerequisite: English 1 R, S

ENGLISH

JOURNALISM II R

This course will provide advanced instruction in journalistic writing, editing, and newspaper staff leadership. Students will participate as leaders in school newspaper production and will refine their word processing and layout skills using publishing software.
Prerequisites: English 1 R, S; English 2 R, S; Journalism I R

PHILOSOPHY & LITERATURE R Credits: 5

This course will have two major purposes. First, students will think abstractly. They will ponder philosophical questions and challenge each other's viewpoints about issues that range from questions about life after death to the existence of free will. Second, in support of the district's commitment to character education, students will analyze the qualities of human character and ethical behavior.

This will result from their study of Western philosophy and from their readings of pertinent literature assigned during the course. *Philosophy and Literature* will be presented in eleven instructional units that will follow the historical chronology of the course's primary text. Each unit will focus on a Western philosopher or philosophers, and concentrate on ideas relevant to specific academic thinkers on a particular time in history. Each unit will begin with a study of essential ideas, important quotations and key questions that will elicit student discussion and advance critical thinking skills. Students will expand their understanding of each unit through research and inquiry that will encourage discussion and debate. Student academic performance will be measured in a variety of ways. In addition to traditional assessments, students will have numerous opportunities to demonstrate and display their understanding through artwork, poetry, story writing, and technology presentations. Although the curriculum follows historical timelines, the emphasis in instruction will be on critical thinking related to diverse ideas rather than memorization of philosophers' names and historical detail.
Prerequisite: English 1R; English 2R

PREPARATION COURSE IN VERBAL FOR THE SAT R Credits: 2.5

The purpose of the course is to improve competency in verbal skills. Students will review cognitive and analytical skills in the verbal area assessed on college admissions tests. College-bound students should take this course in grades 10 or 11.
Prerequisite: English 1 R,

ENGLISH

THE WORLD ACCORDING TO SATIRE R — Credits: 5

This course is designed to provide an interdisciplinary experience for students in Grades 11 and 12. As students fulfill speaking, listening, writing, reading, and viewing and media literacy progress indicators, they will also gain experience in interpreting and evaluating past and current circumstances through which institutions maintain continuity or promote change. Course participants will analyze how the literary works of a given period reflect historical events and social conditions. Activities will engage students in evaluating media techniques and messages by recognizing verbal and nonverbal cues. Course requirements will generate cooperative and collaborative opportunities for both students and teachers.
Prerequisites: English 2 R; World History II and Cultures R; U.S. History 1 R

YEARBOOK I R — Credits: 5

This course utilizes the *YearTech 2003* software to focus on all aspects of yearbook production. Specific areas of study including layout and design, journalism, photography and marketing, and sales generate the curriculum. However, workplace readiness skills such as organization and interpersonal communication play a large role in the design of the program. This course is open to all students from all grade levels.

YEARBOOK II R — Credits: 5

This course utilizes publisher's yearbook development software to focus on the advanced writing and leadership aspects of yearbook production. In addition to continuing to develop yearbook writing and design elements, students will gain experience in staff organization, editing, and marketing with a specific focus on developing a marketing campaign. Interpersonal skills and communication for management purposes will play a significant role in the course.
Prerequisites: English 1 R, S; Yearbook I R

ENGLISH

^THE ENGLISH VERTICAL TEAM ARTICULATION INITIATIVE AND GUIDE FOR ACCELERATED, HONORS AND ADVANCED PLACEMENT PROGRAMS IN ENGLISH LANGUAGE ARTS, GRADES 6-12

The English Vertical Team document is designed to provide recommendations regarding admissions, goals, and assessment of academically talented language arts students enrolled in the Woodbridge Township School District's middle and high schools. In addition, the Vertical Team document is designed to serve as a supplementary curriculum guide for the accelerated and honors programs in language arts instruction. Teachers of accelerated and honors classes are expected to deliver the appropriate grade-level curriculum using the adopted curriculum guide, textbook, and supplementary texts for the grade they are teaching. However, in order to meet the needs of the academically talented language arts student and to provide clear articulation of skills in the series of language arts classes considered pre-AP, teachers are required to differentiate instruction for accelerated and language arts classes. This guide is intended to provide recommendations for differentiation as well as an understanding of the scope and sequence of Pre-AP classes in order to enhance articulation among accelerated, honors, and AP teachers throughout the middle and high schools in Woodbridge Township.

21st CENTURY LIFE & CAREERS/FAMILY AND CONSUMER SCIENCE

Course Title	Credits	Track	Suggested Grade Offered*
Basic Foods 1	5	S	9, 10, 11, 12
Catering 4 (Part 1 & 2)	5 (ea.)	S	11, 12
Nutrition and Diet 2	5	S	9, 10, 11, 12
Professional Foods 3	5	S	11, 12
Creative Fashion & Construction 1	5	S	9, 10, 11, 12
Creative Fashion & Construction 2	5	S	9, 10, 11, 12
Creative Fashion & Construction 3	5	S	11, 12
Creative Fashion & Construction 4	5	S	12
Independent Living	5	S	11, 12
Parenting Education	5	S	11, 12

*** See Prerequisites if Applicable**

21st CENTURY LIFE & CAREERS/FAMILY AND CONSUMER SCIENCE

Family and Consumer Science has traditionally dealt with helping individuals and families cope and live the best lives possible under conditions existing in society. The basic mission of Family and Consumer Science is to enable individuals and families to build and maintain enlightened cooperative participation in the formulation of social goals and the means for accomplishing them. Home economists are concerned with the practical, daily events which impact on individuals and families. The home economist teaches each individual to achieve his/her full potential, to gain control over his/her destiny, shaping its course rather than just reacting and coping. The activities in the high school Family and Consumer Science program will help students develop the skills needed to get what they want out of life while adding to the quality of life – for themselves and others. Enrollment in Family and Consumer Science courses affords the students an opportunity to meet one of the graduation requirements regarding the successful completion of one course in practical arts.

BASIC FOODS 1 S Credits: 5

In this course students are introduced to basic foods, the use of small appliances and the knowledge needed to successfully read and follow a recipe. Students learn the principles of food preparation, food buying and basic nutrition.

CATERING 4 (Part 1 & 2) Credits: 5 (each part)

Catering is a family and consumer science course open to any student who has completed three previous foods courses. The course covers a variety of topics including: 1) Career opportunities in the food service field and how to pursue them. 2) Standards for food quality and safety. 3) Menu creation and planning. 4) Preparation of foods for a variety of school functions. 5) Participation in business and education partnerships. With individualized instruction and group work, students are able to learn organizational skills and responsibilities. Working with “hands-on” projects, and seeing their projects completed, increases students’ self-confidence and pride in their work.

NUTRITION AND DIET 2 S Credits: 5

Students in this course are expected to demonstrate their knowledge and ability to select, prepare, and evaluate foods, food products, menus and diets for their nutritional value and the functions of the nutrients. Nutritional dieting, weight control and weight maintenance are stressed. Students are required to write reports testing and evaluating the nutritional content of foods and dieting. They participate in individual and group work to prepare regional and foreign foods.

21st CENTURY LIFE & CAREERS/FAMILY AND CONSUMER SCIENCE

PROFESSIONAL FOODS 3 S Credits: 5

Students learn the food preparation skills necessary for food careers. Students apply their previous learning experiences, working with more advanced food preparation terms and techniques. Students explore careers in food service areas.

CREATIVE FASHION & CONSTRUCTION 1 S Credits: 5

This course is designed to provide students with basic clothing construction and needlecraft skills as well as experience with various sewing machines, equipment and techniques. Individualized “hands-on” instruction is an important element in this course as student’s progress to more difficult skills at their own pace. Students are encouraged to make garments and crafts for themselves and small children, do simple repairs and restyle clothing.

CREATIVE FASHION & CONSTRUCTION 2 S Credits: 5

This course is designed to review basic clothing construction skills and vocabulary as students learn how to use electronic, computer and serger machines. Knowledge of basic pattern alterations, and advanced clothing construction and crafting skills are incorporated into the individualized “hands on” work. Students are expected to work more independently while developing professional construction skills, techniques and details. Creativity in the form of clothing construction and crafts is encouraged. Students explore and research career opportunities in the world of fashion.

CREATIVE FASHION & CONSTRUCTION 3 S Credits: 5

Students are expected to apply previous learning as they work with more advanced clothing construction and needlecraft skills and techniques. Creativity in the form of clothing construction, crafts, sewing for the home and personal wardrobe, and costume selection is encouraged. Consumerism ‘’know-how’’, decision-making, and problem-solving are stressed as students demonstrate comparison shopping and purchasing of suitable patterns, fabrics, and notions for their garments and other projects. Students are encouraged to express their creative talents through the serger sewing machine and embroidery techniques using computer sewing machines.

CREATIVE FASHION & CONSTRUCTION 4 S Credits: 5

In this course students have opportunities to demonstrate previous learning and perform job duties related to a number of fashion and craft careers. Through a study of units on fibers and fabrics, wardrobe planning, recordkeeping, quilting

and advanced construction techniques, sewing for the home, hand-smocking, and quality control, students learn to appreciate the time and work involved in making quality products.

INDEPENDENT LIVING S Credits: 5

This course is designed to prepare students for living on their own in an increasingly complex world. Students will be taught skills necessary to function as adults in single or family situations. Upon leaving high school, students may continue their education, begin a career, or perhaps both. They will be creating a new lifestyle, different from their present one. The information in this course covers a wide range of topics that will be useful to the student now and in the future. Family structure is explored and practical ways to maintain healthy, satisfying relationships are examined. The life management segment of the course gives students practical information about how to select and find a job, how to manage clothing and housing resources, consumerism, use of leisure time, decision-making skills and money management.

