

Mainland Regional High School



Program of Studies Course Selection Book 2012 - 2013



**Mr. Mark Marrone, Principal
1301 Oak Avenue
Linwood, New Jersey 08221
(609) 927-4151**



Vision

We see our students, fortified by an outstanding curriculum, communicating and interacting worldwide in a year-round unified school and community setting, administered by effective and efficient human and financial resources.

Mission

Mainland Regional High School District provides an environment of excellence supporting the educational, emotional, physical, and ethical well-being of all students, focusing upon achieving proficiency in the NJ Core Curriculum Content Standards through a collaborative partnership between home, school and community.

Beliefs

We believe that all students want to participate in an educational environment which inspires continuous learning, provides opportunities to excel and is guided by positive role-models and mentors.

We believe that parents are the most important people in their child's development and are responsible for their child becoming productive members of society.

We believe that the staff is well motivated, demonstrates sensitivity, understanding, professional commitment, and ownership in the education of their students, while inspiring life-long learning.

Mainland Regional High School “Program of Studies”

2012-2013

Introduction

This Program of Studies booklet provides important information about curricular offerings at Mainland Regional High School. It should be read and studied carefully as students plan their selection of courses for next year. Underclassmen should make tentative long-range plans for their entire high school career to help guide their selection for next year. Parents and students are urged to be careful about course selections since students generally will not be permitted to change courses. It is not possible to establish classes based on student selection and then rearrange the Master Schedule classes due to changes requested by students.

Administration/Supervisors

Thomas A. Baruffi, Ed. D., Superintendent

Mark Marrone, Principal

Kevin Burns, Assistant Principal, Discipline Grades 9-11, Social Studies Javhan O’Neal, Assistant

Principal, Discipline Grades 10-12, World Language, Performing Arts,

ELL, ACCESS Testing, Alternative Education

Michael Gatley, Director of Athletics, Health/Physical Education Dorsey Finn, English, Visual Arts,
Library, Media, Technology Jo-Anne Goldberg, Special Education, Child Study Team, Family/Consumer

Science Home Instruction Kristen Lavery, Science, Music, HSPA Testing, Business, Technology
Education

Nathan Lichtenwalner, Mathematics, Guidance, Attendance, Professional Development, AP Testing

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Guidance and Counseling Services

The Guidance Department of Mainland Regional High School seeks to provide maximum assistance to our present students and to all incoming students in making course selections that will help each student attain their educational and career goals.

The counselors work with each student to plan immediate and long-range goals. The Guidance Department believes each student can be provided with educational programs that fit individual needs and that these selections should be made through proper planning and course selection. Counselors will meet with each student individually to review the courses selected to help students determine the appropriateness of their choices.

Parents should take a very active role in this process and carefully review the selections made before signing the course selection sheet and submitting the on-line request. Appointments with counselors may be scheduled to discuss course selections. Please call the Guidance Office at 927-4139 for an appointment or more information.

Mr. Nathan Lichtenwalner	Supervisor of Guidance
Ms. Kathleen Heaton	A-COM
Ms. Sandra Manos	O-SHOM
Ms. Holly Monihan	GILM-LEM
Ms. Joanna Oliver	LEN-N
Mr. Robert Roesch	SHON-Z
Ms. Maureen Wixson	CON-GILL

The Mainland Regional High School District's **Child Study Team** identifies, evaluates and ensures appropriate educational instruction and services to students with disabilities. Case managers are the liaison between the classroom teachers and the student, their parent/guardian and any other community agency involved with the student's educational program. Through this partnership an individualized educational plan is developed to assist the student to reach their post secondary goals. Related services are provided when aligned with the student's educational needs. If you suspect that your student may have learning or emotional disability that impacts on his/her ability to access the curriculum, you are encouraged to contact the Child Study Team for further guidance. The Child Study Team may be reached at 927-0825. The Student Assistance Coordinator (SAC) designee is available to meet with students and parents to discuss any suspected substance abuse issue. The SAC designee can be reached at 927-4151 ext. 1045.

Ms. Jo-Anne Goldberg	Supervisor of Child Study Team
Mr. Randy Smith	Learning Disabilities Teacher/Consultant
Ms. Mary Duffy	School Psychologist
Dr. Kimberly Simmerman	School Psychologist
Ms. Judith Wollack-Letson	School Social Worker
Ms. Karen Leonard	School Social Worker

RECOMMENDATIONS FOR COLLEGE BOUND STUDENTS

The following chart provides recommendations for students who plan on applying to four-year colleges and universities:

<u>Content Area</u>	<u>Recommendation</u>
Math	4 Years of Math (20 Credits)
Science	4 Years of Science (20 Credits), including Biology, Chemistry and Physics (3 years of lab science)
Social Studies	4 Years of Social Studies (Take advantage of elective options)
World Language	3-4 Years of the same language
Language Arts	4 Years (20 Credits)
Electives	Register for electives in content areas you plan on pursuing in college.

*College bound students are strongly encouraged to continue a challenging course load for all 4 years of high school.

*Please check with your guidance counselor to ensure all of your courses are approved by the NCAA.

GRADUATION REQUIREMENTS

1. The Board of Education of the Mainland Regional High School District acknowledges each student's successful completion of an approved instructional program by the awarding of a state endorsed diploma at graduation ceremonies. There shall be only one diploma awarded by this district and no distinctions shall be made between various instructional programs.
2. The minimum graduation requirements shall include successful completion of the following:
 - 20 credits in Language Arts Literacy (English)
 - 5 credits each year in Health/Physical Education
 - 15 credits in Social Studies including 10 credits in the study of United States History, 5 credits in the area of World History and Geography
 - 15 credits including Algebra I and Geometry or the content equivalent and a third year of math that builds on the concepts and skills of Algebra and Geometry and prepares students for college and 21st century careers
 - 15 credits including at least five credits in laboratory biology/life science or the content equivalent; an additional laboratory/inquiry-based science course including Chemistry, Environmental science , or Physics; and a third laboratory/inquiry-based science course
 - 5 credits in the study of World Languages.
 - 5 credits Visual/Performing Arts. Initial credits in this requirement cannot be taken for G/T credit.
 - 5 credits 21st Century Life Skills (Practical Arts/Technology) including 2.5 credits in *Financial Literacy*. 21st Century Life Skills (Practical Arts/Technology) = Home Economics, Industrial Arts, Business, CADD and Computer Science including 2.5 credits in the area of Computer Applications and Career Education.
 - 5 Credits – Freshman Seminar for 21st Century Skills
3. The credit requirements set above may be met in whole or in part through the following:
 - a. A set number of curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes.
 - b. Curricular activities and programs may be organized around an interdisciplinary model based on themes involving the Core Curriculum Content Standards.
 - c. Programs shall be planned for individuals and/or a group based upon specific instructional objectives.
4. The minimum credit requirement to graduate is 120 credits (Local and NJ State requirement).
5. All students must demonstrate proficiency in all sections of the HSPA (High School Proficiency Assessment) or ASHA process applicable to the class graduating in the year they meet all other graduation requirements.
6. Students may graduate when they attain the aforesaid requirements, local student attendance requirements, and any statutorily mandated requirements for earning a high school diploma. Credit may be given when students successfully complete equivalent courses taken at an approved educational institution with Principal approval.

7. Participation in the graduation ceremony shall depend on the student's success in completing all graduation requirements by the graduation date and passing, with credit, a minimum of 30 credits. All seniors must register for a minimum of 30 credits.
8. No student who has completed graduation requirements shall be denied a diploma as a disciplinary measure but may be denied participation in the graduation ceremony when their conduct so warrants. Such exclusion shall be subject to the same procedures and guarantee of due process as suspension.
9. Any student exiting grade 12 without a diploma will be provided the opportunity for continued high school enrollment until age 20, or until the requirements for a state endorsed diploma have been met, whichever comes first. Any student who is missing 10 or fewer credits to graduate may, within one year of the graduation date, qualify for a state endorsed diploma. The deficiency may be completed provided the student has also passed all required courses. Said deficiency may be made up by:
 - a. Attendance at an approved summer school;
 - b. Attendance at an approved night high school program;
 - c. Attendance at Mainland Regional regular program with the Board of Education's permission.
10. The Administration shall develop procedures to implement this policy and record each student's program and accumulation of graduation requirements, provide student counseling to assure that they know what is expected of them to complete their education, and issue timely and periodic warnings to students in danger of not fulfilling graduation requirements.

Grading and Marking System

Report Cards will be issued quarterly to all students and will indicate the following for each course: *Grade, days absent, and informative comments. Report cards will be distributed to the students in a timely fashion. Interim Progress Reports will be distributed to the students after the mid-marking point. These reports indicate a grade evaluation and informative comments.*

A - 92-100.....	Outstanding
B - 84-91.....	Above Average
C - 76-83.....	Average
D - 68-75.....	Minimal Passing
F - 50-67.....	Failure
I - Incomplete.....	Incomplete
P.....	Passing

Semester Courses will be computed in the following manner:

$$\text{Semester Averages} \rightarrow \frac{\text{Q1 (2)} + \text{Q2 (2)} + \text{Mid Term ex.}}{5}$$

Final Grades will be computed in the following manner:

$$\text{Final Average} \rightarrow \frac{\text{Q1 (2)} + \text{Q2 (2)} + \text{Mid Term ex.} + \text{Q3 (2)} + \text{Q4 (2)} + \text{Final exam}}{10}$$

Students must pass either the fourth quarter or the final exam in order to receive credit for the course. Otherwise a cumulative numerical passing grade must be earned as a result.

Grade Point Average is a numerical achievement rating based on a standard scale measured from 0 to 4.0. This measure is used on transcripts but is not used to determine class rank.

In order to compute Grade Point Average a conversion is necessary. For each course, the numerical average is converted to a grade point equivalent.

The Grade Point Average is calculated as follows:

Multiply the grade point equivalent for each course attempted times the number of credits assigned to that course.

Total this product for all courses attempted and divide the total by the total number of credits attempted. The result is a student's Grade Point Average (GPA).

Formula for GPA:
$$\frac{\sum \text{Grade Point Equivalent} \times \text{Credits}}{\text{Credits attempted}}$$

Numerical Value of Grades:	92-100.....4.0
	88-91.....3.5
	84-87.....3.0
	80-83.....2.5
	76-79.....2.0
	72-75.....1.5
	68-71.....1.0

Weighted Grade Point Average

Mainland Regional High School also has an additional weighted Grade Point Average for seniors who wish to include this on their transcripts for college admissions. Advanced Placement courses will receive an additional weighting of 1.5, Honors A courses (English and History) have a weighting of 1.25 and Honors/Gifted courses will have an additional value of 1.0.

Evaluation of Student Achievement

At the beginning of each course, the teacher will explain how student achievement will be evaluated and will distribute in writing the means by which this will be documented. This grading policy will specify values placed on homework assignments, daily performance, quizzes, tests, special projects, laboratories and other measurements used to determine a student's grade.

Class Rank

Students are ranked according to their cumulative weighted numerical average. The formula to determine the rank is as follows:

$$\frac{(\text{Numerical Average} + 8 \text{ Honors/GT, } 10 \text{ Honors A, } 12 \text{ AP}) \times \text{Credits}}{\text{Total Credits Attempted}}$$

Add the numerical grade average plus 8 points for Honors/GT, 10 for Honors A and 12 points for Advanced Placement times the number of credits assigned. Total this product for all courses attempted and divide by total credits attempted. The results are the weighted class rank number.

All courses with the exception of those graded as pass/fail are included in the class ranking process. All students are ranked within their grade level placement which is determined by credit earned.

It should be noted that the class rank of students is cumulative. Thus, the rank of a senior is a composite of all four years of high school.

Required/Recommended Course Load: All students are encouraged to take a minimum of seven classes (35 credits). Student in grades 9 through 11 will not be permitted to attend Mainland and take a program of fewer than seven classes unless approval has been granted by the Principal. Successful completion, passing with credit of 30 credits is required in order for seniors to participate in graduation. Once course selections have been made, course changes will not be considered except as necessitated by scheduling conflicts, failure in present courses and summer school course work.

While all MRHS students must complete the minimum graduation requirements, a student who is in a College Preparatory Program should use the following as a guide to the minimal acceptable series of classes for college preparation. A student may wish to take additional courses over and above these academic classes and is encouraged to do so.

In order to meet the NJ Core Content Standards, all 9th grade Students must select their courses according to the table below.