PARENTING EDUCATION S Credits: 5

This five-credit course, available to 11th and 12th grade students, gives the student an insight into the nature and nurture of children and into parenting roles, responsibilities and careers. The child's developmental areas: physical, emotional/social, and intellectual are examined through the age of six. The role of the parent, teacher, and caregiver is introduced. Students have the opportunity to observe and actively develop skills, ideas and activities by working with a preschool program helping them to become confident, resourceful parents and caregivers. Special topics of parental concerns are researched as they relate to the child's development and parental options.

GIFTED AND TALENTED

Course Title	Credits	Track	Grade Offered
Gifted and Talented I	5	R	9
Gifted and Talented II	5	R	10
Gifted and Talented III	5	R	11
Gifted and Talented IV	5	R	12

GIFTED AND TALENTED

The Gifted and Talented Program is intended for students who meet the established district criteria for the Gifted and Talented Enrichment Component and are enrolled in Honors and/or AP courses. It is designed to enhance an academically rigorous curriculum by having students research and discuss philosophical and ethical situations that relate to personal decision-making and career choices. Students will broaden their cultural horizons by exploring the arts and the nature of creativity.

GIFTED AND TALENTED I R — Credits: 5

Ninth grade students will begin a journal, consider career choices and colleges, and take practice tests in preparation for the SAT. Personal time management and research skills will be taught, reinforced, and utilized in individual and group projects as students study the Impressionists, the philosophy of creativity, the nature of change throughout history, and develop personal ethics. Selected Great Books will be read and discussed.

GIFTED AND TALENTED II R — Credits: 5

Students in tenth grade will maintain their journals and begin a college portfolio. Research, writing, and presentation skills will be stressed as students prepare individual and group multi-media projects using primary sources. This course will focus on the development of a personal philosophy, the exploration of social ethics, and an awareness of different cultures through the study of Folk Art. Students will continue to read and discuss selected Great Books and prepare for the SAT.

GIFTED AND TALENTED III R — Credits: 5

College portfolio and SAT preparation will be focal points in eleventh grade. Critical thinking and research skills will be expanded as students explore career ethics, archetypes of wisdom, and the relationship between mythology and psychology. Students will use power point presentations to enhance research projects at the district-wide Secondary Symposium. The Gothic Period in art and architecture will heighten artistic awareness while the Renaissance and Dante's *Inferno* will be studied in the Great Books unit.

GIFTED AND TALENTED IV R — Credits: 5

Twelfth grade students will refine research and presentation skills as they continue their historical study of philosophy, which will focus on the trials of Socrates, Joan of Arc, and Galileo. Analytical and critical thinking skills will be reinforced through reading and discussing selected Great Books and by viewing Modern Art. Students will research and debate global ethics and leadership styles as they reflect upon their own viewpoints of the world today.

HEALTH, SAFETY AND PHYSICAL EDUCATION

Course Title	Credits	Track	Suggested Grade Offered*
Health 1	1.25	-	9
Health 2 (Safety Driver Ed. Theory)	1.25	-	10
Health 3	1.25	-	11
Health 4	1.25	-	12
Physical Education 1	3.75	-	9
Physical Education 2	3.75	-	10
Physical Education 3	3.75	-	11
Physical Education 4	3.75	-	12

*__See Prerequisites if Applicable__

HEALTH, SAFETY AND PHYSICAL EDUCATION

HEALTH – 1 (see addendum notification)

Students in ninth grade health will learn about drug education, risk factors, chemical dependency and the need for responsibility in interpersonal relationship. In studying communicable diseases they learn about current measures to control the most prevalent infectious illnesses. In the unit on health careers, students become aware of the opportunities for employment in health related occupations. In the first aid unit, students learn and practice first aid skills. Students are also taught decision-making skills to help them make sound decisions. Refusal skills are emphasized to assist the students in avoiding potentially dangerous situations.

Included in the Health Curriculum is the study of AIDS and its impact on the health and welfare of students and society.

HEALTH – 2 (SAFETY DRIVER EDUCATION THEORY)

This course instills a knowledge of traffic rules, basic automotive principles; a respect for law and order, emotional control and appreciation of one's personal responsibility for furthering the safety of the community. The New Jersey State Driver Manual is completely covered in detail in coordination with the text. Emphasis is placed upon the student's attitude as well as good driving skills. At the end of the course the New Jersey State Driving Test is administered to the classes. The students also have tests on materials covered in the course, and learn about the dangers associated with drug and alcohol abuse.

HEALTH – 3 (see addendum notification)

Students in eleventh grade are involved in a study of mental health, drug education, nutrition, chronic diseases, cardiopulmonary resuscitation, and acquaintance rape prevention. Students learn about cardiac risk factors and the prevention of cardiovascular disease. They also study about cancer danger signs and the importance of early detection. In the CPR unit they learn and practice techniques to restore breathing and heartbeat. Included in the Health Curriculum is the study of AIDS and its impact on the health and welfare of students and society.

HEALTH – 4 (see addendum notification)

Students in twelfth grade study units on drug education, safety education, marriage and family living. The drug education unit deals with chemical dependency and the safety unit is concerned with rape prevention. The units on marriage and the family comprise the major part of senior health and include a study of communication in marriage, the process of marital disintegration, the

functions of the family and the responsibilities involved in parenthood. Included in the Health Curriculum is the study of AIDS and its impact on the health and welfare of students and society.

PHYSICAL EDUCATION

The high school physical education program is a planned curriculum that provides cognitive content and learning experiences in a variety of activity areas. Students may choose from activities such as basic movement skills; physical fitness; rhythm and dance; games; team, dual, and individual sports; and tumbling. The physical education program tries to promote each student's optimum physical, mental, emotional, and social development and offers activities and sports that all students enjoy and can pursue throughout their lives.

Addendum Notification (Health 1, 3, 4)
Supplementation to all three levels of the Health curriculum has been added to address Suicide Prevention and Nutrition Education.

The Suicide Prevention addendum covers topics such as myths and facts about mental illness, ways to cope with rejection, loss and separation and how to seek help for depression and related mental health concerns.

The Nutrition Education addendum supports the district's Wellness/Nutrition Policy by covering topics such as how to develop healthy eating patterns and maintain a healthy weight. It teaches the students how to design and evaluate their own personal nutrition plans through the use of current dietary recommendation, resources and trends from a variety of approved sources.

HEALTH, SAFETY AND PHYSICAL EDUCATION

The New Jersey Statute, Title 18A:35-5, reads: "Each board of education shall conduct as part of the instruction in the public schools courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed."

In addition, Title 18A:35-7 reads: "Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of pupil in connection therewith shall form a part of the requirements for promotion or graduation."

Title 18A:35-8 also reads: "The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week."

The New Jersey Statute, Title 18A:40A-1, reads: "Instructional programs on the nature of drugs, alcohol, tobacco, anabolic steroids and controlled dangerous substances, as defined in section 2 of P.L. 1970, c. 226 (C.24:21-2), and their physiological, psychological, sociological and legal effects on the individual, the family and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines, established by the Commissioner of Education pursuant to section 2 (18A:40A-2) of this act, and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject."

The health, safety and physical education curriculum incorporates the above statutes. An adaptive physical education program is provided for students as appropriate. In addition to physical education, students in grades 9, 11, and 12 take one full quadrant of health. Included in the health curriculum is the study of AIDS and its impact on the health and welfare of students and society. In grade 10, students take one full quadrant in Driver Education Theory as part of safety education.

Students who are medically excused from physical education are required to take health (grades 9, 11, and 12) and safety education (grade 10) during their regularly scheduled classes.

Physical education, safety, and health are considered separate subjects. Students must pass health physical education each year to meet their requirements for graduation. Each student will receive 1-1/4 completion of health or safety each year and 3-3/4 points for the successful completion of physical education each year.

ATHLETIC ELIGIBILITY GUIDELINE

To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10th grade or higher, a pupil must have passed 30 credits during the immediately preceding academic year. To be eligible for athletic competition during the second semester (February 1 to June 30) of the 9th grade or higher, a pupil must have passed the equivalent of 15 credits at the close of the preceding semester (January 31).

Student athletes, who are unable to accumulate 30 credits during a given school year, **must** attend a summer school program in order to make up the necessary credits sufficient to satisfy the Woodbridge Township Board of Education eligibility requirements.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you **must** be first certified for eligibility by the NCAA Initial-Eligibility Clearinghouse in order to be eligible for financial aid, practice and competition. In order to be certified by the Clearinghouse, the following conditions must be fully satisfied:

If you are entering a Division I college, in order to be considered a "qualifier," you are required to:

1. Graduate from high school.

2. Successfully complete a core curriculum of at least 16 academic courses [this core curriculum includes at least four years in English, three in math, algebra 1 or higher, two in social studies, two in natural or physical science (including at least one laboratory class); one additional course in English, math or science; and four additional academic courses (which may be taken from the already-mentioned categories or world language, philosophy or non-doctrinal religion)].

3. Have a core-course grade-point average (based on maximum of 4,000) and a combined score on the SAT critical reading and mathematics sections or a sum score on the ACT based on the qualifier index scale on the following page.

Although the SAT now has three parts: critical reading (formerly known as verbal), mathematics, and writing, the NCAA has determined that the writing component should not be required at the present time. The NCAA has noted the importance of reviewing research related to the impact of the writing component. Until further notice, the NCAA Clearinghouse will only count the combined scores of critical reading and mathematics on the qualifier index scale.

QUALIFIER INDEX

NEW CORE GPA/Test Score Index

Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	68
2.525	810	67
2.500	820	68

Core GPA	SAT	ACT
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	73
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

A non-qualifier is a student who has not graduated from high school or who has presented neither the core-curriculum grade-point average nor the SAT/ACT scores required for a qualifier.

A non-qualifier shall not be eligible for regular-season competition or practice during the first academic year in residence and then has three seasons of competition remaining. A non-qualifier shall be eligible for non-athletics institutional financial aid that is not from an athletics source and is based on financial need only.

If you are first entering a Division II college in order to be considered a "qualifier," you are required to:

1. Graduate from high school.

2. Have a GPA of 2.000 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 16 academic courses [this core curriculum includes four years in English, two in math (algebra 1 or higher), two in social studies, two in natural or physical science (including at least one laboratory class) and three additional courses (which may be taken from the already-mentioned categories or world language, philosophy or non-doctrinal religion)]. The minimum SAT score is 820 (verbal and math sections only). The minimum ACT sum score is 68.

Details of these general requirements are contained in the following section:

DEFINITION OF A CORE COURSE

To meet the core-course requirement, a "core course" is defined as a recognized academic course (as opposed to a vocational or personal-services course) that offers fundamental instruction in a specific area of student. Courses taught below your high school's regular academic instructional level (e.g., remedial, special education or compensatory) can not be considered core courses regardless of the content of the courses. At least 75 percent of the course's instructional content must be in one or more of the required areas (as listed below) and "statistics," as referred to in the math section, must be advanced (algebra-based).

English – Core courses in English include instructional elements in grammar, vocabulary development, composition, literature, analytical reading or oral communication.

Math – Core courses in mathematics include instructional elements in algebra, geometry, trigonometry, statistics or calculus.

HEALTH, SAFETY AND PHYSICAL EDUCATION

Social Science – Core courses in social science contain instructional elements in history, social science, economics, geography, psychology, sociology, government, political science or anthropology.

Natural or Physical Science – (including at least one full unit of laboratory classes if offered by your high school). Core courses in natural or physical science include instructional elements in biology, chemistry, physics, environmental science, physical science or earth science.

Additional Academic Courses – The remaining units of additional academic credit must be from courses in the above areas or foreign language, computer science, philosophy or non-doctrinal religion (e.g., comparative religion) courses.

Plan to start the certification process early, usually by the end of your junior year. NCAA Initial Eligibility Clearinghouse forms are available in the high school guidance office.

21st CENTURY LIFE & CAREERS/INDUSTRIAL ARTS

Course Title	Credits	Track	Suggested Grade Offered*
Advanced Drawing	5	S	11, 12
Advanced Woodworking	5	S	11,12
Architectural Drawing	5	S	11, 12
Drafting I	5	S	9, 10, 11, 12
Drafting 2	5	S	10, 11, 12
Home Improvement	5	S	9, 10, 11, 12
Woodworking 1	5	S	9, 10, 11,12
Woodworking 2	5	S	10, 11,12
Woodworking 3	5	S	11, 12

*** See Prerequisites if Applicable**

21st CENTURY LIFE & CAREERS/INDUSTRIAL ARTS

The industrial arts program is designed to provide students with exploratory experiences. Students will develop a degree of skill and understanding in the use of tools, machines, and devices that are commonly employed by the householder.

Opportunities are provided for students to research and plan projects using basic tools and common materials. In the process, the students assume responsibility for organizing and planning their industrial arts activities employing safe work habits and maintaining desirable interpersonal relationships in work situations.

ADVANCED DRAWING S — Credits: 5

This is a course which enables a student to develop skills in both mechanical and architectural drawing. Provision is made for specialization in areas of individual interest. It is intended to provide industry with beginners in the profession who are well trained in their fields with the understanding and ability required to being their careers, and who will require a minimum of supervisory instruction from their prospective employers.

ADVANCED WOODWORKING S — Credits: 5

The purpose of this course is to prepare the already skilled woodworking student for apprentice job entry, Technical School, or Technical/ Industrial Education. This will be accomplished by combining units of study from Woodworking III with the following additional units of study. The focus will be structured so that students can better select an occupational path.

ARCHITECTURAL DRAWING S — Credits: 5

Architectural Drawing is a course designed to introduce the student to the skill of drafting residential house plans accurately. The student will be required to utilize basic math skills, calculate dimensions using an architectural scale, and satisfactorily demonstrate mechanical drawing fundamentals. In addition, the student will utilize Computer Assisted Drafting. Emphasis will be placed on the complete design of residential housing, and extending house pre-design and sketch work to an accurate set of finished house plans.

21st CENTURY LIFE & CAREERS/INDUSTRIAL ARTS

DRAFTING 1 S Credits: 5

Drafting 1 is an introductory course which will give students insight into the skills and duties of a draftsperson. The course requires some simple mathematical computations with fractions, decimals and limited algebraic equations. All concepts in the course will be learned in a practical manner by students doing drawings that contain the concepts being taught. Areas included are orthographic drawing, isometric drawing, sectional views, oblique drawing, two-point perspective, auxiliary views, and sheet metal layout.

DRAFTING 2 S Credits: 5

This course is a continuation of Drafting 1. It is designed to give the student additional experience in industrial drafting. Students will also utilize Computer Assisted Drafting in this course. Areas of specialization are threads and fasteners detail and assembly drawing, cams, gears, piping, graphs, and electronics.

HOME IMPROVEMENT S Credits: 5

This course is designed to make students more aware of those facets of home ownership that need regular or periodic maintenance in order to keep them functioning properly as well as practical “how-to’s” of simple home repair. Students will learn to evaluate repair situations and to determine when an expert needs to be contacted for repair service. Through a hands-on approach, students will also gain practical knowledge of hand and power tools for each of the areas of study.

WOODWORKING 1 S Credits: 5

This course is designed for the student who has had little or no previous experience in woodworking. The student will be introduced to the common woodworking tools, materials, processes and skills used in woodworking. The student will also develop proper safety habits and attitudes, and will be provided with meaningful consumer information and a range of useful career and occupational information.

WOODWORKING 2 S Credits: 5

This is a course in which woodworking projects are selected which improve previously learned skills. Instruction is given on all power equipment which the student is expected to use in completing projects. Cabinet construction is also taught.
Prerequisite: Woodworking 1

21st CENTURY LIFE & CAREERS/INDUSTRIAL ARTS

WOODWORKING 3 S Credits: 5

This course offers further advanced work in applying previously learned experiences with all power machines. Included is an exploration into the principles and techniques of the modern day woodworking industry.
Prerequisites: Woodworking 1 and 2

MATHEMATICS

Course Title	Credits	Track	Suggested Grade Offered*
Algebra I	5	R,S	9, 10, 11, 12
Algebra II	5	R,S	9, 10, 11, 12
Calculus	5	R	11, 12
Calculus – AB	5	AP	11, 12
Calculus – BC	5	AP	11, 12
Calculus III	5	C	12
Computer Science A	5	AP	11, 12
Geometry	5	R,S.	9, 10, 11, 12
Introduction to Computer Science/ Mathematical Problem Solving	5	R	10, 11, 12
Mathematics I	5	S	9
Mathematics II	5	S	10
Mathematics III	5	S	11
Mathematics IV	5	S.	12
Precalculus	5	R,S.	11, 12
SAT Mathematics**	2.5	R	11
Statistics	5	AP.	11, 12

*** See Prerequisite if Applicable**

******The SAT is a registered trademark of The College Entrance Examination Board which does not endorse this product.

MATHEMATICS

The mathematics program is comprehensive in scope and sufficiently flexible to provide for individual differences and to allow students to fulfill their maximum capabilities. The program provides students with a background in mathematics which they will need as adults and at the same time gives them a solid foundation for future work in mathematics. The program is structured so that all students develop proficiency in math skills, acquire conceptual insight and expand their ability to apply mathematical ideas in problem solving. Simultaneously, the program is dedicated to meeting the demands prompted by our technological environment and includes utilization of calculators, computers and the Internet to solve mathematical problems.

ALGEBRA I R, S — Credits: 5

The Algebra I course focuses on concepts and skills which prepare students for their further study of mathematics and life in the real world. Topics studied include the following: real numbers, linear equations and functions, inequalities, coordinate geometry, systems of equations and inequalities, polynomials and exponents, rational expressions, radicals and quadratic equations and functions. Algebra I provides students with opportunities to think about mathematical ideas in a logical sequence, and to express these ideas clearly in the language of algebra. Students who successfully complete this course will be adequately prepared for the state issued Algebra I end of course exam.