	<i>Semester 1</i>	<i>Semester 2</i>	<i>Options</i>
1	English	English	Honors (Pre-AP) Honors College Prep
2	Math	Math	Honors Algebra II College Prep Algebra II Honors Geometry College Prep Geometry College Prep Algebra I Algebra I / Lab
3	US History I	US History I	Honors (Pre-AP) Honors College Prep
4	Health & Physical Education	Health & Physical Education	
5	Visual & Performing Arts OR 21st Century Life Skills (Practical Arts/Technology)	Visual & Performing Arts OR 21st Century Life Skills (Practical Arts/Technology)	Chorus, Band, Strings, Orchestra, Drama, Dance and Visual Arts Business, Industrial Arts, Home Economics, TV Production, Technology
6	Science	Science	Honors Biology College Prep Physical Science Applied Physical Science/Earth Science
7	Freshman Seminar for 21 st Century Skills	Freshman Seminar for 21 st Century Skills	

8	World Language - Recommended for college bound students with <u>strong</u> grammar skills	World Language	American Sign Language I Spanish I Spanish II Pre-Honors Spanish II Italian I French I Latin I
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ADVANCED PLACEMENT COURSES

In order to receive AP course credit from MRHS, the student must take the appropriate AP examination at the conclusion of the course.

All examination fees are the responsibility of the student.

A4100 AP Studio Art

C4000 AP Computer Science

H4250 AP Economics

H4100 AP US History

H4150 AP World History

H4400 AP Psychology

H4200 AP European History

H4300 AP US Government American Politics

H4350 AP Human Geography

L4300 AP English Language Composition III

L4400 AP English Literature IV

M4000 AP Calculus AB

M4010 AP Calculus BC

M4020 AP Statistics

N4000 AP Music Theory (Offered Alternating Years)

S4100 AP Chemistry

S4120 AP Physics B

S4130 AP Environmental Science

S4150 AP Biology

S4220 AP Physics C

W4100 AP Spanish

GIFTED AND TALENTED

Identified students have unique abilities and interests which require a differentiated program to challenge them beyond the regular classroom situation. A variety of courses and opportunities are offered to these students. The following courses:

G1001 G/T Painting, G1010 G/T Select Concert Band I, G1020 G/T Select Symphonic Band, G1025 G/T Wind Symphony, G1030 G/T Advanced Dance, G1190 G/T Select Guitar, G1220 G/T Art II, G1280 G/T Advanced Keyboards/Piano, G1330 G/T Art III, G1510 G/T Musical Theatre and Dance, G1570 G/T Theatre Workshop, G1580 G/T Student Directed One Act Play Festival, G1600 G/T Select Strings Music, G1840 G/T Chamber Choir

These courses will be available to student's grades 10 through 12 once graduation requirements have been satisfied.

INDEPENDENT STUDY

To promote self-awareness, individual growth and responsibility for one's own learning, an independent study program may be available for interested individuals. The student, under the guidance of a mentor, will draw up a contract and curriculum based on the student's interests, abilities, and needs. The learning activity will increase the student's responsibility through selection of process objectives, outcome, and evaluation.

Credit for Independent Studies will be awarded based on the content and quality of the project. All independent studies must be approved by the Principal and Department Supervisor.

Independent studies will be administered as pass/fail courses, unless a curriculum and specific plan to assess student performance is submitted and approved by the Principal and Department Supervisor.

VOCATIONAL EDUCATION PROGRAMS

In compliance with the U.S. Department of Education Title IX regulations, Office for Civil Rights Guidelines, Section IV, please be advised that Mainland Regional High School offers vocational opportunities without regard to sex, race, color, national origin, or handicap. Furthermore, the School Superintendent Dr. Thomas Baruffi along with the Affirmative Action Officer, Ms. Jo-Anne Goldberg, are designated to coordinate Title IX. The Superintendent may be reached at 1301 Oak Avenue, Linwood, NJ 08221-1698 (609) 927-2461.

The Atlantic County Institute of Technology has a full time program available to students. Interested students should talk to their guidance counselor or inquire with the ACIT.

BUSINESS DEPARTMENT

Standard Elective Business Courses

B1000 Understanding Business and Finance (Fall and Spring)
B1010 Contemporary Business Issues (Fall and Spring)
B1020 Global Business Principles (Fall and Spring)
B1030 Business Law (Fall and Spring)
B1040 Sports and Entertainment Marketing (Fall and Spring)
B1050 Personal Finance through Technology (Fall and Spring)
B1060 Money Management
B1100 Marketing/Distributive Education I
B1150 Marketing/Distributive Education II
B1200 Cooperative Business Education
B1250 Financial Accounting

Honors Level Courses

B2100 Honors Business Fundamentals (Dual Credit, ACCC)
B2120 Honors Financial Accounting 1
B2150 Honors Financial Accounting 2 (Dual Credit)

BUSINESS DEPARTMENT

The Business Department curriculum offers courses designed to meet the needs of all high school students. The courses listed in the Business Department satisfy the condition of the NJ High School Graduation requirement for the 21st Century Life Skills (Practical Arts/Technology). The student who feels he/she wants to pursue a business career will find courses which provide the foundation needed to continue in this direction through local employment or higher education. Likewise, the student who wants to continue his/her education in college will find intermediate and advanced level courses that will prepare him/her for post-secondary education.

B1000 Understanding Business and Finance

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

The Understanding Business and Finance course will introduce students to the wide world of business and how citizens are impacted daily by organizational decisions. This class provides a general survey of the business environment on a personal, national and international scale. The course will identify the roles and responsibilities of business in our society and focuses on selected functions within the business community such as managerial roles and decision-making, marketing and public relations, and financial analysis of business actions.

In order to receive credit for this course, the student will:

- Understand the US and global economic systems.
- Define role and responsibilities of organizations, managers and leaders.
- Understand the role of business in the development of a society.
- Define business ethics and identify what organizations do to encourage employee ethical behavior.
- Recognize the importance of global business within society.
- Describe the value of marketing and advertising for businesses and the consumer.
- Discuss financial institutions and the reliance of business is on their structure.
- Recognize financial markets and understand how risk and reward are an intricate part of investing.
- Review corporate financial reports and identify important financial indicators.
- Understanding the US tax structure and why the government collects taxes.

B1010 Contemporary Business Issues

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

This course will introduce students to the ever changing world of business. Students will understand the role of business in their lives and the relationship between the business world and the dynamics of society. A variety of business topics as well as economic and political issues will be covered. Topics such as management, marketing, finance, and human resources will be explored.

In order to demonstrate mastery and receive credit for this course, the student will:

- Understand the different economic environments throughout the world
- Understand today's business issues in the United States
- Understand the issues in today's international economy.
- Understand consumers in both the United States and internationally.
- Understand different contemporary management issues
- Understand different forms of business organizations and how they operate in today's business environment.

B1020 Global Business Principles

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

This course is designed to provide the student with a solid foundation about what business is how it operates, and how it is managed. A basic understanding of business principles and management is needed by everyone who plans a career in business. It is recommended for students who are interested in pursuing a long standing success in the business world as either an employer or an owner and those who have an interest in worldwide business affairs and want to learn more about business operations around the world.

In order to demonstrate mastery and receive credit for this course, the student will:

- Explain the nature of business and its environment in the United States
- Define the types of business organizations such as a proprietorship, partnership and corporation.
- Identify the characteristics of production, marketing and finance of various types of business
- Learn the new technology used in business information and communications for global business activities.
- Learn management functions and decision making of global marketing, human resources and financial activities.
- Understand how cultural differences impact business
- Understand the economics of trade
- Understand political relationships and business

B1030 Business Law

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

This course is designed to provide the student with practical information concerning the application of business law in their personal lives. A case method approach is utilized.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify sources of United States law.
- Define the categories of crime.

- Classify torts.
- Identify elements of a valid contract.
- Explain intellectual property and copyright laws.
- Recognize and explain elements of a lease.
- Identify legal rights/responsibilities in marriage.
- Compare/contrast types of insurance.
- Create a will.
- Apply the law in every day real-life situations.

B1040 Sports and Entertainment Marketing

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Intro to Business or Contemporary Business Issues

The Sports and Entertainment Marketing course will take the student on a step-by-step journey through the world of Sports and Entertainment Marketing. The course will cover the basic marketing functions, marketing of college, amateur, and professional sports as well as marketing products and services through sports, and careers in sports marketing. The course will also include the marketing of the entertainment industry and careers in this field. Participating in this class will provide the student with a sense of team work and give them skills that would benefit future careers.

- Students will review marketing and the marketing concept.
- Explain the economic impact of sport and entertainment within our society.
- Discuss the impact of sports and entertainment history on today's markets.
- Explain risk and risk management of sports and entertainment events.
- Define Sports Marketing; differentiate between amateur and professional sports.
- Understand the sports consumer and the consumer of entertainment products.
- Discuss ethical situations that arise for athletes and entertainers, and their agents.
- Create business plans, promotional plans and marketing plans.
- Identify types of licensing, branding and merchandising.
- Explain the importance of sponsorships and endorsements.
- Explore career opportunities in sports and entertainment marketing and management.

B1050 Personal Finance through Technology

Course Length: Semester Credits: 2.5

Grade Level: 11, 12

The course, Personal Financial through Technology, reflects the growing need for 21st-century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities through the use of technology.

In order to demonstrate mastery and receive credit for this course, the student will:

- Explain the relationship between Income and Careers
- Explain personal Money Management
- Explain personal Credit and Debt Management
- Demonstrate financial Planning, Saving, and Investing
- Become a Critical Consumer
- Demonstrate Civic Financial Responsibility
- Explain personal Risk Management and Insurance

B1060 Money Management

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course will help the student learn about personal finances and money management. Consumer laws, buying and maintaining cars, insurance, consumer rights and responsibilities, financial planning, banking, credits and investments, housing options and issues, and career planning and employability skills will be discussed in detail. Understand the use of a budget and the proper use of credit and credit cards.

In order to demonstrate mastery and receive credit for this course, the student will:

Identify short term goals and long term goals and to relate those to personal spending plans.

Give examples of the difference between needs and wants.

Explain the difference between fixed expenses and flexible expenses and explain how this concept affects family or individual spending plans.

Identify ways in which career choices influence individual spending plans.

Identify sources of current information concerning rights and responsibilities under the law related to consumer protection and to identify major areas of consumer protection.

Set tentative short and long term goals related to personal financial resources.

Demonstrate knowledge of how to use the services offered by banking institutions including checking accounts.

Understand the use of a budget and the proper use of credit and credit cards

B1100 Marketing/Distributive Education I

Course Length: Year Credits: 15.0

Grade Level: 11, 12

Pre-requisite: Coordinator's Approval

This course is a cooperative work program affording the student the opportunity to work a minimum of 15 hours per week in an approved job while attending related classes. Classroom emphasis will include finding a job, retail advertising, marketing, sales, and distribution.

In order to demonstrate mastery and receive credit for this course, the student will:

- Describe marketing and distributive occupations.
- Be employed in an approved job for a minimum of 15 hours a week

- The student will know the various channels of distribution used.
- The student will know the meaning of the free enterprise economic system.
- Describe basic business policies.
- Describe the steps in a sales presentation.
- Know the risks involved in business.
- Become proficient in using Virtual Business Software.

B1150 Marketing/Distributive Education II

Course Length: Year Credits: 15.0

Grade Level: 12

Pre-requisite: Marketing Dist. Education I

This course is a continuation course that provides the student with the opportunity to work a minimum of 540 hours during the school year in an approved retailing marketing job. Related classroom emphasis will include economics, merchandising, sales promotion, salesmanship, display and retail advertising, and *operating the school store*.

In order to demonstrate mastery and receive credit for this course, the student will:

- Describe the careers in marketing and distribution.
- Complete teacher assigned projects on specific marketing and distributing careers of interests to the student.
- Complete simulations in marketing, retailing and salesmanship.
- Design displays and create advertising.
- Describe the necessary human relations needed in marketing and distribution
- Demonstrate marketing and distribution experiences through working in the school store.
- Apply marketing practices and principles in operating a store including advertising display, salesmanship and related activities.
- Initiate a project in a career of interest to the student.
- Successfully complete on-the-job training experience.
- Help run School Store.

B1200 Cooperative Business Education

Course Length: Year Credits: 15.0

Grade Level: 11, 12

Pre-requisite: Coordinator's Approval

The Cooperative Business Education class is a combination of work and school designed to offer the business student an opportunity to develop and grow academically, economically and socially. The student obtains a CBE related job in the community and attends the class as one of his/her subject areas.

Emphasis is placed on computer/data entry and word processing. Topics include personal development, career opportunities and modern office procedures.

In order to demonstrate mastery and receive credit for this course the student will:

- Demonstrate personal and social skills desirable for the beginning office worker.

- Report for work punctually and regularly.
- Follow the orders and instructions of the supervisor.
- Passed evaluation by the employer and coordinator.
- Attend school and job regularly.
- Abide by all regulations and guidelines.
- Conduct oneself in a satisfactory manner in school and on the job or removal from the program is possible.
- Complete satisfactorily the training program in the related class as established by the coordinator.

B1250 Financial Accounting

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

This course outlines the fundamental principles and practices of double entry accounting. Recording business transactions, posting to the general and subsidiary ledgers and cash control procedures are discussed. The student will be able to close books at the end of a fiscal period, prepare a trial balance and a worksheet with corresponding statements. Computer based accounting programs are introduced.