GEOMETRY R, S — Credits: 5

This course contains material necessary for fostering in the student deductive and intuitive reasoning, their creative abilities, and for sharpening their reading, interpreting and problem-solving abilities. In addition, this course provides a solid background and preparation for success on the HSPA, on the SAT, and for further mathematics courses. This geometry course is aligned with the State Core Curriculum Content Standards. Appropriate use of technology to enhance topics is integrated throughout the program. Based on the levels of reasoning in geometry, such as, visualization, analysis, deduction and the development of problem-solving skills, topics addressed include congruence, properties of parallel lines and parallelograms, polygons, circles, area, volume, extensive work with all types of right triangles, transformations, coordinate geometry, similarity, loci and fractals.
Prerequisite: Algebra 1

ALGEBRA II R, S — Credits: 5

Algebra II is a comprehensive continuation of mathematical concepts learned in Algebra I and provides foundation topics necessary for more advanced study in mathematics. This course extends the student's understanding of the structure

of the systems of real and complex numbers. Trigonometric concepts are integrated with algebraic concepts, and emphasis is placed on the application of these concepts in problem solving. Appropriate use of technology to enhance topics are integrated throughout the program. Algebra II topics include the following: equations, inequalities and functions, systems of linear equations and inequalities, matrices/determinants, quadratic functions, polynomial functions, exponential and logarithmic functions, rational functions and radical functions, conic sections, data analysis, trigonometric functions and vectors.
Prerequisite: Algebra I

PRECALCULUS R, S Credits: 5

This course contains the background material and instruction necessary for students' advanced study in mathematics. It includes mathematical concepts and skills, which will help the student solve problems involving functions, vectors, analytic geometry, trigonometry and circular functions, and sequences and series. Appropriate use of technology is integrated throughout the program.
Prerequisites: Geometry and Algebra 2

CALCULUS R Credits: 5

This course acquaints the student with the concepts and the principles of calculus. Emphasis is placed on the basic techniques and applications of differentiation, and integration. Topics studied include: limits and continuity, derivatives and their applications, the definite integral, differential equations and mathematical modeling, and applications of definite integrals. Students enrolled in this course receive a good introduction to college calculus. Students should be recommended by their Pre-calculus teacher to study this course. Due to the duplication of topics in Calculus R and Calculus-AB AP, a student who successfully completes both courses will only receive credit for one of the two courses. If a junior plans to enroll into Calculus BC as a senior, he/she must take Calculus AB **not** Calculus R.
Prerequisite: Precalculus

CALCULUS AB AP Credits: 5

Calculus AB is a course in differential and integral calculus with elementary functions. Problem solving and analytical skills will be strengthened throughout the course. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry. Topics studied include the following: limits and continuity, derivatives and their applications, the definite integral, differential

equations and mathematical modeling, and applications of definite integrals. It is designed to prepare the student for taking the Advanced Placement Calculus AB Exam and the possibility of receiving college credit. After finishing this course, a student will have received the equivalent of a college level Calculus I course. Students should be recommended by their Precalculus teacher to study this course. Due to the duplication of topics in Calculus R and Calculus-AB AP, a student who successfully completes both courses will only receive credit for one of the two courses. If a junior plans to enroll into Calculus BC as a senior, he/she must take Calculus AB **not** Calculus R.
Prerequisite: Precalculus

CALCULUS BC AP Credits: 5

The Calculus BC course includes further study of the Calculus AB topics, in addition to vectors, techniques of integration, parametric and polar equations, and sequences and series. Appropriate use of technology to enhance topics is integrated throughout this course. This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions to algebra, geometry and trigonometry. This is a course designed to prepare the student for taking the Advanced Placement Calculus BC Exam and the possibility of receiving college credit. After completing this course, a student will have received the equivalent of a college level Calculus II course.
Prerequisite: Calculus AB AP

CALCULUS III C Credits: 5

The Calculus III course follows Calculus BC and involves the study of multivariable calculus. Topics addressed include the following: vectors in space, vector-valued functions, functions of several variables, multiple integration, vector analysis, and differential equations (optional). Appropriate use of technology to enhance topics is integrated throughout this course. After completing this course, a student will have received the equivalent of a college-level Calculus III course.
Prerequisite: Calculus BC AP

MATHEMATICS

INTRODUCTION TO COMPUTER SCIENCE/MATHEMATICAL PROBLEM SOLVING R

Credits: 5

This course is designed to introduce students to the fundamentals of programming in a modern language to reinforce students' understanding of mathematical concepts. Furthermore, students will be provided with a foundation of good programming and mathematical problem-solving skills. The development of computer programs for mathematical and practical applications is emphasized. As the semester progresses, students will be able to develop algorithms and code programs of increasing complexity.

Prerequisite: Algebra II or Geometry

COMPUTER SCIENCE A AP

Credits: 5

The Computer Science A AP course is intended to serve as a college-level introductory course for computer science majors. Useful computer programs/program modules are developed to solve given problems and are then used as a context for introducing important concepts in computer science, including the development and analysis of algorithms and fundamental data structures, the study of standard algorithms, logic theory and Boolean algebra. Design issues that make programs understandable, adaptable and reusable are emphasized. Understanding basic hardware and software components of computer systems and the responsible use of these systems are integral features of this course. The course is designed to prepare the student for taking the Advanced Placement Computer Science A Exam in the Java language and possibly receiving college credit.

Prerequisites: Introduction to Computer Science/Mathematical Problem Solving, permission of the Computer Science AP instructor, and competence in written communication

MATHEMATICS I S

Credits: 5

Ninth grade students will be required to enroll in this course if they failed to score proficient on the grade eight New Jersey Assessment of Skills and Knowledge (NJASK). The content of the course will focus on the individual instructional needs of student as identified through standardized tests administered as part of the required State testing program. This course utilizes math core standards materials to improve students' deductive and intuitive reasoning and creative skills, sharpen their reading, interpreting and problem-solving abilities, and foster a confidence in their mathematical knowledge and test-taking skills to raise their performance levels.

MATHEMATICS

MATHEMATICS II S — Credits: 5

Tenth grade students will be required to enroll in this course if they failed to score proficient on the grade nine New Jersey Proficiency Assessments of State Standards (NJ PASS). The content of the course will focus on the individual instructional needs of students as identified through standardized tests administered as part of the required State testing program. This course utilizes math core standards materials to improve students' deductive and intuitive reasoning and creative skills, sharpen their reading, interpreting and problem-solving abilities, and foster a confidence in their mathematical knowledge and test-taking skills to raise their performance levels.

MATHEMATICS III S — Credits: 5

Eleventh grade students who have been identified as 'at-risk' of failing the HSPA will be required to enroll in this course. The content of the course will focus on the individual instructional needs of students as identified through standardized tests administered as part of the required State testing program. This course utilizes math core standards materials to improve students' deductive and intuitive reasoning and creative skills, sharpen their reading, interpreting and problem-solving abilities, and foster a confidence in their mathematical knowledge and test-taking skills to raise their performance levels.

MATHEMATICS IV S — Credits: 5

Since passing the High School Proficiency Assessment (HSPA) is a requirement for high school graduation, twelfth grade students will be required to enroll in this course if, as eleventh graders, they failed to score proficient on the HSPA. The content of the course will continue to focus on the individual instructional needs of students which are identified through the HSPA. This course utilizes math core standards materials to improve students' deductive and intuitive reasoning and creative skills, sharpen their reading, interpreting and problem-solving abilities, and foster a confidence in their mathematical knowledge and test-taking skills to raise their performance levels.

MATHEMATICS

SAT MATHEMATICS** R — Credits: 2.5

The purpose of this course is to improve competency in mathematical skills. Students will review and extend their math cognitive and analytical skills in arithmetic algebra and geometry and practice using strategies to solve problems similar to those frequently tested on college admission tests. College-bound students will take this course in grade 11. Students enrolled in this course will be exposed to real SAT questions and answers as well as suggestions on how to improve their score. Techniques and test taking strategies will be covered extensively in this course so students will gain confidence that they will achieve their highest score possible when they take the official SAT.

STATISTICS AP — Credits: 5

The statistics AP course is intended to serve as a college-level introductory, non-calculus based course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data (describing patterns and departures from patterns), 2) Sampling and Experimentation (planning and conducting a study), 3) Anticipating Patterns (exploring random phenomena using probability and simulation, and 4) Statistical Inference (estimating population parameters and testing hypotheses). Students who successfully complete the course and AP exam may receive credit, advanced placement, or both for a one semester introductory college statistics course.
Prerequisites: Algebra II, permission of the AP Statistics instructor, and excellent written communication skills

SCIENCE

Course Title	Credits	Track	Suggested Grade Offered*
Anatomy and Physiology	5	R,S	11, 12
Biology	5	R,S	9, 10,
Cell Biology and Genetics AP	5	AP.	11, 12
The Biology and Evolution Of Organisms AP	5	AP.	11, 12
Chemistry	5	S	10, 11, 12
Chemistry	5	R	10, 11, 12
Chemistry AP	5	AP	11, 12
Environmental Science	5	R,S	9, 10, 11, 12
Environmental Science AP	5	AP.	11, 12
Integrated Science	5	R,S	9
Methods of Science Investigation	5	S	11, 12
Physics	5	R,S	10, 11, 12
Physics AP	5	AP	11, 12
Robotics	5	R	10, 11, 12
Science Research I	5	R	10
Science Research II and III	5	C	11, 12

Students must meet all prerequisites before enrolling in a course.

Required for Graduation-

15 credits including at least five credits in laboratory biology/life science or the content equivalent and one additional laboratory inquiry-based science course which shall include chemistry, environmental science, or physics.

*Both Science Research II and III must be taken to receive C rank points. Students will receive R credit if only Science Research II is completed.

SCIENCE

Courses in the science department are designed to provide students with fundamental knowledge that will help them to understand how their physical universe works. The range of courses is designed to illustrate the changes that occur in and between matter and energy (the stuff of the universe); the structure, function and interrelationships of living things; and the nature of our planet and its place in space.

While the scope and sequence of our science program provides students with a sound base for continuing their studies, it is our intent to instill in all students those principles, ideas, and processes which will allow them to function in an increasingly technological society. The interplay between science/technology and societal problems is an important part of each course.

ANATOMY AND PHYSIOLOGY R, S — Credits: 5

Anatomy and physiology is designed for students who desire a second course in biology. It is especially useful for students who are considering careers in nursing or health technologies. R track would also be helpful for those students considering taking AP Biology. This course explores, in detail, the structure and function of the various systems in the human body.
Prerequisites: Successful completion of Biology and Chemistry

BIOLOGY R & S — Credits: 5

This introductory biology course deals with the basic concepts of life processes. The student learns about the structures of various types of animals and plants and their relationship to each other. This course enables students to visualize all life as interrelated and interdependent.

THE BIOLOGY AND EVOLUTION OF ORGANISMS AP — Credits: 5

One of two advanced placement level biology courses intended to prepare students for the Advanced Placement Biology Examination. The evolution and history of biological diversity will be studied, including eukaryotic and prokaryotic development and plant and animal evolution and phylogeny. In addition, plant and animal morphology and function will be studied including systems and controls, with emphasis on vascular plants and vertebrate animals. Finally, the organism's role in the environment will be explored in behavioral biology, population ecology, community ecology, ecosystems, and conservation of natural resources. Laboratories relating to subject matter taught and set forth by the College Board Testing Service will be conducted.
Prerequisite: Same as AP Cell Biology and Genetics

SCIENCE

CELL BIOLOGY AND GENETICS AP — Credits: 5

Cell Biology and Genetics is one of two advanced placement level biology courses intended to help prepare students for the Advanced Placement Biology Examination. The chemical context of life, cellular respiration, photosynthesis, cell communication, and molecular genetics will be studied. The molecular biology portion will emphasize developments in DNA technology and the genetic basis of development. Laboratories relating to subject matter taught and set forth by the College Board Testing Service will be conducted.
Prerequisites: Successful completion of Biology R, Chemistry R, Algebra 2

CHEMISTRY S — Credits: 5

This course provides the students with the fundamentals of inorganic chemistry as well as an introduction to organic chemistry with an emphasis on practical application to the community and life. A laboratory approach is emphasized. Topics used to teach chemical concepts include water chemistry, conservation of chemical resources, nuclear chemistry, industrial chemistry, and personal chemistry.
Prerequisites: Biology and Algebra I or equivalent

CHEMISTRY R — Credits: 5

This course provides students with the fundamentals of inorganic chemistry as well as an introduction to organic chemistry. A laboratory approach emphasizing basic concepts including properties of matter, atomic and molecular structure, chemical reactions, molarity, stoichiometry, gas laws, and nuclear chemistry, will be covered.
Prerequisites: Biology and Algebra I or equivalent

CHEMISTRY AP — Credits: 5

The Advanced Placement Chemistry course is designed to be taken only after the successful completion of a first course in high school chemistry. Students in this course should attain a thorough understanding of fundamentals and a competence in dealing with chemical problems.

Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the basic concepts of thermodynamics are covered in depth.
Prerequisites: Biology and Chemistry R

SCIENCE

ENVIRONMENTAL SCIENCE R, S — Credits: 5

Environmental Science is a process-based science curriculum that explores the relationship and impact of humans on their environment. Ecological concepts will be explored and used as a foundation in understanding the role and responsibilities of humans in environmental issues. Students will use the Internet and other technologies to collect and analyze data on environmental issues such as biodiversity, resource management, and political and economic policies concerning the environment.

ENVIRONMENTAL SCIENCE AP — Credits: 5

The course is designed to take the main topics presented, such as the identification and analysis of environmental problems, and integrate them using the six major themes from the AP Environmental Science Curriculum requirements. Major unifying themes, such as the alteration of natural systems by humans, are tied into every topic covered. Students are expected to gain a conceptual understanding of the material and be able to utilize their knowledge to address environmental and social concerns, using scientific processes such as formulating hypotheses, collecting and analyzing data, and designing experiments. Students gain experience in using these processes by performing laboratory investigations and other hands-on activities throughout the course. These labs and activities provide an opportunity for the students to not only learn proper lab techniques, but also give them an appreciation for science as a process.
Prerequisites: Chemistry and Biology

INTEGRATED SCIENCE R, S — Credits: 5

The course will provide students with a background in Physics, Chemistry, and Environmental Science with emphasis on hands on activities and process science. This course is intended to act as a springboard to high school science. R-track classes will place a greater emphasis on mathematical principals with a more in depth coverage of concepts.

SCIENCE

METHODS OF SCIENCE INVESTIGATION S — Credits: 5

Methods of Science Investigation is an inquiry science course centered on problem-based learning. It is intended for students who have completed Foundations of Science I and II or S-track Integrated Science, and S-Track Biology and who may have had difficulty in a traditional science. The course allows students to develop short-term science research projects that they detail in poster form at the semesters end.

PHYSICS R, S — Credits: 5

This course enables students to enhance their understanding of the world through a thorough investigation of physical laws. The course is designed to allow each student to develop fully his skills in observation and interpretation of physical phenomena, as well as effective use of a wide variety of experimental equipment. The following topics are covered: measurement, mechanics, wave motion, light, sound static and current electricity, magnetism and heat. Physics R emphasizes math skills.
Prerequisites: Successful completion of Biology and Algebra I (Algebra I R recommended).

PHYSICS AP — Credits: 5

Advanced placement physics includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course. The basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles to the solution of problems are the major goals of the course.
Prerequisites: Successful completion of Algebra I R, Algebra II R, Physics R, (Precalculus is strongly recommended).

SCIENCE

ROBOTICS R

Credits: 5

Robotics is a Science elective for grades 10-12. It builds off of topics learned in previous science classes. Students will apply scientific principles as they construct and program robots to achieve goals set by their teacher. A strong emphasis is placed on critical thinking and problem solving.
Prerequisites: Algebra I, Geometry and Integrated Science or Biology

SCIENCE RESEARCH I R

Credits: 5

This independent study course is designed for students that have demonstrated an interest and an aptitude in science. Students learn how to design and conduct original research projects. Hypothesis testing and statistical analysis of data are stressed. Students are required to make a formal presentation of their research projects and findings. Participation in science fairs is required.
Prerequisites: Successful completion of Integrated Science R or Biology R, Algebra 1 R, students must be enrolled in R track Science class during the year they are taking Science Research.

SCIENCE RESEARCH II, III C

Credits: 10 combined

Science Research II and III are continuations of Science Research I. This two-year program allows students to use skills acquired in Science Research I to develop and conduct a long term research project that will ultimately be detailed in a paper written in a style suitable for journal publication. Students are required to write research proposals for grants, and enter science competitions and symposia such as the North Jersey Regional Science Fair, Monmouth Junior Science Symposium, New Jersey Junior Academy of Science Meeting, and the Intel National Science Talent Search (formerly the Westinghouse Science Talent Search).

Students will receive C Level Rank points for Science Research II and III only if students enroll in both courses. (C Level rank points will be used to determine senior rank only if the student takes Science Research II and is enrolled in Science Research III). If a student takes Science Research II and is not enrolled in Science Research III, they will receive R track rank points for Science Research II.
Prerequisites: Successful completion of Science Research I, concurrent enrollment in R track science course.

SOCIAL STUDIES

Course Title	Credits	Track	Suggested Grade Offered*
Economics	5	R,S	10, 11, 12
Empowerment Civics	5	R,S	10, 11, 12
European History AP	5	AP	11, 12
Facing History and Ourselves	5	R,S	10, 11, 12
Introduction to Psychological Research	5	R	11
Law and Society	5	R,S	11, 12
Macroeconomics AP	5	AP	10, 11, 12
Psychology	5	R,S	12
Psychology AP	5	AP	12
Sociology	5	R,S	11, 12
*** United States History I	5	R,S	10
****United States History II	5	R,S	11
United States History I AP	5	AP	10
United States History II AP	5	AP	11
**World History II	5	R,S	9
World History AP	5	AP	9,10,11,12

*** See Prerequisite if Applicable**

** Required of all freshmen
*** Required of all sophomores
**** Required of all juniors

SOCIAL STUDIES

The field of the social studies includes those courses, which draw from the disciplines of anthropology, economics, geography, history, civics, political science, psychology, and sociology. The courses we offer aim to help young people live effectively today and lead interesting lives well into the twenty-first century.

We believe that students learn best when they are challenged within the range of their abilities and are stimulated both intellectually and emotionally. Therefore, we have selected goals, issues, and activities of real interest to students that will encourage life long civic responsibility and action as well as a sense of personal and/or group achievement.

ECONOMICS R, S — Credits: 5

This course includes the study of personal economics, production, consumption, distribution and marketing of goods and services, employment trends, vocational choices, and credit systems. This course assists students in the understanding of basic economic concepts and principles, the recognition of public economic issues, and the intelligent choices concerning economic questions.

EMPOWERMENT CIVICS R, S — Credits: 5

Students will be presented with a practical guide to citizens' rights and how to use those rights in a constructive and responsible manner. This is a project-based course in which the student will develop an effective and respectful presentation as a culminating activity.

EUROPEAN HISTORY AP — Credits: 5

This course was designed to prepare the student for the AP exam in European history. Students will examine, investigate and analyze European history by tracing the major social, economic, political and philosophical issues of European society from 1300 to the present. Through inquiry and analysis, students will expand their knowledge of European history through historiography, essay writing, document study and in-depth reading and scanning.

SOCIAL STUDIES

FACING HISTORY AND OURSELVES R, S Credits: 5

Through the study of the Holocaust and other genocides, as well as various social issues, students learn the effects that racism and prejudice have had on history, and how these lessons can impact the moral choices they will face throughout their lives. One enriching aspect of this unique program is the almost complete reliance on primary source lessons that immerses every student in the examination of human behavior while connecting historical events to contemporary issues. Students are given the opportunity to use the tools of inquiry, analysis and interpretation of each event they study before forming opinions on the best way to reduce violence, prejudice and injustice in our communities, while strengthening individual civic responsibilities.