In order to demonstrate mastery and receive credit for this course, the student will:

- Apply the fundamental elements of accounting and be able to analyze business transactions.
- Apply rules for debiting and crediting assets, liabilities and equity transactions.
- Record transactions, post from the journal to ledger accounts and prepare closing entries.
- Define and prepare a trial balance, an income statement and a balance sheet.
- Apply and process transactions related to special journals, banking activities and payroll procedures.
- Apply the principles of accounting to record and interpret financial records for service and mercantile businesses.
- Develop the skill to analyze and interpret the entire accounting cycle.

B2100 Honors Business Fundamentals (Dual Credit, ACCC)

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Seniors may not take this course at Honor weighting for meeting their 21st Century Life Skills (Practical Arts/Technology) requirement.

All fees due to ACCC for credit are the responsibility of the student.

This is the 1st introductory course in the business discipline at ACCC. This course will provide a detailed explanation of the business environment and identify issues such as globalization, diversity, technology, consumer attitudes and competitive pressures. In addition to analysis of these elements the course covers business ethics and social responsibility and how business and society are intricately connected. The essential business disciplines of management, marketing,

ethics, human resources, and finance will be examined. *Students can receive 3 credits for Introduction to Business through ACCC.*

- Define economic systems and identify ways to measure economic performance.
- Describe how profit motivates individuals and the nature of competition.
- Discuss the challenges American business will face in the future including ethical concerns, corporate social responsibility, consumer rights, equality in the workplace and the changing face of corporate America.
- Recognize the importance of international business and how companies operate on a global scale.
- Understand how information (existing and emerging technology and information systems) is necessary for success.
- Identify the basic structure of an organization and what the risks and rewards are associated with each form.
- Recognize how stockholders are an important part of public companies.
- Distinguish the difference between small business and large corporations while understanding the value of how small businesses contribute to our economy, including the employment of a large percentage of Americans.
- Explain the nature of production and the increasing role of technology.
- Describe the major components of human resource management, including motivating, training and retaining employees.
- Define marketing and how consumers and organizations are affected by effective marketing and how to satisfy customers' needs/wants.
- Describe how to obtain and use accounting information properly.
- Explain the need and process for financial management in business.
- Know how securities are bought and sold and the different vehicles of investment.

B2120 Honors Financial Accounting 1

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

This course outlines the fundamental principles and practices of double entry accounting. Recording business transactions, posting to the general and subsidiary ledgers and cash control procedures are discussed in detail. The student will be able to close books at the end of a fiscal period, prepare a trial balance and a worksheet with corresponding statements. Proper financial presentation and disclosure are covered for service and merchandising companies. Computer based accounting programs are introduced.

In order to demonstrate mastery and receive credit for this course, the student will:

- Apply the fundamental elements of accounting and be able to analyze business transactions.
- Apply rules for debiting and crediting assets, liabilities and equity transactions.
- Record transactions, post from the journal to ledger accounts and prepare closing entries.
- Define and prepare a trial balance, an income statement and a balance sheet.

- Apply and process transactions related to special journals, banking activities and payroll procedures.
- Apply the principles of accounting to record and interpret financial records for service and mercantile businesses.
- Develop the skill to analyze and interpret the entire accounting cycle.
- Use instructional accounting software as an introduction to computer based accounting programs

B2150 Honors Financial Accounting 2 (Dual Credit, ACCC)

Course Length: Year Credits: 5.0

Grade Level: 12

Pre-requisite: Financial Accounting or Algebra II

Seniors may not take this course at Honor weighting for meeting their 21st Century Life Skills (Practical Arts/Technology) requirement.

All fees due to ACCC for credit are the responsibility of the student.

This is the first introductory course in accounting offered at ACCC. Proper financial presentation and disclosure are covered in detail for service, merchandising and corporate forms of business ownership. The study of financial accounting emphasizes income measurement, the valuation of assets, and accounting for liabilities and shareholder equity. Proper financial statement presentation and disclosure are covered in detail.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify the users and uses of business activity and describe the content and purpose of each of the financial statements.
- Interpret a Classified Balance Sheet and Multi-Step Income Statement and identify and compute financial ratios.
- Understand retained earning and stockholders equity.
- Understand debits and credits and their use in recording business transactions.
- Prepare adjusting entries and understand accrual accounting concepts.
- Apply concepts for operations and inventory.
- Understand the reporting and analysis of inventory and inventory accounting systems.
- Describe methods for different types of receivables including bad debts.

COMPUTER EDUCATION

The courses listed in the Computer Department satisfy the condition of the NJ High School Graduation requirement for the 21st Century Life Skills (Practical Arts/Technology).

Standard Elective Computer Education

Semester Courses

- C1000 Technology and Career Applications (Fall & Spring)
- C1010 Advanced Topics Microsoft Word and Excel (Fall)
- C1020 Advanced Topics Microsoft Access and Power Point (Spring)
- C1030 Digital Imaging (Fall & Spring)
- C1040 Web Authoring (Fall & Spring)
- C1050 Advanced Web Authoring (Spring)

Honors Courses

- C2000 Honors Introduction to Visual BASIC
- C2005 Honors Introduction to Computer Science I (**Semester Course**)
- C2015 Honors Introduction to Computer Science II (**Semester Course**)
- C2060 Honors Action Scripting with Flash

Advanced Placement Course

- C4000 AP Computer Science

COMPUTER EDUCATION

C1000 Technology & Career Applications

Course Length: Semester Credits: 2.5

This course is only for students participating in our Career and Technical Education (CTE) programs. Students will need approval from the CTE program coordinator to register for this course.

This course will introduce the student to the microcomputer. Introductions into word processors, spreadsheets, and databases, desktop publishing and web design will be experienced. Current versions of integrated software will be used to provide students with these skills. The applications that are used in this course will be career oriented. Students will prepare resumes, applications, letters of application & complete research using the internet on the 14 career majors as defined by the State of NJ in the School to Career Program.

In order to demonstrate mastery and receive credit for this course, the student will:

- Explain the information presented about himself/herself on the Career Inventory Survey.
- Describe and explain his/her ideal career choice and outline the steps necessary to achieve this goal.
- Explain the responsibilities involved in being an employee.
- Complete selected sample job application forms.
- Prepare a resume for job search
- Explain the importance of an education in respect to opportunities and earning potential.
- Understand what a word processor is, a spreadsheet, and a data base and how they function.
- Create, save, edit, format, and print a variety of documents using a word processor.
- Create, maintain, sort and save information using a data base.
- Create, design, maintain, and save a spreadsheet, and use it to perform a variety of calculations/numerical data.
- Create and maintain basic web pages.
- Understand design principles of desktop publishing

C1010 Advanced Topics for Microsoft Word / Excel

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Technology & Career Applications

This course is designed to aid the student in using the Microsoft Office XP. Major emphasis will include advanced features using Word (word processing), Excel (spread sheeting) and Internet Explorer (projects). The student will gain experience in the use of the computer with the various programs. Internet projects will include job search, college search, career planning, customer information, car buying, effective use of e-mail, etc. that will be completed throughout the course.

In order to demonstrate mastery and receive credit for this course the student will:

- Be able to demonstrate word processing skills using Microsoft Word.
- Become familiar with a PC and component parts.
- Be able to create, design, and perform calculations using Excel.
- Be able to chart and graph using Excel.
- Develop an understanding and appreciation of the vast uses of the Internet.
- Be able to multi-task, using Word and Excel.
- Be able to understand object linking and embedding using Word and Excel.
- Be able to use a scanner and digital camera and incorporate these graphics.

C1020 Advanced Topics Microsoft Access / Power Point

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Technology & Career Applications

The course is designed to aid the student in using the Microsoft Office XP. Major emphasis will include using Access (database design), Power Point (presentations) and Internet Explorer (projects). The student will gain experience in the use of the computer with the various programs. Internet projects include customer information, vacation planning, business travel, computer buying on-line, and effective use of e-mail.

In order to demonstrate mastery and receive credit for this course, the student will:

- Be able to create, change and manipulate a database using Access.
- Be able to complete a query of records and data using Access.
- Become more familiar with the personal computer.
- Be able to complete oral presentations using Power Point.
- Be able to use a scanner and digital camera and incorporate these graphics.
- Be able to complete a presentation using Microsoft Power Point.
- Be familiar with the PC.
- Be able to create, design, and perform calculations using Excel.
- Develop an understanding and appreciation of the vast uses of the Internet.
- Develop and complete an Electronic Portfolio using Power Point.

C1030 Digital Imaging

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Tech and Career or Personal Finance through Technology. Web Authoring is recommended to take BEFORE this class.

This course will introduce students to the tools necessary for designing digital graphics. This course emphasizes individual creative practice along with offering students a foundation for incorporating digital tools into the artistic process. Students will use Adobe Photoshop CS5 and be guided on how to create powerful graphics for print and the Web. Course work will also cover basic functioning of digital cameras, taking photographs, importing photos into Photoshop and manipulating the photographs in Photoshop.

In order to demonstrate mastery and receive credit for this course, the student will:

- Basic digital graphic and photographic tools
- Digital imaging process
- Getting to know the Photoshop work area
- Working with Digital cameras, scanners and digital readers
- Working with selections, layers basics, masking images
- Photo retouching, painting, editing
- Creating basic Special Effects
- Creating animated images
- Designing with type and expression
- Visual identity and branding
- Adjustments, Cropping, Filters and Color Replacement
- Troubleshooting with equipment and software

C1040 Web Authoring

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisites: Technology & Career Applications, Personal Finance or Freshmen Seminar

The focus of this course is to introduce students to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and develop websites for “clients”.

In order to demonstrate mastery and receive credit for this course, the student will:

- Create rename and move directories.
- Understand file types.
- Demonstrate correct HTML, XHTML and CSS code.
- Understand hardware issues (screen resolutions, modems, and platforms).
- Creation and formatting of fonts, spacing, lists, links, tables, forms.
- Understand and demonstrate basic operation of Photo Shop, Fireworks and Dreamweaver software.
- Understand navigation and organization.
- Complete critical analysis of Web page design and content.

C1050 Advanced Web Authoring

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Web Authoring

The focus of this course will teach students advanced design techniques along with the use of supporting technologies and services in Dreamweaver, Photoshop and Flash. Students will create highly graphical and interactive websites while being engaged in various phases of the design

process. A capstone project will require students to pull together course knowledge into a Flash website.

In order to demonstrate mastery and receive credit for this course, the student will:

- Understand advanced HTML & XHTML code (complex tables and forms), Java Script, Java Applets and CSS.
- Explain and demonstrate advance imaging techniques.
- Create, design, and maintain a site.
- Understand HTML Editors.
- Be able to create, edit and save Photoshop images.
- Be able to create, edit and save Web pages using the Adobe CS5.

C2000 Honors Introduction to Visual BASIC

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Geometry, Algebra II (Concurrent)

This course is an introductory course to Visual BASIC however; it does assume some prior programming knowledge. The major emphasis of the course will be to have the students create projects in an object-oriented environment. Students will need to demonstrate their debugging, mathematical and logical skills. The programming language Visual BASIC is the vehicle for implementing computer-based solutions to particular problems, applications and projects. The course is highly symbolic and demands strong programming skills. Tests and programs are the main grade determiners, but classroom participation, homework assignments are also included.

In order to demonstrate mastery and receive credit for this course, the student will:

- Be able to design & implement computer based solutions to problems in several application areas.
- Be able to develop and select appropriate algorithms and data structures to solve problems.
- Be able to code fluently in a well structured fashion in Visual BASIC.
- Be able to read and understand a large program and a description of the design, structure, and development process leading to such a program.
- Recognize the ethical and social implications of computer use.
- Be able to use loops and multiple forms.
- Be able to write user-defined functions.
- Be able to use arrays, graphics and drawings.

C2005 Honors Introduction to Computer Science I

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Geometry

This course is designed to teach students computer science and computer programming concepts. A graphical outputted environment is used for ease of learning. Karel the Robot is used to aid

instruction. We will build virtual worlds inhabited by objects and program them to perform actions. This course will satisfy the 21st Century Life Skills graduation requirement. In order to demonstrate mastery and receive credit for the course, the student will:

- Create a world with various objects in it
- Design a program and set up a scene
- Use variables, write methods and functions
- Use an if/then decision structure
- Use a loop instruction to repeat a task
- Create custom methods and pass arguments
- Create a new class
- Use events in simulations and games
- Create a list and use an array

C2015 Honors Introduction to Computer Science II

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Introduction to Computer Science I

This course is designed to build upon the knowledge learned in C423 by introducing the programming language Java. Java is one of the most popular programming languages in use today. Emphasis will be on object-oriented program and problem solving. In order to demonstrate mastery and receive credit for the course, the student will:

- Be able to design and implement computer based solutions to problems in several application areas.
- Be able to develop and select appropriate algorithms and data structures to solve problems.
- Be able to code fluently in a well structured fashion in Java.
- Be able to use selection and loops.
- Be able to write user defined methods.
- Be able to use one-dimensional arrays.
- Be able to develop and write programs using GUI (Graphical User Interface).
- Be able to develop simple games.
- Be able to develop applets to be used for Internet programming.