INTRODUCTION TO PSYCHOLOGICAL RESEARCH R Credits: 5

The purpose of the Introduction to Psychological Research course is to enable the student to prepare for the Advanced Placement course in psychology and acquire the skills necessary to ensure a successful transition to college level work. An emphasis will be placed on study skills, conducting psychological research and writing the findings in appropriate APA style. The first half of the College Board curriculum for Advanced Placement psychology will be covered in depth during this one semester introduction.

Topics to be covered include: the history of psychology, the various theoretical approaches, and the scientific method as it is applied by psychologists. Students will also study the biological aspects of behavior, sensation and perception, states of consciousness, learning and cognition. It is understood that all of these topics will be reviewed with students when they continue to the next semester in AP psychology. Topics are to be covered slowly with primary emphasis placed on the acquisition of research and study skills at each juncture.

The psychological topics to be covered in the course are modeled after the curriculum guide of the College Board. Teachers are expected to keep abreast of any changes that occur in content or emphasis of topics that will appear on the Advanced Placement test in psychology and adjust the material covered in the course accordingly.

SOCIAL STUDIES

LAW AND SOCIETY R, S — Credits: 5

The content of this course provides for the study of the necessity and development of law, its interpretation and enforcement, attitudes toward law, crime and punishment, and youth in relation to law. This course relies heavily on case studies, independent research, mock trials, role-playing, and small group exercises to provide opportunities for students to analyze, evaluate and resolve legal disputes.

MACROECONOMICS AP — Credits: 5

The purpose of the Macroeconomics course is to give students a thorough understanding of principles of economics that apply to an economic system as a whole. This course is for qualified students who wish to complete studies equivalent to a one-semester college introductory Macroeconomics course. The course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. The following topics will be covered in depth: Basic Economic Concepts, Measurement of Economic Performance, National Income and Price Determination, Economic Growth and International Finance, Exchange Rates, and Balance of Payments.

PSYCHOLOGY R, S — Credits: 5

Incorporated into this course are the major fields of study typical of general psychology courses. Students will participate in an orderly, logical presentation of psychological concepts and their applications. This course helps students to understand human and animal behavior, themselves and their roles, and increases their ability to live harmoniously with others.

PSYCHOLOGY AP — Credits: 5

This course in psychology provides an opportunity for students to pursue and receive possible credit for a one-semester introductory college course in psychology. AP Psychology is a comprehensive course that introduces students to the systematic and scientific study of the behavioral 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 sub-fields within psychology: methods, approaches, history, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotions, development, theories of personality, tests and measurements, abnormal behavior, treatment of psychological disorders and social psychology.

SOCIAL STUDIES

SOCIOLOGY R, S — Credits: 5

This course is the study of social groups, their internal forms of organization, the processes that tend to maintain or change these forms of organization, and the relations between groups and individuals. The study of sociology helps students understand their place in society, their roles, motivations, responses and the behavior of others. Students are involved with a variety of methods, which include case study, interview questionnaires, observation, simulation and independent study projects.

UNITED STATES HISTORY I R, S — Credits: 5

United States History 1 R, S are survey courses that intend to prepare students to live and be responsible citizens in an ever changing world. These courses are designed to introduce students to the conditions and changes of the past that have contributed to our present-day society. Beginning with the Colonial period students will trace the major events that shaped America all the way through to the beginning of the 20th century. The following are incorporated in the units of study: Holocaust education, service learning, economics, geography, writing across the curriculum, the history of the United States, New Jersey, and the World, and Decision Analysis. Working with the Tregoe Education Forum, Decision analysis allows students to use their knowledge and skills to think critically, access and analyze information, and exercise sound reasoning in understanding and making complex choices both in U.S. History and their own lives.
(Required of all sophomores)

UNITED STATES HISTORY II R, S — Credits: 5

Twentieth Century American affairs, including New Jersey studies, will be examined in a worldwide frame of reference. Students will investigate and analyze key political, social and economic issues and their impact on the citizens of New Jersey, our nation and the world. Utilizing primary and secondary sources, students will be encouraged to think historically and creatively to explain the present, and to understand the implications of the past. Students will also participate in Decision Analysis from the Tregoe Education Forum. Decision Analysis allows students to use their knowledge and skills to think critically, access and analyze information, and exercise sound reasoning in understanding and making complex choices both in U.S. History and their own lives.
(Required of all juniors)

SOCIAL STUDIES

UNITED STATES HISTORY I AP — Credits: 5

This course is designed to prepare the student for the AP exam in American history. Students will trace the major social, economic, political and philosophical issues in American society from the Age of Exploration to the Reconstruction Period. Through inquiry and analysis, students will expand their knowledge of United States history through historiography, essay writing, document study and in-depth reading and scanning.
(Available to sophomores)

UNITED STATES HISTORY II AP — Credits: 5

This course was designed to further prepare the student for the AP exam in American history. Students will examine, investigate and analyze American history by tracing the major social, economic, political and philosophical issues in American society from the Reconstruction Period through the Twentieth Century. Through inquiry and analysis, students will expand their knowledge of United States history through historiography, essay writing, document study and in-depth reading and scanning.
(Available to juniors)

WORLD HISTORY II R, S — Credits: 5

The content of this course focuses on the major social, economic, and political forces that contributed to the shaping of the multi-cultural world we live in today. This course is designed to introduce students to the diverse cultural conditions and changes of the past. It will teach continuity and change; respect for rights and abilities of the individual, concern for the welfare of others and tolerance of differences among peoples. The course emphasizes the causes and consequences of historical events and the ever-changing balance of power. In addition, one of its goals is to help students appreciate the various patterns that have emerged around the world as they relate to our present day society.
(Required of all freshman)

WORLD HISTORY AP — Credits: 5

This course is designed to prepare students for the AP exam in World History while increasing their understanding and appreciation for the human community; how people lived, how they shared ideas, how they ruled and were ruled, and how they fought.

SOCIAL STUDIES

Students will trace major developments in the intellectual, cultural, political, diplomatic, social, and economic history beginning with early civilization and culminating with present day events. Through inquiry and analysis of primary and secondary materials, students will expand their knowledge of the history of mankind. In addition to providing a narrative of historical events, the goals of AP World History are to enhance college level reading and writing skills. These skills will be developed by document analysis, historical interpretation, essay writing, and the articulation of principal themes that have shaped world history.

VISUAL AND PERFORMING ARTS

VISUAL ART	Credits	Track	Grade Offered*
AP Studio			
Studio Drawing AP	10	AP	12
Studio 2D AP	10	AP	12
Studio 3D AP	10	AP	12
Ceramics I and II	5	S	11, 12
Dance 1	5	S	9, 10, 11, 12
Digital Photography	5	S	11, 12
Introduction to Visual Art	5	S	9, 10, 11, 12
Theater Arts 1	5	S	9, 10, 11, 12
Theater Arts 2	5	S	10, 11, 12
Theater Arts – Oratory	5	R	9, 10, 11, 12
Visual Art 2-D	5	S	10, 11, 12
Visual Art 3-D	5	S	10, 11, 12
Visual Art Major 3	10	R	11, 12
Visual Art Major 4	10	R	11, 12
AP Art History	5	AP	11,12

MUSIC			
AP Music Theory	5	AP	.11, 12
Music Theory 1	5	R,S	.10, 11, 12
Music Theory 2	5	R,S	.11, 12
History of Popular Music	5	R,S	9,10,11,12
Band	5	R	.9, 10, 11, 12
Orchestra	5	R	.9, 10, 11, 12
Chorus	5	S	.9, 10, 11, 12
Concert Choir	5	R	11, 12
Men's Choir	5	R	9, 10, 11, 12
Women's Choir	5	R	9, 10, 11, 12

VISUAL ART

Courses in the art program are electives and may be started at any grade level. Introduction to Visual Art is the foundation course and is the prerequisite for further coursework in the art program. It is the intent of the foundation art program to give students the basic skills in art plus a variety of learning experiences that will enable them to develop creative expression.

** *The emphasis in successive courses is on the development of special interests and skills leading to individual artistic expression.*

All art courses satisfy the visual and Performing Arts requirement on the high school level.

Our philosophy will be able to encourage and promote, through teaching and related assignments, the interest, the adventure, and the enjoyment of art. Students will be doing virtual museums/artists' tours as part of the program.

ART……A basic need for expression. Art is universal and pervasive in character and a natural method for increasing the total growth of the individual.

ART……A common language. Art provides self-expression, an outlet for emotion and an appreciation of the part it plays in every phase of life, past and present.

ART……Production, Aesthetics, Criticism, History. These are positive and dynamic forces in society which develops keen observations, sensitivity to surroundings and a desire for a high moral, intellectual, and social way of living.

AP STUDIO ART

- Studio Drawing AP Credits:10
- Studio 2D AP Credits:10
- Studio 3D AP Credits:10

These courses are designed to emulate an artistic independence similar to that of a college level studio art course. It is occupied with only senior high school students and is offered for the entire school year. These courses are designed for the superior "artist" who is dedicated and passionate about creating. The goal of the courses is to continue to further assist each "artist" as they work to create and build a portfolio or body of artistic work that represents them as an individual. In addition, it showcases their exceptional talent, and the process in which they conceptualize and execute their ideas and inspirations. AP students are required to complete summer assignments prior to the start of their senior year of high school in addition to the regular class assignments given throughout the school year. AP Studio students will create 25-30 pieces of original artwork over the course of the school year in which they will submit for the Drawing, 2-D or 3-D Design AP Portfolio due in May. In addition, students are required to supply some of their own art materials. All students enrolled in AP Studio Art are required to submit the Drawing, 2-D or 3-D Design AP Portfolio. The portfolio consists of 3 sections: 1) Breadth, 2) Concentration, and 3) Original Artwork.
Students will spend the course of the school year focused on creating works of art using the advanced knowledge they have obtained over the course of their high school career in order to fulfill all sections of their portfolio requirement which revolves around all the Elements of Art and Principles of Design. Students will apply previous creative experience and knowledge to more sophisticated problems geared to working and building on a two-dimensional plane. Students will review the theories, processes, and elements of perception and visual design and apply them in a sophisticated manner. Students will continue to execute highly developed skills and techniques at an advanced pace in order to problem solve. AP Studio Art students will also take on additional art projects throughout the year including Set Design for the school play, mural painting and additional artistic projects benefiting the Woodbridge Township community. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisites: Successful completion of Introduction to Visual Art plus two other Visual Art courses and teacher recommendation.

CERAMICS I S Credits: 5

Ceramics I will introduce students to historical, cultural, scientific, creative and expressive aspects of ceramics. Students will receive instruction and practical experience in basic hand building techniques such as pinch, coil and slab methods. Acquisition of knowledge related to glazing and associated techniques will most commonly occur within the realm of low-fired oxidation glazes. Students will also gain experience with techniques associated with wheel thrown pottery. Sculptural opportunities in clay will allow the student to experiment with the three dimensional form and these experiences will range from shallow bas-relief to full blown three dimensional pieces.
Prerequisite: Introduction to Visual Art

CERAMICS II S Credits: 5

Ceramics II will offer the students the opportunity to review and nurture skills mastered in Ceramics I. The major focus will be on the development of advanced skills and techniques through the construction of more sophisticated hand built and wheel thrown forms of greater complexity. The students' knowledge and understanding of the medium will be enhanced by the exploration of the abilities and limitations of clay. Advanced glazing, underglazing and staining techniques, along with basic knowledge of glaze formulation will be acquired by students. An introduction to the workings and operation of a kiln, the proper use of kiln furniture and instruction concerning the loading and unloading of the kiln will be offered. Students will continue to develop Ceramic Vocabulary and explore cultural heritage and historical trends related to the medium. At the conclusion of this course, students will have gained an appreciation of the decorative and utilitarian nature of ceramic pieces, as well as, have explored certain career opportunities related to the creation, use, and/or installation of ceramic materials.
Prerequisite: Ceramics I

DANCE 1 S Credits: 5

This course is designed to focus upon dance techniques encompassing ballet, jazz, modern, theater dance and other contemporary dance styles as well as investigate the relationship of dance to other art forms. The emphasis will be on history, proper technique, rhythmical movement patterns, coordination, and performance. Students will become aware of dance technique; develop an awareness of the four components of fitness: flexibility, coordination, strength, and endurance; and experience history, choreography and performance dance styles throughout history.

DIGITAL PHOTOGRAPHY S Credits: 5

This course is designed to give students a working knowledge of the digital imaging process, to learn how to use a digital camera (still and video), to learn other methods of digital image capture, and to enhance their photographic software skills. Students will study various methods of manipulation of digital images, employing the computer and associated commercial software (Macromedia Fireworks) and peripheral equipment (cameras and scanners) to alter photographic images. Students will apply design principles to each application. This course also explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, and also design problem solving photographers deal with. The students will maintain a journal and build an image library according to the assigned projects and exercises. This is not a technology class on Fireworks. This course is about creative problem solving, in the pursuit of *making* a photograph.
Prerequisite: Successful completion of Introduction to Visual Art

INTRODUCTION TO VISUAL ARTS S Credits: 5

This art elective builds on art experiences and helps prepare students for the challenges of the high school art program. This elective offers experiences in a variety of materials and techniques focusing on painting, drawing and sculpture as disciplines. It provides opportunities for students with different learning styles. It encourages the discovery of untapped strengths, expands the meaning of creative work and explores visual communication through artistic expression. Assignments are structured as problem solving activities challenging students to explore possible solutions within defined boundaries. Modern and contemporary art exemplars serve as motivation for creative work and provide cultural insights. The studio content of the art program focuses on the following: art history, the formal elements of art, the formal principles of design, representational skills, composition, expression, technique, function and imagination.

THEATER ARTS 1 S Credits: 5

This course provides an introduction to domain-specific vocabulary regarding theatrical performance and the ability to distinguish among artistic styles, trends and movements. Students will analyze descriptions, dialogue, and actions, participate in theatrical presentations, create dramatic action, and describe and

analyze the components of theatrical design and production. They will investigate the structure of plays, assess character motivations, and explain the relationship between performance, technical design and management. Using description, analysis, interpretation and evaluation, they will critique, compare and evaluate various theatrical works. In addition, the influence of technology and culture on the arts, as well as social and political environmental changes, will be examined.

THEATER ARTS 2 S Credits: 5

Building on the foundation of Theater Arts I, this course will enable the students to discern the value of works of art, based on historical significance, craftsmanship and cultural context using contemporary methodologies. Students will create original interpretations of roles, collaborate in the design and production of a theatrical work, plan and rehearse dramatic scenes, explore the variety of careers in theater. They will explore the process of character analysis, analyze the structure of plays from social, historical and political contexts, and develop a concept of theatrical production. Students will also explain basic physical and chemical properties in components of theater such as: light, color, pigment, scenic construction, costumes, electricity, paint, and makeup. Historical and cultural backgrounds will be used to examine, categorize and analyze the theatrical traditions of many cultures. Ultimately, students will reflect upon various art forms and cultural resources as preservers of cultural heritage.
Prerequisite: Theater Arts 1

THEATER ARTS – ORATORY R Credits: 5

Theater Arts - Oratory is designed to improve students' ability to accurately convey their thoughts and those of others through written and verbal communication. The acquisition of the necessary skills dealing with daily communication in both the workplace and interpersonal relationships will enable students to reach career goals and sharpen their skills through speaking in a clear, concise and confident manner.

VISUAL ART 2-D S Credits: 5

This art elective expands on the experience and knowledge students were introduced to in Introduction to Visual Art. This course is designed for students with various skill levels. This elective offers experiences in a variety of materials and mediums specific to two-dimensional design such as drawing and painting.

The course focuses primarily on the instruction and execution of artistic technique as it pertains to the desired medium. Students will embark on an extensive study of color theory and its application to a variety of fine arts projects in combination with strengthening drawing skill from direct observation and ideas of perception and interpretation. Students are able to explore artistic challenges while striving to incorporate the formal elements of art and the formal principles of design into a two-dimensional composition. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisite: Introduction to Visual Art

VISUAL ART 3-D S Credits: 5

This art elective expands on the experience and knowledge of all skills encompassed in Introduction to Visual Art and 2-D Design. Students will learn new skills and apply previous art experience and knowledge to more complex problems geared to working and building in three-dimension. This course is designed for students with various skill levels. Students will be introduced to the theories, processes, and elements of perception and visual design in a three-dimensional situation. Problems will be geared to problem solving rather than object making. Problem solving will consist of relating visual elements to volumetric forms in space by experimenting with various materials. This elective offers experiences in a variety of materials and mediums specific to three-dimensional design. Students will have the opportunity to develop competence in a variety of mediums. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisite: Introduction to Visual Art

VISUAL ART MAJOR 3 R Credits: 10

This art elective expands on the experience and knowledge of all skills encompassed in Introduction to Visual Art, Visual Art 2-D and/or Visual Art 3-D. Visual Art Major 3 is a full year course and is only offered to those students enrolled in their junior and/or senior year of high school. This course is designed for those students who have a significant interest in pursuing a future in the arts, and is dedicated to the creative process and all in which it encompasses. Students will focus on building upon those preliminary skills and techniques from previous art courses and apply them on a heightened level. Students will apply previous creative experience and knowledge to more complex problems geared to working and building in both two and three-dimension. Students will review

the theories, processes, and elements of perception and visual design and apply them in both two and three-dimensional situations. Students will execute highly developed skills and techniques at an advanced pace in order to problem solve. Visual Art Major students will also take on additional art projects throughout the year including Set Design for the school play, mural painting and additional artistic projects benefiting the Woodbridge Township community. The goal of this course is to develop each "artist" in an effort to build a portfolio or body of artistic work that represents them as an individual while focusing on strengthening and nurturing their intrinsic talent. Students will have the opportunity to further develop competence in a variety of mediums. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisites: Introduction to Visual Art, and one of the following courses: Visual Art 2-D, Visual Art 3-D, Digital Photography, Ceramics

VISUAL ART MAJOR 4 R Credits: 10

This art elective expands on the experience and knowledge of all skills encompassed in Introduction to Visual Art, Visual Art 2-D, and Visual Art 3-D. Visual Art Major 4 is a full year course and is only offered to those students enrolled in their junior and/or senior year of high school who have completed Visual Art Major 3. This course is designed for those students who have a significant interest in pursuing a future in the arts, and is dedicated to the creative process and all in which it encompasses. Students will focus on building upon those preliminary skills and techniques from previous art courses and continue to apply them on a heightened level. The rigor of this course will offer opportunities to prepare students for independent study in the AP Studio Art course. Students will apply previous creative experience and knowledge to more complex problems geared towards working and building in both two and three-dimension. Students will review the theories, processes, and elements of perception and visual design and apply them to advanced two and three-dimensional situations. Students will continue to execute highly developed skills and techniques at an advanced pace in order to problem solve. Visual Art Major students will also take on additional art projects throughout the year including Set Design for the school play, mural painting and additional artistic projects benefiting the Woodbridge Township community. The goal of this course is to continue to further develop each "artist" in an effort to build a portfolio or body of artistic work that represents them as an individual while focusing on strengthening and nurturing their intrinsic talent. Students will have the opportunity to further develop competence in a variety of chosen artist mediums. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisites: Visual Art Major 3 and teacher recommendation

AP ART HISTORY

This course is designed to prepare the student for the AP exam in Art History. Students will examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. Through inquiry and analysis, students will develop the ability to apply fundamental art and art historical terminology, and learn an appreciation for the process of making and displaying art. They will learn to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity. They will also develop an understanding of cross-cultural and global nature of art. They will perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

MUSIC

Music, as an important medium of education in the secondary school, enables students to express themselves and develop aesthetic, creative and discriminative processes. Our high school music program encourages the appreciation of music as an art, which will become a lifelong means of expression, fulfillment and enjoyment. The high school music curriculum includes the study of music theory/harmony, instrumental and vocal performance classes and extra class activities. Music courses are designed to develop students' understanding, attitudes and skills in keeping with their interests, talents and abilities. Group performance increases self-confidence, encourages cooperation and emphasizes the importance of the efforts of each individual to the success of the group. Through singing, listening, performing, creating, critiquing and responding in movement, the elements of music and national/state performing arts standards are explored and studied. The examination of music's vital role in our heritage and the exploration of music of other cultures contribute to the growth of students' understanding of themselves and those around them. Enrollment in music courses provides students with the opportunity to meet one of the graduation requirements regarding the successful completion of one course in visual or performing arts.