C2060 Honors Action Scripting with Flash

Course Length: Semester **Credits:** 2.5

Grade Level: 11, 12

Pre-requisites: Web Authoring and Advanced Web Authoring must be taken

The focus of this course will be to teach students the programming fundamentals of Action Script 3 through the use of Adobe Flash CS5. Students will be engaged in learning the Action Script language and syntax, and exploring object-oriented programming to create rich and interactive websites and interfaces. . The course will progress from techniques learned in Advanced Web Authoring and stresses the design of an interactive student portfolio using introductory fundamentals and techniques from Action Scripting.

In order to demonstrate mastery and receive credit for this course, the student will:

- Learn and create core Action Script classes
- Work with strings and arrays
- Learn how to handle errors, using regular expressions and XML
- Learn how to create motion effects to move, resize, transition, and fade movie clips easily in your Flash projects.

- Understand and learn how to correct compile time and runtime errors
- Learn the Integration of ECMAScript for XML
- Design dynamic 3D objects
- Create interactive Flash portfolio of your semester work

C4000 AP Computer Science

Course length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Introduction to Computer Science or teacher recommendation.

In order to receive AP course credit from MRHS the student must take the appropriate AP examination at the conclusion of the course. All examination fees are the responsibility of the student.

The major emphases in the course are on programming methodology, algorithms, and data structures. Applications provide the context in which those subjects are treated. The programming language Java is the vehicle for implementing computer-based solutions to particular problems and projects. The course is highly symbolic and demands strong programming skills. Tests and programs are main grade determiners, but classroom participation and homework assignments are also included. Students will be prepared for the Advanced Placement Computer Science Exam.

In order to demonstrate mastery and receive credit for the course, the student will:

- Be able to design and implement computer-based solutions to problems in several application areas.
- Know well-known algorithms and data structures.
- Be able to develop and select appropriate algorithms and data structures to solve problems.
- Be able to code fluently in a well structured fashion in the language Java.
- Be able to read and understand a large program and a description of the design and development process leading to such a program.
- Recognize the ethical and social implications of computer use.
- Work effectively with others to produce large projects and solve problems.
- Be able to use conditionals and loops.
- Be able to design and implement a class.
- Be able to use recursion.
- Be able to use searches and sorts.
- Be able to use one dimensional arrays.
- Be able to use two-dimensional arrays.
- Prepare for and successfully pass the AP Exam.

ENGLISH LANGUAGE LEARNER

ELL Courses

LELL0 English Language Learners
WELL0 ELL World Language

LELL0 English Language Learners

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course counts as English credit for identified students. The course is designed to enable students to progress toward a functional use of the English language. The students will develop skills in reading, listening, speaking, and writing. The course emphasizes a series of sequentially arranged activities in the pronunciation, vocabulary, and sentence structure of English for beginning, intermediate, and advanced students. Students are recommended for this course through ACCESS Testing, home language surveys, teacher recommendation and/or departmental approval.

WELL0 ELL World Language

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

Identified students may take this course as their World Language credit requirement. Students are recommended for this course through ACCESS Testing, home language, surveys, teacher recommendation and/or departmental approval.

FRESHMAN SEMINAR

Freshman Seminar

F1000 Freshman Seminar for 21st Century Skills

F1000 Freshman Seminar for 21st Century Skills

Course Length: Year Credits: 5.0

Grade Levels: 9th

This year-long course is required for all incoming ninth grade students. The purpose of this course is to give incoming ninth graders a structured program to facilitate the transition from middle school to high school, build life-long learning skills, develop 21st century skills and raise awareness of the challenges and complexities of living in a multicultural society.

The course will focus on the following topics:

- High School Orientation
- Academic Honesty and Integrity (Honor Code)
- Time Management, Organization and Study Skills
- Coping with Academic Stress
- Ethical Decision Making, Leadership and Issues of Conscience
- Causes, consequences and impact of prejudice, discrimination and intolerance in society
- Human Relations, Social Skills and Conflict Resolution
- Bullying, Harassment and Internet Safety
- Interpersonal and Communication Skills
- Self/Career Awareness and Goal-Setting
- Responsible, Appropriate and Effective Use of Technology (Internet)
- Technology / Computer Ethics
- Computing and Technology Skills
- The Research Process

Language Arts

English I Courses

L1100	College Prep English I
L2100	Honors English I
L3100	Honors English I (Pre-AP)

English II Courses

L1200	College Prep English II
L2200	Honors English II
L3200	Honors English II (Pre-AP)

English III Courses

L1300	College Prep English III
L2300	Honors English III
L4300	AP English III Language & Composition

English IV Courses

L1400	College Prep English IV
L2400	Honors English IV
L4400	AP English IV Literature
L2411	Honors English IV - Surfing in Literature* (Semester)
L2412	Honors English IV - Deconstructing Sports Journalism*(Semester)
L2413	Honors English IV - How to Win Friends and Influence People (The Art of Persuasion)* (Semester)
L2414	Honors English IV - Poetry (Out Loud)* (Semester)
L2415	Honors English IV - Lit Study* (Semester)
L2416	Advanced Journalism: Examining and Producing Award Winning Writing* (Semester)

Elective Courses

L0100	RTI English
L0101	RTI English 12
L1010	Greek and Roman Mythology (Semester)
L1011	World Mythology (Semester)
L1015	Film in Society (Semester)

L1016	Filmmaking (Semester)
L1020	Popular Culture in the 20 th Century (Semester)
L1021	Creative Writing (Semester)
L1022	Critical Reading & Writing for SAT I (Semester)
L1030	Popular Song Writing (Fall)
L1031	Advanced Popular Song Writing (Spring)
L1032	Song Writing and Recording Technology (Spring)
L2001	Honors Journalism (Semester)
L2010	Honors Shakespeare: From the Page to the Stage (Semester)
L2011	Honors Surfing in Literature* (Semester)
L2012	Honors Deconstructing Sports Journalism* (Semester)
L2013	Honors How to Win Friends and Influence People (The Art of Persuasion)* (Semester)
L2014	Honors Poetry (Out Loud)* (Semester)
L2015	Honors Lit Study * (Semester)
L2016	Honors Advanced Journalism* (Semester)

Senior Honors Option: Courses denoted by an * may be taken in place of English 4 Honors – Students interested in this option must choose **two** courses.

Recommended Guidelines for Course Selections

1. Grade 9 and 10 Pre-AP courses require students to have above average reading and writing skills. Students should be motivated to commit to challenging assignments and independent work. Summer reading is required.
2. Senior Honors Elective Option – Students who have successfully completed the Language Arts Literacy section of the HSPA may opt to take two semester courses from the approved list in place of their English 4 graduation requirement. Students who choose this option must sign up for and successfully complete two semester courses in order to meet the requirement for a fourth year of English.
3. Courses designated as Senior Honors electives may be taken for elective English credit as well.

Language Arts Literacy

The Language Arts program is organized around the following areas of instruction: reading, writing, speaking, and listening. Throughout the four years of study, aspects of each area are presented and emphasized. Basic grammar and vocabulary are an integral part of the English curriculum at all levels. The New Jersey State Department of Education Content Standards are addressed in all levels of English. Minimum proficiencies specific to each course are listed beneath the course descriptions.

NJ Core Curriculum Content Standards for Language Arts Literacy are implemented in the following approved Curricula:

- 3.1 (Reading)** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.2 (Writing)** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.3 (Speaking)** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.4 (Listening)** All students will listen actively to information from a variety of sources in a variety of situations.
- 3.5 (Viewing and Media Literary)** All students will access, evaluate, and respond to print, non-print, and electronic text resources.

Students must take English each year in a four-year sequence, selecting College Prep English or Honors English. College Prep English courses are designed to prepare the student for career goals as well as further study. Honors courses are for the student who is academically capable and willing to exert extra time and effort to meet the accelerated demands of the curriculum. The

writing of an acceptable research paper is required of all students in Grades 10, 11, 12 in College Prep and Honors English courses.

A student who has failed English I, II or III will not be permitted to take the next level of English until he/she has passed the previous course. This means that the student may not be scheduled for two levels of English in one school year. Therefore, a student who fails English will be behind a year and will not graduate with his/her class unless the English course is made up in summer school.

In addition to fulfilling the English requirements, the student may take additional English courses as his/her schedule permits. Semester courses are available as electives. They may be taken in addition to English I, II, III, and IV.

Senior Honors English Semester Course Option: Students who have demonstrated proficiency on the HSPA as Juniors may choose to take two Honors level semester courses instead of the traditional English 4 course. These options are listed in the electives section. Students pursuing this option must take TWO semester courses. Only those courses designated as Senior Honors Options will count towards this requirement. It is important to understand that failing one of these semesters will prevent a student from graduating. **Students who are taking these classes as electives and not as their English requirement, should request the elective version of the course, denoted by a course number L20**, not the English 4 Honors course denoted by L24**.**

English I

L1100 College Prep English I

L2100 Honors English I

L3100 Honors English I (Pre-AP)

Course Length: Year

Credits: 5.0

Grade Level: 9

These courses provide the student with the skills needed to be successful in the five functions of language: critical thinking, speaking, reading, writing and listening. Students will study literature, grammar (usage and mechanics), vocabulary, spelling, writing and reading development. Various literary genres will be covered. Each student will have the opportunity to develop individual writing skills in conjunction with the grammar and literature programs. Emphasis on basic skills is incorporated into the study of each area of the curriculum.

L1100 College Prep English I

In order to demonstrate mastery and receive credit for this course, the student will:

- Develop listening and study skills.
- Write meaningful sentences and paragraphs which do not contain mechanical errors.
- Use the steps in the process of writing (prewriting, writing, proofreading, editing, and rewriting) to develop well-written essays.
- Demonstrate an understanding of the types of literature and literary forms.
- Use the following reading skills: context clues, details, inference, main ideas, central focus, and figurative language.
- Use library reference materials.
- Give oral presentations and read aloud with clarity and expression.
- Read literary selections for comprehension, critical thinking and participation in discussions.
- Use skills in vocabulary development: spelling, definition, synonyms, antonyms, context clues and word analysis.

L2100 Honors English I

Pre-requisite: **Placement in the honors class will be based on teacher recommendation and grades in the previous year's English class.**

In order to demonstrate mastery and receive credit for this course, the student will satisfy the proficiencies of L1100 and will:

- Demonstrate writing scores of 5 or 6 on a holistic grading scale.
- Distinguish forms of literature: short story, autobiography, biography, essay, mythology, drama, novel, poetry.
- Use correct literary terms and know the characteristics of genre.

- Read literary selections to improve comprehension, analysis, critical thinking and participation in discussions.
- Complete a research essay.

L3100 Honors English I (Pre-AP)

Pre-requisite: **Placement in the Honors class will be based on teacher recommendation and grades in the previous year’s English class. You must also take H 3200 US History A.**

In order to demonstrate mastery and receive credit for this course, the student will satisfy the Proficiencies of L1100 and L2100 and will:

- Demonstrate skill in analyzing and interpreting various genres of literature as a foundation for advanced study in upper level Honors and AP courses.

English II

L1200 College Prep English II

L2200 Honors English II

L3200 Honors English II (Pre-AP)

Course Length: Year

Credits: 5.0

Grade Level: 10

These courses further prepare the student in the areas of grammar, vocabulary, American literature, composition, and reading development. Writings will focus on correct usage and mechanics, as well as an understanding of the literary genres.

L1200 College Prep English II

In order to demonstrate mastery and receive credit for this course, the student will:

- Improve written communication skills through the process approach to writing.
- Develop an understanding of and appreciation for the major themes and writers of American Literature.
- Analyze the genres of short story, drama, novel, poetry, and non-fiction.
- Identify and use listening terminology correctly.
- Improve vocabulary skills through the study of definition, usage, sentence completion, and analogies.
- Improve speaking and listening skills through class discussion and oral reading.
- Develop good study skills and habits for life-long learning.
- Prepare for multiple types of writing experiences including persuasive essays and response to literature.

L2200 Honors English II

Prerequisite: Placement in the Honors class will be based on both teacher recommendation and a “B” average in the previous course.

In order to demonstrate mastery and receive credit for this course, the student will satisfy the proficiencies of L1200 and will:

- Improve skills of analysis and evaluation through analyzing works of American literature and writing critical essays.
- Improve verbal reasoning skills through a study of vocabulary identified for college bound students.
- Improve listening and speaking skills through class discussion, oral reading, and several speech delivery experiences.
- Prepare for college writing and literature experiences.
- Write a research paper.

L3200 Honors English II (Pre-AP)

Pre-requisite: Placement in the Honors classes will be based on both teacher recommendation and a “B” average in the previous Honors course.

In order to demonstrate mastery and receive credit for this course, the student will satisfy the proficiencies of L1200 and L2200 and will:

- Demonstrate skill in analyzing and integrating various lines of literature as a foundation for advanced study in an upper level honor courses.
- Research and write a position paper, using MLA style.

English III

L1300 College Prep English III

L2300 Honors English III

L4300 AP English III Language & Composition

Course Length: Year

Credits: 5.0

Grade Level: 11

These junior year courses continue the focus on language skills. Students will study British and Contemporary literature. Students in English III Honors study additional novels. Literature will serve as a basis for major writing projects and independent research on selected themes. There is a strong emphasis on SAT and HSPA preparation. Juniors may elect AP Language & Composition to prepare for the Advanced Placement test.

L1300 College Prep English III

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate expertise in writing good sentences and paragraphs which are mechanically and grammatically correct, exhibit effectiveness of meaning, and structural variety (Preparation for HSPA by implementing strategies for essay writing and revising/editing and reading comprehensive sections).
- Write a well-developed essay of critical and analytical nature.
- Write a research and/or thesis paper which demonstrates acceptable research skills and proficiency in planning, organizing, editing, and revising.
- Prepare for the SAT by practicing and implementing strategies for vocabulary, sentence completion, critical reading, and writing.
- Read, comprehend, interpret, analyze, discuss, judge and appreciate the following literary forms – short story, novel, legend, drama, and poetry using critical thinking skills.
- Demonstrate an appreciation for British and Contemporary literature.
- Prepare a multi-media slide show focusing on contemporary issues in our society.
- Improve listening and speaking skills through class discussion and oral reading.
- Develop good study skills and habits for life-long learning.

L2300 Honors English III

Pre-requisite: Placement in the Honors classes will be based on both teacher recommendation and a “B” average in the previous course.

In order to demonstrate mastery and receive credit for this course, the student will satisfy the proficiencies of L1300 and will:

- Write a research and/or thesis paper which demonstrates acceptable research skills and proficiency in planning, organizing, editing, and revising.
- Write exposition, description, narration and persuasion in a clear, concise, coherent manner in standard usage as preparation for college writing and literature experience.
- Write personal essays, literary essays, and creative pieces.
- Comprehend, interpret, analyze, discuss, and judge the various genres of British and contemporary literature studied.

L4300 AP English III Language & Composition

Pre-requisite: Entrance requirements to AP classes will be based on both teacher recommendation and a “B” average in the previous Honors Course. Summer reading is required.

All examination fees are the responsibility of the student.

The students in this course will do college-level work in preparation for the Advanced Placement Examination in language and composition. Students will read primarily non-fiction prose from the 1600’s to the 1900’s in various subjects. The second component of the course is writing. The principles and strategies of writing, as well as writing modes (narration, description, exposition, persuasion, etc.) will be studied. Emphasis will be on expository, analytical and argumentative essays; a research paper is also required. Students should also have knowledge of the writing process and use it in their writing. The reading and writing assignments, and class discussions about those assignments, will demonstrate how authors make choices to convey their ideas.

Note: In order to receive AP course credit from MRHS, the student must take the appropriate AP English examination at the conclusion of the course.

In order to demonstrate mastery and receive credit for this course, the student will:

- Write a well-developed essay of critical and analytical nature.
- Write a research and/or thesis paper which demonstrates acceptable research skills and proficiency in planning, organizing, editing, and revising.
- Demonstrate effective study skills using the library and reference materials.
- Read, comprehend, interpret, analyze, discuss, judge, and appreciate various non-fiction forms using critical thinking skills.
- Write exposition, description, narration, and persuasion in a clear, concise, coherent manner in standard usage as preparation for college writing.

English IV

L1400 College Prep English IV

L2400 Honors English IV

L4400 AP English IV Literature

Course Length: Year

Credits: 5.0

Grade Level: 12

In College Prep English 12, literature units will reflect a sampling of themes in world and contemporary literature. Honors English IV offers a survey of World Literature. The student will study the writings of many outstanding authors and identify linguistic forms, styles, and themes. There is also a continued emphasis on vocabulary and writing development. A research project will be required for College Prep and Honors English IV.

L1400 College Prep English IV

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate improvement in listening and speaking skills, organizational skills and study/learning skills.
- Define, spell, and use correctly the vocabulary which is formally studied using the following skills: context clues, word analysis, etymological study, synonyms, antonyms, word forms and analogies.
- Demonstrate skill in writing sentences which are mechanically and grammatically correct and exhibit effectiveness of meaning and structural variety.
- Display aptitude in impromptu writing techniques.
- Write exposition, description and narration in a clear, concise and coherent manner in standard usage.
- Write personal essays, literary essays, and creative pieces.
- Display skills in critical writing based on reading and listening skills.

- Recognize how literature themes from different time periods and cultures relate to life today.
- Demonstrate in-depth understanding of literary skills – understanding literary terms and major themes in World Literature.
- Recognize how World Literature, world cultural values, and World history influence one another.
- Utilize research skills and technology to develop a slide show presentation.

L2400 Honors English IV

Pre-requisite: Placement in the Honors classes will be based on both teacher recommendation and a “B” average in the previous honors course.

This course is offered to the student who has been in previous honors classes but does not enroll in Advanced Placement English.

In order to demonstrate mastery and receive credit for this course, the student will satisfy the proficiencies of L1400 and will:

- Demonstrate skill in expressing in written composition both analysis and criticism of contemporary literature.
- Recognize and understand the various genres of literature and their obvious and subtle differences, as background for college study.
- Demonstrate knowledge of both ancient and contemporary World Literature by reading, comprehending, and discussing orally and in writing.
- Compose various writing models: précis, criticism, researched critique.
- Interpret concepts and themes in literature through knowledge of literary elements.
- Demonstrate improvement in vocabulary consistent with the course readings.

L4400 AP English IV Literature

Pre-requisite: Entrance requirements to AP classes will be based on both teacher recommendation and a “B” average in the previous Honors course. Summer reading is required.

All examination fees are the responsibility of the student.

The student in this course will do college level work in preparation for the Advanced Placement Examination. Intensive study and practice in writing critically about literature and careful reading of challenging works of literary merit will be the basis for this course. Through examination of the sonnet, the ballad, the epic and lyric poetry, the student will learn to recognize the forms, rhythm, and devices of poetry. Major works by traditional and contemporary playwrights and authors will shape the drama and fiction units. The student is expected to demonstrate expertise in literary analysis through class discussion and by the writing of critical essays and a research paper. Successful completion of this course prepares the students to take the English Advanced Placement Tests in literature and composition.

Note: In order to receive AP course credit from MRHS, the student must take the appropriate AP English examination at the conclusion of the course.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate standard technique for development of an extended research paper.
- Demonstrate skill in expressing in written composition both analysis and criticism of contemporary literature.
- Recognize and understand the various genres of literature and their obvious and subtle differences as background for college study.
- Comprehend the writer's use of literature to express ideas.
- Analyze literature for ideas, style, and use of language within the various genres.
- Prepare for and write the Advanced Placement exam in literature.
- Demonstrate expertise in writing in order to express a point about a work of literature.
- Demonstrate effective use of language and variety in writing (style, purpose, sentences, and audience).
- React to literature with original ideas.
- Demonstrate ability to judge a work of literature through much experience in broad reading and analysis.
- Demonstrate ability to read, analyze, and evaluate literature through oral class presentation.

L0100 RTI English

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11

Pre-requisite: Test scores below the Minimum Proficiency Level or teacher recommendation

This course is mandatory for any student who scored below the minimum proficiency level or has been determined to be at-risk of not being successful on the HSPA. It is designed to improve the vocabulary, comprehension level and confidence of the individual student. Curriculum is based on the specific developmental needs of each class member and is approached by the development of an individual's plan, including a pre-test, identification of skill needs, diagnostic and prescriptive instruction activities, and a post-test. Emphasis will be placed on word recognition, reading comprehension, writing process and organization as well as test and study skills. Instruction covers the reading and writing skill categories needed for success in school and on the HSPA. Students will be scheduled for this class on an as-needed basis. It should not be selected as an elective.

- Identify word meaning and multiple meanings.
- Identify synonyms.
- Find a meaning for unfamiliar words through context clues.
- Differentiate between relevant and irrelevant information.
- Identify the main idea of a passage and the details that support it.
- Identify comparison, contrast and cause and effect relationships.

- Identify events in a sequence.
- Identify appropriate word meaning by affixes.
- Read a selection and infer the main idea, predict the outcome and draw a conclusion.
- Infer a character's motives.
- Infer a writer's purpose and view point.
- Distinguish between fact and opinion.
- Interpret figurative language.
- Infer sequence of time order, cause and effect relationships, comparisons and contrasts.
- Synthesize information and make judgments.
- Complete an outline by selecting a topic and supporting it with ideas.
- Use multi-media sources for research.

L0101 RTI English 12

Course Length: Year

Credits: 5.0

Grade Level: 12

Pre-requisite: Test scores below the Minimum Proficiency Level on the HSPA

This course is mandatory for any student who scored below the minimum proficiency level on the HSPA. It is designed to improve the vocabulary, comprehension level and confidence of the individual student. Curriculum is based on the specific developmental needs of each class member and is approached by the development of an individual's plan, including a pre-test, identification of skill needs, diagnostic and prescriptive instruction activities, and a post-test. Emphasis will be placed on word recognition, reading comprehension, writing process and organization as well as test and study skills. Instruction covers the reading and writing skill categories on the HSPA. The new AHSA (which has replaced the SRA process) will also be given during this class. **For any students who do not require the full year due to success on the October administration of the HSPA, this course may be reduced to 2.5 credits.** Students will be scheduled for this class solely based on their HSPA status. It should not be selected as an elective.

L1010 Greek and Roman Mythology

Course Length: Semester

Credits: 2.5

Grade Level 10, 11, 12

Through the study of Greek and Roman mythology, the student will become familiar with the civilization and belief systems of ancient cultures. The student will become acquainted with characters traditionally associated with various mythologies, as well as with the concepts of paradise, creation and retribution. Emphasis will be placed on mythological influences on literature and modern American life.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an understanding of the influence of mythology as it pertains to literature.
- Demonstrate comprehension of the function and universality of mythology.

- Demonstrate the ability to understand, formulate, and analyze literature with respect to mythology.
- Trace historical development of the nations related to mythology.
- Identify elements of the epic as a form of literature.
- Investigate universal themes related to mythology.

L1011 World Mythology

Course Length: Semester

Credits: 2.5

Grade Level 10, 11, 12

The focus of this course is to continue the journey through Mythology that began in L 010, although these courses may be taken independently. The oral tradition of myths represented in such cultures as European, Egyptian, Celtic, Norse, Oceanic, Native American and Central American will be explored and examined. Attention will be paid to the universality as well as the subtleties of the cultures as they relate to the specific themes & myths.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate knowledge of myths of various cultures.
- Trace historical development of the nations related to mythology.
- Investigate cultural morals and values as they relate to mythology.
- Examine the universality of mythology that connects and defines mankind beliefs and heritage.
- Investigate one's own ethnic background through the study of specific mythologies.

L1015 Film in Society

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

The purpose of this course is to allow students to gain an appreciation of film as a powerful communication medium in society. Students will explore the various genres of film including but not limited to established "classics" in each genre. Through viewing, discussion, and in-depth analysis, the student will understand how popular film is often a reflection of culture and changes in societal values.

In order to demonstrate mastery and receive credit for this course, the student will:

- View a variety of films with comprehension for critical analysis.
- Write and present projects which stimulate creative thinking and reflection of various films' societal and cultural impact.

L1016 Filmmaking

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Students in this course will be exploring different genres, themes and filmmaking techniques throughout history. Students will study the concept of genre and explore several varieties, including comedy, musicals, westerns, and science fiction. Students will be encouraged to consider how films are constantly reshaping themselves with regard to dialogue, score, cinematography and a variety of filmmaking techniques.

In order to demonstrate mastery and receive credit for this course, the student will

- Understand various genres of film and their vocabulary and time period
- Identify qualities often associated with different genres
- Identify aspects of genres attractive to certain audience
- Identify evolution of genres throughout decades
- Identify filmmaking techniques (screenwriting, camera, etc.) associated with certain themes /genres
- Identify and explain themes (alienation as seen through film history) associated with various films
- Create screenplays /short films displaying understanding of theme, dialogue, score, cinematography

The final for this course will be a student film, including an original screenplay.

L1020 Popular Culture in the 20th Century

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

This class will examine American popular culture of the 20th century. The class will focus on the popular tastes, trends, and artworks of various generations, and how they affected the world at large. Particular attention will be paid to works of literature, music, comics and films. Creative projects and journal writing are an integral part of the course.

In order to demonstrate mastery and receive credit for this course, the student will:

- Read various material and texts with comprehension and critical analysis.
- Write and speak for a variety of purposes and audiences.
- View, understand, and use non-textual visual information.
- Will listen actively in a variety of situations to information from a variety of sources.