AP MUSIC THEORY Credits: 5

AP Music Theory is designed to provide students with a learning experience equivalent to that of an introductory college course in music theory. This course should develop a student's ability to recognize, understand, describe, and analyze the materials and processes of music that are heard or presented in a score. Although there are no specific curricular prerequisites for students taking AP Music Theory, students will need approval from the Music Director in order to schedule this class. It is recommended that students have prior training in music through lessons (voice or instrumental), participation in an ensemble, or an introductory rudiments/theory course.

MUSIC THEORY 1 R,S Credits: 5

This course covers the fundamentals of music. These fundamentals are put to use in four-voice writing. The student also participates in sight-singing and dictation. Harmony 1 students will study basic notation, rhythm, accidentals, scales (chromatic, whole-tone and major), keys (major, minor), modes, intervals, chords (triads, inversions, seventh chords), analysis and transposition.

MUSIC THEORY 2 R,S Credits: 5

This course begins with a review of Harmony 1 and progresses to the study of arranging and composition. Conducting and the writing of various musical forms are also covered. Harmony 2 students will further their harmony studies with four-part writing, cadences, resolution of chords (triads, sevenths), modulation, non-chord tones, sixth chords, and understand the use of music theory and compositional skills. In addition to courses listed above, students may also participate in such extra-curricular activities as show choir, mixed chorus, gospel choir, treble choir, stage band, symphonic band, concert band, jazz band, wind ensemble, specialized vocal and instrumental ensembles, and stage presentation as well as the marching band and band front.

HISTORY OF POPULAR MUSIC R,S Credits: 5

This course introduces students to the various genres that make up popular music. An in depth look is taken at the history of popular music, analyzing trends and the political and social events that influenced them. Upon completion of the course, students will have a greater appreciation of popular music through

increased knowledge of the fundamentals of music and the instruments that perform music today.

He/she will also gain awareness of the different stylistic periods of music and the works of representative composers. Ultimately, students will develop an appreciation for the popular music of the past as well as learn about and identify common forms of popular music. No performance skills are required; emphasis is placed on listening.

BAND R Credits: 5

This course prepares students to perform at school and community functions. A wide variety of musical literature is covered, from the classics to contemporary pieces. Playing skills are emphasized. Students receive regular class instruction as well as lessons in small groups and participate in scheduled rehearsals and concerts.

ORCHESTRA R Credits: 5

The orchestra is open to all qualified players of the violin, viola, cello and string bass. A limited number of brass, woodwinds, and percussion students are accepted. This course provides students with an opportunity to apply technical skills in a practical manner. A wide variety of musical literature is covered from the classics to contemporary selections. Instruction is afforded to students interested in string instruments.

CHORUS S Credits: 5

This is a course for all students who are interested in singing and who wish to perform in a choral group. Each student is given an opportunity to improve his/her voice through proper vocal technique. A wide variety of music is performed from the classical repertoire to current popular music. Students participate in scheduled rehearsals and concerts. Units of study in Chorus include: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing into-nation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

CONCERT CHOIR R Credits: 5

The concert choir is an auditioned vocal group chosen from the most advanced vocal students. The choir provides the opportunity to participate in an active singing group which contributes to the life of the school and community through

performance of more technical and advanced choral music. The choir performs in several languages and may perform in competition throughout the year. Units of study in Concert Choir include: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing, intonation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

MEN'S CHOIR R Credits: 5

The men's choir is an auditioned vocal group chosen from the most advanced vocal students. The choir provides the opportunity to participate in an active singing group which contributes to the life of the school and community through performance of more technical and advanced choral music. The choir performs in several languages and may perform in competition throughout the year. Units of study in Men's Choir include the following topics as they relate to the male voice: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing, intonation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

WOMEN'S CHOIR R Credits: 5

The women's choir is an auditioned vocal group chosen from the most advanced vocal students. The choir provides the opportunity to participate in an active singing group which contributes to the life of the school and community through performance of more technical and advanced choral music. The choir performs in several languages and may perform in competition throughout the year. Units of study in Women's Choir include the following topics as they relate to the female voice: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing, intonation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

WORLD LANGUAGES

Course Title	Credits	Track	Suggested Grade Offered*
Chinese 1	5	R,S	9, 10, 11, 12
Chinese 2	5	R,S	10, 11, 12
Chinese 3	5	R,S	11, 12
Chinese 4	5	R	11,12
Chinese AP	5	AP	11,12
French 1	5	R,S	9, 10, 11, 12
French 2	5	R,S	9, 10, 11, 12
French 3	5	R,S	9, 10, 11, 12
French 4	5	R	10, 11, 12
French AP	5	AP	11, 12
Spanish 1	5	R,S	9, 10, 11, 12
Spanish 2	5	R,S	9, 10, 11, 12
Spanish 3	5	R,S	9, 10, 11, 12
Spanish 4	5	R	10, 11, 12
Spanish AP	5	AP	11, 12

*** See prerequisites if applicable.**

WORLD LANGUAGES

The Woodbridge Township Secondary World Languages Program is designed to support the implementation of the Woodbridge Township Core Course Proficiencies and the New Jersey World Languages Core Curriculum Content Standards. Since all languages are systems of communication, the World Languages program is designed with emphasis on the ability to communicate. Communication in a broad sense also implies awareness of cultural aspects of a language. Therefore, world languages courses also foster positive cross-cultural communication. The following languages are offered: Chinese ~ French ~ Spanish.

LEVEL 1 R, S Credits: 5

In Level 1, students learn the sound system of the language, basic structures and essential vocabulary. They use what they have learned to gather and exchange information and to express simple needs. Culture is introduced through reading and media. Students in R track have the opportunity to engage in supplementary listening, speaking, reading and writing activities to broaden and deepen basic skills. Attention to a variety of instructional strategies, cooperative learning and utilization of technology enhance the program and provide for an active classroom environment.

LEVEL 2 R, S Credits: 5

In Level 2, students continue to expand their abilities to communicate in the language. They use new vocabulary and structures to express their ideas on a wider range of topics and they learn to use a variety of time modes. Activities and general lifestyles of the various people who speak the language form the cultural component and complement the linguistic portion of the course. Students in R track continue to engage in supplementary activities designed to develop their skills beyond the standard for the course. Attention to a variety of instructional strategies, cooperative learning and utilization of technology enhance the program and provide for an active classroom environment.

LEVEL 3 R, S Credits: 5

Students at this level of language study utilize the sound system of the language without difficulty. Reading comprehension, speaking and writing skills continue to be developed through acquisition of vocabulary and structures. Additionally, students learn “survival skills” for successful touring in a different culture. Furthermore, students in R track learn principles of effective written communication, read supplementary material, and participate in in-depth discussions of reading materials.
Prerequisite: Level 2 R, S

LEVEL 4 R Credits: 5

In Level 4, students engage in advanced vocabulary and grammatical study. Emphasis is on comprehension and communication, both oral and written. Students examine and contrast traditional cultural patterns along with modern societal trends. Furthermore, they practice their skills in preparation for work at advanced levels or for entry into the business world.
Prerequisite: Level 3 R

LEVEL AP Credits: 5

This course is designed to meet the needs of exceptionally capable and motivated students in grades 11 and 12 who wish to prepare for the Advanced Placement Examination. The course stresses reading and listening comprehension, vocabulary and grammatical structures, as well as process writing and speaking. In addition to the basic text, materials such as newspapers, magazines, films and optional readers give the student opportunities to express himself/herself orally with accuracy and fluency, to write compositions, to use grammar for active communication, and to extend previous awareness of both traditional and contemporary cultural patterns.
Prerequisite: Levels 1, 2, 3, 4

CHINESE LEVEL AP Credits: 5

This course is designed to meet the needs of exceptionally capable and motivated students in grades 11 and 12 who wish to prepare for the Advanced Placement Examination. The course stresses reading and listening comprehension, vocabulary and grammatical structures, as well as process writing and speaking. In addition to the basic text, materials such as newspapers, magazines, films and optional readers give the student opportunities to express themselves orally with accuracy and fluency, using both traditional and simplified Chinese characters that focus on such themes as: customs, daily life, economics, education, entertainment, geography, and the family.
Prerequisite: Levels 1, 2, 3