L1021 Creative Writing

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

This course is designed to develop creative writing skills in students with varying levels of ability. Models of established writers will be used to provide students with successful approaches and styles. We will explore techniques suitable to their personal make-up. The

classroom atmosphere will be liberal and open to allow for free flow of ideas. Individual technique will be stressed above all else. Through hard work and perseverance, students will develop their own unique, successful styles.

In order to demonstrate mastery and receive credit for this course, the student will:

- Develop creative writing skills in the two areas: poetry and short story.
- Analyze various writing styles in different modes as example sources.
- Develop a particular “voice” of personal creative style.
- Understand and apply the process of creative writing to student’s efforts.
- Write poetry of various lengths & styles.
- Write both fiction and non- fiction short stories.
- Evaluate the works of peers in an effort to improve effectiveness of writing.
- Create a personal portfolio of creative writing.
- Keep a journal of personal observations for use in the creative process.

L1022 Critical Reading and Writing for SAT

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

This course in verbal reasoning cannot take the place of years of high school course work. It is designed to refresh essential skills in test-taking strategies and in building self-confidence. This course will enable the students to identify strengths and weaknesses in language study, review and reinforce basic skills, sharpen reasoning abilities, and give students practice in the areas tested on the verbal section of the SAT I. This course may be repeated with approval of the departmental Supervisor as teaching resources are updated yearly.

In order to demonstrate mastery and receive credit for this course, the student will:

- Practice diagnostic test of SAT.
- Demonstrate how to locate answers for sentence completion.
- Reinforce skills in vocabulary in context and literal comprehension.
- Review skills of interpretation analysis and evaluation skills in reading strategies.
- Review grammar, revise and edit, and writing process skills.
- Practice writing persuasive/argumentative essays (timed and un-timed).

L1030 Popular Song Writing (Fall)

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

CLASS SIZE MAY BE LIMITED DUE TO EQUIPMENT AVAILABILITY

****This class does not count towards the graduation requirement in Performing Arts.***

The purpose of this elective course is to guide students in the craft of popular song writing. The student who selects this course MUST demonstrate proficiency in at least one of the following areas: creative writing, voice, guitar or keyboards. Songs by established and respected

singer/song writers from the 1960's to the present will be used as models of great song writing. Basic music theory will be discussed. Please note: this course is not intended to be a daily "jam session." Students will be expected to write, PERFORM, and document five (5) Original Compositions.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify and write song lyrics using the following poetic devices: image, rhyme, alliteration, assonance, simile, and metaphor.
- Identify the elements of popular songs including: lyrics, melody, harmony, chord progression, hooks, arrangement, and production values.
- Give written and oral presentations which analyze songs in different popular genres.
- Identify different song structures and incorporate them in personal compositions.
- Write, PERFORM and document five (5) Original Compositions – words and music.
- Collaborate on material with classmates.
- PERFORM original material in classroom and public settings.
- All students must be present for the final exam. This includes seniors with an A average.

L1031 Advanced Popular Song Writing* (Spring)

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisites: Popular Song Writing (L120A) and teacher recommendation.

CLASS SIZE MAY BE LIMITED DUE TO EQUIPMENT AVAILABILITY

****This class does not count towards the graduation requirement in Performing Arts.***

The purpose of this elective is to enhance the writing and performing of those students who already have song writing experience. The student who selects this course **MUST** demonstrate strong creative writing **AND** proficiency in voice, guitar, or keyboards. Songs by established and respected singer/song writers from the 1960's to the present will be used as models of great song writing. Advanced music theory will be taught, and students will be expected to apply this knowledge to their compositions. Students will be expected write, and perform, six (6) of their own compositions. **THIS COURSE MAY BE REPEATED** for credit with approval of the teacher and the departmental supervisor.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify and write song lyrics using the following poetic devices: image, rhyme, alliteration, assonance, simile, and metaphor.
- Identify the elements of popular songs including lyric, melody, harmony, chord progressions, hooks, arrangement, and production values.
- Give written and oral presentations analyzing songs in different popular genres.
- Identify different song structures and incorporate them in personal compositions.
- Write, perform, record, and document six (6) original compositions – words and music.
- Collaborate on material with classmates and other songwriters/performers.
- PERFORM original material in classroom and public settings.
- All students must be present for the final exam. This includes seniors with an A average.

L1032 Song Writing and Recording Technology (Spring)

Course Length: Semester

Credits: 2.5

Grade Level: 11, 12

Pre-Requisites: Popular Songwriting (L120A)

CLASS SIZE MAY BE LIMITED DUE TO EQUIPMENT AVAILABILITY

The purpose of this elective is to further develop songwriting knowledge learned in Popular Song Writing and to apply that knowledge to the actual recording process. The student who selects this course will be expected to use the Mac lab and the Garageband software program on a regular basis. Songwriting techniques and music theory learned in Popular Songwriting will be reviewed and expanded upon.

In order to receive credit for this course the student must be able to:

- Create tracks using pre-recorded loops.
- Edit, arrange, mix and add effects to pre-recorded loops.
- Play and record software instruments.
- Play and record live instrumental tracks.
- Sing and record live vocal tracks.
- Edit, arrange, and mix effects to live instrumental and vocal tracks.
- Use previous songwriting knowledge and skills to compose, record and perform seven (7) original compositions in classroom and public settings.
- Collaborate on original material with classmates.

All students must be present for the final exam. This includes seniors with an A average.

L2001 Honors Journalism

Course Length: Year

Credits: 5

Grade Level: 10, 11, 12

While all students will be expected to learn how to write without bias and use words efficiently, students will have the flexibility to write about the topics that matter most to them. Whether fashion, music, movies, sports or politics is a student's area of interest, students get to decide what topics will become their focus. Journalism will primarily involve nonfiction writing but parody and satire will also be briefly covered. All assignments are project-based and the Journalism class will maintain the Hoofprints web site, put out a quarterly print publication and monthly e-newsletter. Feature article writing, using facts to support an opinion, editing text, using images with text, as well as basic layout and design techniques will all be addressed throughout the year. Students interested in pursuing print, photographic or video journalism will have the ability to develop a portfolio for selective college programs. Students that are opinionated and enjoy sounding off about the world they live in will also enjoy Mainland's new journalism program. THIS COURSE MAY BE REPEATED for credit with approval of the teacher and the departmental supervisor.

In order to demonstrate mastery and receive credit for this course, the student will:

- understand the role journalism plays in society
- demonstrate an understanding of journalistic forms: print, photographic and video
- develop an understanding of and apply the section assignment process, collaborative brainstorming process, and co-authorship
- develop an understanding of the business of journalism
- develop an understanding of reverse triangle writing, how to write a lead, how to write headlines, and how to collect and write quotes
- demonstrate an understanding of various forms of journalistic writing
- develop and apply an understanding of the basics of layout
- demonstrate an understanding of ethical issues in journalism
- develop and apply an understanding of basic copy editing processes

L2010 Honors Shakespeare: From the Page to the Stage (Semester - Elective)

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

This course aims to stage a play by William Shakespeare. Students will use their instincts, imaginations and the process of trial and error to determine ways of staging that will best bring the play to life. Central textual questions will include:

What is actually being said?

To whom it is being spoken?

Why might the speaker be saying it?

As a culmination of the work, all students will participate in a performance of the play. **THIS COURSE MAY BE REPEATED** for credit with approval of the teacher and the departmental supervisor.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an understanding of the play’s plot and characters
- Develop their skills as close readers and critical thinkers while learning to examine the text as a blueprint for performance
- Make use of literary tools such as scansion to help fully understand the verse
- Approach every action, scene and event of the play from a theatrical point of view
- Explore, discover and understand the play’s language to see what it teaches about how to stage the work
- Immerse themselves in the creative process of “fleshing out” the characters
- Keep detailed work journals as they explore the play’s poetry
- Participate in a simple performance of the play during exam week

The following courses may be taken as an elective or as one of two semesters in place of English 4 Honors. Students taking these courses to fulfill their English IV requirement must have demonstrated proficiency on the HSPA and have passed their previous three

years of English. Those taking them as electives should request the course number denoted for the elective section. These courses cannot be repeated to fulfill the graduation requirement for English.

L2411 Honors English IV - Surfing in Literature* (Semester)

L2011 Honors Surfing in Literature (Semester - Elective)

Course Length: Semester

Credits: 2.5

Grade Level: 12

This course will be a literature based class that targets seniors who enjoy both reading and the culture of surfing. Titles will include “On a Wave” (memoir) and “Tapping the Source” (fiction). Poetry will also be included (“Groundswell”), as well as selections from reputable publications such as “The Surfers’ Journal”. Students will be expected to analyze the selections, discuss them through verbal and written response, and compose essays and research papers related to the literature studied and related subject matter.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an understanding of the surfing culture and be able to identify these aspects in the literature studied
- Demonstrate research skills
- Read, comprehend and respond to literature of various genres
- Respond in formal and informal writing to readings
- Participate in discussions of literature and its recurrent themes

L2412 Honors English IV - Deconstructing Sports Journalism* (Semester)

L2012 Honors Deconstructing Sports Journalism (Semester - Elective)

Course Length: Semester

Credits: 2.5

Grade Level: 12

This class will attempt to integrate students’ interest of sports with the skills needed to be successful as a writer. In addition to learning how to elevate their writing skills, students will also be expected to analyze a variety of sports writing for its use of diction, mood, tone, and other literary devices. Once students have begun to master these skills in reading and writing they will be expected to use technology in order to publish and present their work.

In order to demonstrate mastery and receive credit for this course, the student will:

- Read and discuss various sports writing.
- Recognize the way the internet has affected the way sports are now covered.
- Recognize legal restrictions on the press.
- Interpret, analyze, synthesize, and evaluate sports writing.
- Write and explain the different types of sports articles and writing skills.
- Proofread and edit both their writing and others’ writing.
- Develop the qualities of a good reporter.

L2413 Honors English IV - How to Win Friends and Influence People (The Art of Persuasion)*(Semester)

L2013 How to Win Friends and Influence People Honors (The Art of Persuasion) (Semester - Elective)

Course Length: Semester Credits: 2.5

Grade Level: 12

This course focuses on the fine art of persuasion, both written and oral. Students will become familiar with the concepts of ethos, pathos, and logos and their roles in effective persuasion. Articles and essays will be analyzed for their effective use of these concepts in persuasive writing. The course will then build upon these concepts as students develop their own persuasive styles in speeches and essays and learn how to effectively convey their ideas to various audiences. Assignments and activities will help students become more comfortable speaking publicly and more effective in presenting their arguments and persuading their audience.

In order to demonstrate mastery and receive credit for this course, the student will:

- Understand the concepts of ethos, pathos and logos
- Understand how to craft a successful argument
- Recognize how audience influences the choices that writers make
- Analyze persuasive essays and speeches
- Present effective arguments both in written oral form

L2414 Honors English IV - Poetry (Out Loud)*(Semester)

L2014 Honors Poetry (Out Loud) (Semester - Elective)

Course Length: Semester Credits: 2.5

Grade Level: 12

This course focuses on the evolution of poetry. Students will become familiar with the various poetry movements, terms, and forms as starting points for analysis. The role of poetry in our lives will be explored through the study of the wide range of poetry styles that exist as well as student written poetry, with a special emphasis on the performance of poetry. This class will also participate in the annual Mainland Regional High School Poetry Out Loud Competition.

In order to demonstrate mastery and receive credit for this course, the student will:

- Read and discuss various works of literature
- Interpret, analyze, synthesize, and evaluate poetry
- Develop a personal definition of poetry
- Be able to identify basic characteristics of poetry, including literary devices and forms
- Write their own poetry
- Present both original and studied poems in dramatic readings

L2415 Honors English IV - Lit Study* (Semester)

L2015 Honors Lit Study (Semester - Elective)

Course Length: Semester Credits: 2.5

Grade Level: 12

This course will focus its study of literature on a single author, genre or literary movement. Students will be exposed to the life and work of a specific author(s) or a literary genre such as the short story in an effort to identify themes and stylistic choices that exist across the works. How the genre or work of the author(s) evolved over time and why those changes occurred will be further avenues of inquiry.

In order to demonstrate mastery and receive credit for this course, the student will:

- Read and discuss various works of literature
- Engage in thesis based research
- Interpret, analyze, synthesize, and evaluate related works of literature
- Proofread and edit both their writing and others' writing

L2416 Honors English IV - Advanced Journalism: Examining and Producing Award Winning Writing * (Semester)

L2016 Honors - Advanced Journalism: Examining and Producing Award Winning Writing (Semester)

Course Length: Semester

Prerequisite: L2001 Honors Journalism

Credits: 2.5

Grade Level: 12

Students will read, analyze and produce journalistic writing. Advanced Journalism builds on skills introduced in Honors Journalism. Through this semester-long class, students will have the opportunity to model, mentor and develop underclassmen journalism student's writing abilities. Advanced journalism students will also be given leadership and decision-making roles in the publishing of the school newspaper and the maintenance of the newspaper web site. Central textual questions include:

- What are the most effective story-telling techniques?
- How can you use newspapers, technology and social networking to create societal change?
- In what ways does collaboration and reflection improve writing?

Students will be expected to complete close readings of Pulitzer Prize winning and other forms of distinguished journalistic writing and demonstrate deep understanding of the journalistic story-telling approach through written, oral and technology-based presentations. As a culminating presentation, students will submit one piece of writing for professional publication to an outside news organization.

In order to demonstrate mastery and receive credit, all students must:

- write in a journalistic style regularly
- periodically analyze and reflect upon examples of professional writing

- explain how biases influence the story-telling process
- monitor their own story-telling strengths and weaknesses
- explain areas where progress is happening
- assist other students in developing their writing abilities
- work collaboratively on publishing stories in the MRHS newspaper and on the MRHS web site

This course meets both the NJCCS for Language Arts and the new Common Core Standards for Language Arts. Students will be required to complete written, multimedia and oral presentations. This course meets 2.5 of your Senior Year Graduation requirements in English.

MATHEMATICS

Remedial Mathematics Courses

M0001 RTI Math 12 (*only for students that scored below the minimum proficiency level on the HSPA*)

Math Labs (*for students that scored below minimum proficiency levels on skill readiness assessments and in previous math courses*)

M0070 Algebra I Lab
M0080 Geometry Lab
M0090 Algebra II Lab

Mathematics Courses with Labs (*for students that scored below minimum proficiency levels on skill readiness assessments and in previous math courses*)

M1070 Algebra I with Lab
M1080 Geometry with Lab
M1090 Algebra II with Lab

College Preparatory Level Mathematics Courses

M1000 College Prep Algebra I
M1010 College Prep Geometry
M1020 College Prep Algebra II
M1030 College Prep Functions, Statistics & Trigonometry (FST)
M1040 College Prep Pre-Calculus
M1050 College Prep Calculus
M1060 College Prep Statistics

Honors Level Mathematics Courses

M2000 Honors Geometry
M2010 Honors Algebra II
M2030 Honors Pre-Calculus

Advanced Placement Level Mathematics Courses

M4000 AP Calculus Level AB
M4010 AP Calculus Level BC
M4020 AP Statistics

MATHEMATICS

Description of Mathematics Curriculum & Standards

The Mathematics Curriculum is designed to offer a full range of options that accommodates the diverse needs of a student population, those of an ever increasing technological society and the requirements of the New Jersey Core Curriculum Core Curriculum Standards (<http://www.njcccs.org>) as well as the new Common Core State Standards Initiative (<http://www.corestandards.org/the-standards>). It is our belief that, with the appropriate instruction, each student is capable of success in a program developed with these objectives in mind. The focus of instruction emphasizes the development of concepts, relationships, structures, applications, and problem solving skills. Many upper level courses reflect content which prepares the student for further study of mathematics and various graduation and college entrance exams. Advanced Placement (AP) courses are also offered.

The **NJ Core Curriculum Standards for Mathematics** consist of five standards and strands which describe what is essential to mathematics education and presents a view of mathematics teaching and learning that integrates the processes of mathematical activity, the content of the mathematics, and the learning environment in the classroom. The following **five standards and strands** were adopted by the NJ State Board of Education on January 9, 2008.

4.1. Number and Numerical Operations

- A. Number Sense
- B. Numerical Operations
- C. Estimation

4.2. Geometry and Measurement

- A. Geometric Properties
- B. Transforming Shapes
- C. Coordinate Geometry
- D. Units of Measurement
- E. Measuring Geometric Objects

4.3. Patterns and Algebra

- A. Patterns
- B. Functions and Relationships
- C. Modeling
- D. Procedures

4.4. Data Analysis, Probability, and Discrete Mathematics

- A. Data Analysis (Statistics)
- B. Probability
- C. Discrete Mathematics--Systematic Listing and Counting
- D. Discrete Mathematics--Vertex-Edge Graphs and Algorithms

4.5. Mathematical Processes

- A. Problem Solving
- B. Communication
- C. Connections
- D. Reasoning
- E. Representations

The new **Common Core State Standards Initiative** calls on high school students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically. The high school standards assert a *rigorous definition of college and career readiness*, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Recommended 9th Grade Course Selection

8th Grade Math Course	Level of Achievement	Recommended 9th Grade Course
H. Geometry	A or B	H. Algebra II
H. Geometry	C or Below	RETAKE H. Geometry <i>or</i> CP Algebra II
Algebra	A or B+	H. Geometry
Algebra	B or C	CP Geometry
Algebra	D or F	RETAKE Algebra I
Foundations Algebra Transitional Math Pre-Algebra <i>or</i> Equivalent	A or B	Algebra I
Foundations Algebra Transitional Math Pre-Algebra <i>or</i> Equivalent	C or Below	Algebra I w/ Lab

H. = Honors

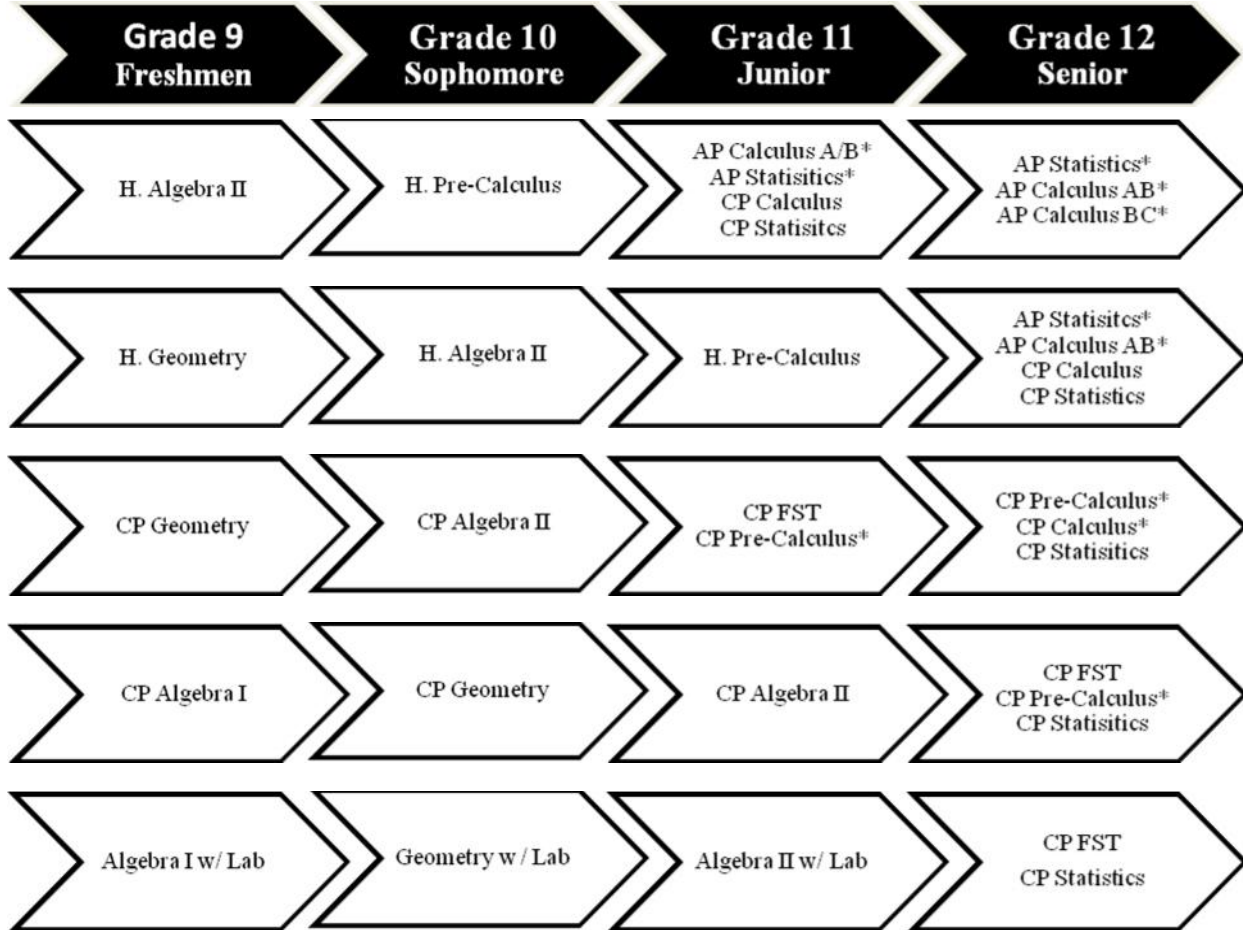
CP = College Prep

Criteria for mathematics course placement include, but are not limited to the following:

- Middle school teacher/counselor recommendation
- NJASK 8 & NJASK 7 scores
- Attendance record
- Additional relevant assessment data collected by the middle schools and/or the high school's mathematics readiness assessment for incoming 9th graders

Mathematics Course Sequencing

Mainland Regional High School strongly recommends college bound students take a math course each year



CP = College Prep

H. = Honors

AP = Advanced Placement

* Teacher recommendation and/or minimum grade of an 84 required to enroll.

RTI Courses

M0001 RTI Math 12

Course Length: Year

Credits: 5.0

Grade Level: 12

Pre-requisite: Test scores below the Minimum Proficiency Level on HSPA

This course is mandatory for any student who scored below the minimum proficiency level on the Mathematics portion of the HSPA. Curriculum is based on the specific developmental needs of each class member and is approached by the development of an individual's plan, including a pre-test, identification of skill needs, diagnostic and prescriptive instruction activities, and a post-test. Emphasis will be placed on problem solving, computation, and understanding of basic algebraic and geometric concepts. Instruction covers all the mathematics categories of HSPA. The new AHSA (which is replacing the SRA process) will also be given during this class for students who do not pass the HSPA in the October administration. **For any students who do not require the full year due to success on the October administration of the HSPA, this course may be reduced to 2.5 credits.**

Math Labs

M0070 Algebra I Math Lab

Course Length: Year

Credits: 5.0

Grade Level: 9, 10

Pre-requisite: Test scores below the minimum proficiency level on skill readiness assessments and/or low scores in prior math courses.

Co-Requirement: Students must also register for M1070 (Algebra I with Math Lab)

This math lab is mandatory for students who have scored below minimum proficiency levels on skill readiness assessments and/or have not demonstrated proficient levels in prior foundational math courses.

This lab is designed to provide students with additional math supports and interventions to support the building of the mental scaffolds needed to master Algebra. The goal is to provide students with intensive instruction and practice in order to develop the skills, essential concepts and higher order thinking processes necessary for success in Algebra.

M0080 Geometry Math Lab

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Test scores below the minimum proficiency level on skill readiness assessments and/or low scores in Algebra I.

Co-Requirement: Students must also register for M1080 (Geometry with Math Lab)

This math lab is mandatory for students who have scored below minimum proficiency levels on skill readiness assessments and/or have not demonstrated proficient levels in Algebra I.

This lab is designed to provide students with additional math supports and interventions to support the building of the mental scaffolds needed to master the fundamentals of Geometry. The goal is to provide students with intensive instruction and practice in order to develop the skills, essential concepts and higher order thinking processes necessary for success in Geometry.

M0090 Algebra II Math Lab

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Test scores below the minimum proficiency level on skill readiness assessments and/or low scores in Algebra I and Geometry.

Co-Requisite: Students must also register for M1090 (Algebra II with Math Lab)

This math lab is mandatory for students who have scored below minimum proficiency levels on skill readiness assessments and/or have not demonstrated proficient levels in Algebra I and Geometry.

This lab is designed to provide students with additional math supports and interventions to support the building of the mental scaffolds needed to master higher level math analysis. The goal is to provide students with intensive instruction and practice in order to develop the skills, essential concepts and higher order thinking processes necessary for success in Algebra II.

Mathematics Courses with Labs

M1070 Algebra I with Math Lab

Course Length: Year

Credits: 5.0

Grade Level: 9, 10

Co-Requisite: Students must also register for M0070 (Algebra I Math Lab)

This course and its math lab are mandatory for students who have scored below minimum proficiency levels on skill readiness assessments and/or have not demonstrated proficient levels in prior foundational math courses.

This course is designed for students who are in need of additional math supports and interventions based on prior math performances. The goal is to provide students with intensive instruction and practice in order to develop the skills and higher order thinking processes necessary for success in higher level math courses and on future standardized exams.

In this course, the student will be exposed to a powerful set of mathematical tools called algebra. Future courses will build upon what is learned here. While learning algebra, the student will

learn ways of investigating new situations, discover relationships, and figuring strategies used to solve problems. During this course, students will collaborate with others as a member of a study team. The team will complete problems and activities that will help students discover mathematical ideas and methods. In order to demonstrate mastery and receive credit for this course, the student will:

- Use various problem solving strategies to analyze problems and formulate appropriate solution strategies.
- Express, interpret, and graph functions, specifically linear and quadratic, but experience with others.
- Use variable to represent relations from tables, graphs, verbally stated problems, and geometric diagrams and understand that algebraic relations can be tested by substitutions of numbers.
- Solve linear and quadratic equations and systems of linear equations and understand their relationship to the graph functions.
- Use ratio, proportion, and direct variation from numerical, geometric, and algebraic perspectives.
- Use the distributive property and order of operations to reorganize algebraic expressions into more useful forms.
- Learn to use a scientific calculator effectively and efficiently.

M1080 Geometry with Math Lab

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Algebra I

Co-Requisite: Students must also register for M0080 (Geometry Math Lab)

This course and its math lab are mandatory for students who have scored below minimum proficiency levels on skill readiness assessments and/or have not demonstrated proficient levels in Algebra I.

This course is designed for students who are in need of additional math supports and interventions based on prior math performances. The goal is to provide students with intensive instruction and practice in order to develop the skills and higher order thinking processes necessary for success in higher level math courses and on future standardized exams.

This course emphasizes several big ideas in an integrated geometry/algebra context. These key ideas include: algebra (review of all topics, writing and solving equations), graphing, ratios (similarity, right triangle trigonometry), properties of plane figures (area, perimeter, polygons, and angles), problem solving, spatial visualization, conjecture, explanation and convincing argumentation (proof). Problem solving strategies are taught and used to develop many of the core ideas. Students regularly explain their work and, as the course progresses, develop written explanations and proofs of their conjectures and the theorems. When needed, skill building

activities will be used to supplement and review previous concepts. In order to demonstrate mastery and receive credit for this course, the student will:

- Use problem solving skills in data organization, looking for patterns, drawing diagrams, making systematic lists/tables, and writing algebraic representations to make and test conjectures about angles, lines, congruence, polygons and circles.
- Communicate mathematical understanding in clear conjectures, explanation and/or justification (logical arguments – proofs).
- Understand the interdependence between geometry and algebra.
- Learn a core set of geometric facts and relationships about polygons, circles, prisms, congruence and measure.
- Use coordinate geometry for the study of area, perimeter, transformations, congruence and functions.
- Develop spatial visualization skills and apply them to the study of three-dimensional figures.
- Develop facility with ratios, particularly in the areas of similarity and right-triangle trigonometry.
- Complete basic compass and straightedge constructions.
- Learn to use a scientific calculator and/or computer effectively and efficiently.

M1090 Algebra II with Math Lab

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Algebra I & Geometry

Co-Requisite: Students must also register for M0090 (Algebra II Math Lab)

This course and its math lab are mandatory for students who have scored below minimum proficiency levels on skill readiness assessments and/or have not demonstrated proficient levels in Algebra I and Geometry.

This course is designed for students who are in need of additional math supports and interventions based on prior math performances. The goal is to provide students with intensive instruction and practice in order to develop the skills and higher order thinking processes necessary for success in higher level math courses and on future standardized exams.

Facility with algebraic expressions and forms is emphasized especially in linear and quadratic forms, powers and roots, and functions based on these. Logarithmic, trigonometric, polynomial, and other special functions are studied as tools for modeling real world situations. Geometric ideas are utilized throughout the text while other subjects are included for their relevance to computers, including discrete and continuous domains and algorithms. In order to demonstrate mastery and receive credit for this course, the student will:

- Understand how to use both explicit and recursive formulas for sequences and how they apply to real-world problems.
- Identify, solve and graph variation problems.

- Use matrix operations to solve real world problems
- Solve problems which can be modeled by quadratic and systems of linear equations.
- Apply concepts of exponential and logarithmic functions.
- Understand, apply and use powers and roots.
- Identify and graph parabola, circles, and hyperbola using algebraic or geometric properties.
- Apply the laws of sines and cosines and graph the trigonometric functions.
- Understand functions notation, graphs and equations.
- Understand and apply the properties of the complex numbers including the operations with complex numbers.

College Preparatory Level Mathematics Courses

M1000 College Prep Algebra I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10

In this course, the student will be exposed to a powerful set of mathematical tools called algebra. Future courses will build upon what is learned here. While learning algebra, the student will learn ways of investigating new situations, discover relationships, and figuring strategies used to solve problems. During this course, students will collaborate with others as a member of a study team. The team will complete problems and activities that will help students discover mathematical ideas and methods. In order to demonstrate mastery and receive credit for this course, the student will:

- Use various problem solving strategies to analyze problems and formulate appropriate solution strategies.
- Express, interpret, and graph functions, specifically linear and quadratic, but experience with others.
- Use variable to represent relations from tables, graphs, verbally stated problems, and geometric diagrams and understand that algebraic relations can be tested by substitutions of numbers.
- Solve linear and quadratic equations and systems of linear equations and understand their relationship to the graph functions.
- Use ratio, proportion, and direct variation from numerical, geometric, and algebraic perspectives.
- Use the distributive property and order of operations to reorganize algebraic expressions into more useful forms.
- Learn to use a scientific calculator effectively and efficiently.

M1010 College Prep Geometry

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Algebra I

This course emphasizes several big ideas in an integrated geometry/algebra context. These key ideas include: algebra (review of all topics, writing and solving equations), graphing, ratios (similarity, right triangle trigonometry), properties of plane figures (area, perimeter, polygons, and angles), problem solving, spatial visualization, conjecture, explanation and convincing argumentation (proof). Problem solving strategies are taught and used to develop many of the core ideas. Students regularly explain their work and, as the course progresses, develop written explanations and proofs of their conjectures and the theorems. When needed, skill building activities will be used to supplement and review previous concepts. In order to demonstrate mastery and receive credit for this course, the student will:

- Use problem solving skills in data organization, looking for patterns, drawing diagrams, making systematic lists/tables, and writing algebraic representations to make and test conjectures about angles, lines, congruence, polygons and circles.
- Communicate mathematical understanding in clear conjectures, explanation and/or justification (logical arguments – proofs).
- Understand the interdependence between geometry and algebra.
- Learn a core set of geometric facts and relationships about polygons, circles, prisms, congruence and measure.
- Use coordinate geometry for the study of area, perimeter, transformations, congruence and functions.
- Develop spatial visualization skills and apply them to the study of three-dimensional figures.
- Develop facility with ratios, particularly in the areas of similarity and right-triangle trigonometry.
- Complete basic compass and straightedge constructions.
- Learn to use a scientific calculator and/or computer effectively and efficiently.

M1020 College Prep Algebra II

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Algebra I & Geometry

Facility with algebraic expressions and forms is emphasized especially in linear and quadratic forms, powers and roots, and functions based on these. Logarithmic, trigonometric, polynomial, and other special functions are studied as tools for modeling real world situations. Geometric ideas are utilized throughout the text while other subjects are included for their relevance to computers, including discrete and continuous domains and algorithms. In order to demonstrate mastery and receive credit for this course, the student will:

- Understand how to use both explicit and recursive formulas for sequences and how they apply to real-world problems.
- Identify, solve and graph variation problems.
- Use matrix operations to solve real world problems
- Solve problems which can be modeled by quadratic and systems of linear equations.
- Apply concepts of exponential and logarithmic functions.
- Understand, apply and use powers and roots.
- Identify and graph parabola, circles, and hyperbola using algebraic or geometric properties.
- Apply the laws of sines and cosines and graph the trigonometric functions.
- Understand functions notation, graphs and equations.
- Understand and apply the properties of the complex numbers including the operations with complex numbers.

M1030 College Prep Functions, Statistics, and Trigonometry (FST)

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Algebra II; Geometry/Algebra II

In this class students will learn to display, describe, transform, and interpret numerical information in a variety of forms: data, graphs and equations. Statistical and algebraic concepts are integrated with functions and in development of intuitive notions of limit. Graphing calculators are helpful, but not necessary to visualize functions, explore relations between equations and their graphs, simulate experiments, generate and analyze data, and develop limit concepts. In order to demonstrate mastery and receive credit for this course, the student will:

- Apply techniques to read, analyze, interpret, and create displays and graphs of data.
- Apply the language, symbolism, and properties of functions, domain, range, and composition.
- Calculate and interpret the line of best fit and the correlation coefficient.
- Analyze trigonometric, exponential and logarithmic functions and their inverses.
- Apply trigonometric concepts to finding areas, lengths, and angles of triangles.
- Demonstrate an understanding of trigonometric graphs, equations and inverse trigonometric functions.
- Apply the basic concepts of sequences and series.
- Apply basic principles of probability.
- Analyze polynomial functions.

M1040 College Prep Pre-Calculus

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: FST; Honors Algebra II; CP Algebra II with teacher recommendation and/or minimum grade of 84. Graphing calculator is required and utilized extensively.

Pre-Calculus is an intensive study of algebraic functions (polynomial, rational, radical) and transcendental functions (exponential, logarithmic). This level is intended for students who plan to continue in mathematics. In order to demonstrate mastery and receive credit for this course, the student will:

- Identify functions with their respective domain and range.
- Sketch the graph of relations and functions using appropriate procedures.
- Apply trigonometric identities in the solution of equalities and the derivation of formulas.
- Solve problems involving transcendental functions.
- Find general and principal values of inverse trigonometric functions.
- Find limits using appropriate theorems.
- Recognize the definition of derivation and apply the derivative to solve maximum and minimum problems.
- Apply mathematical induction.
- Identify and apply arithmetic and geometric sequences and series.
- Recognize the definition of derivative and apply the derivative to maximum and minimum problems.
- Identify and apply arithmetic and geometric sequences and series

M1050 College Prep Calculus

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Honors Pre-Calculus; College Prep Pre-Calculus with teacher recommendation and a minimum grade of an 84. Graphing calculator is required.

This course presents a comprehensive treatment of derivatives of functions of one variable. The content conforms to the recommendations of the College Entrance Examination Board for AB level Calculus. Topics include development and application of functions, differentiation, limit concepts, integration and its applications, transcendental functions, and plane analytic Geometry. Techniques of integration are also introduced. In order to demonstrate mastery and receive credit for this course, the student will:

- Be able to apply properties and concepts of functions.
- Apply the concepts of limits.
- Apply formal differentiation techniques.
- Apply the derivative concept to solve a variety of appropriate problems.
- Determine the area under and between curves.
- Apply the definite integral to volumes.
- Solve a variety of problems using transcendental functions.

- Apply techniques of integration (by parts and substitution).

M1060 College Prep Statistics

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Pre-Calculus; Calculus; College Prep FST or College Prep Pre-Calculus with teacher recommendation and a minimum grade of 84. Graphing calculator required.

This course is designed to provide the student with the necessary tools to apply and to understand the fundamental concepts that underline decisions reached by descriptive and/or inferential statistical procedures. The course content will be closely articulated with an emphasis on applications drawn from economical, educational, psychological, and scientific areas. Major topics include probability, probability distributions, measures of central tendency, variation sampling theory and distributions, linear regression, non-parametric tests and Analysis of Variance. In order to demonstrate mastery and receive credit for this course the student will:

- **Calculate measures of central tendency from grouped and ungrouped data.**
- Construct and read a frequency polygon, cumulative frequency polygon, and a histogram. Calculate measures of variability from grouped and ungrouped data.
- Apply fundamental laws governing probabilities and probability distribution, (binomial, normal chi-Square, etc.)
- Construct confidence intervals and tests of significance.
- Apply appropriate statistical inference Procedures (hypothesis testing) using large and small size.
- Discuss and apply example theories and techniques.
- Use computer software to perform statistical calculations and graphing

Honors Level Mathematics Courses

M2000 Honors Geometry

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Algebra I

This course emphasizes several big ideas in an integrated geometry/algebra context and studies them in an in-depth manner. These key ideas include: algebra (review of all topics writing and solving equations), graphing, ratios (similarity, right triangle trigonometry), properties of plane figures (area, perimeter, polygons, angles), problem solving, spatial visualization, probabilities, conjecture, explanation and convincing argumentation (proof). Problem solving strategies are taught and used to develop many of the core and enhanced ideas. Students regularly explain their work to a high level of thought and, as the course progresses; develop written explanations and proofs of their conjectures and the theorems. Enrichment problems involving real world applications will be used when appropriate. In order to demonstrate mastery and receive credit for this course, the student will:

- Use problem solving skills in data organization, looking for patterns, drawing diagrams, making systematic list/tables, and writing algebraic representations to make and test conjectures about angles, lines, congruence, polygons and circles.
- Communicate mathematical understanding in clear conjectures, explanations and/or justifications (logical arguments – proofs).
- Understand the interdependence between geometry and algebra.
- Learn a core set of geometric facts and relationships about polygons, circles, prisms, congruence and measure.
- Use coordinate geometry for the study of area, perimeter, transformations, congruence and functions.
- Develop spatial visualization skills and apply them to the study of three dimensional figures.
- Develop facility with ratios, particularly in the areas of similarity, probability and right-triangle trigonometry.
- Use area as a model to calculate probabilities.
- Learn to use a scientific calculator and/or computer effectively and efficiently.
- Complete basic compass and straight edge constructions.

M2010 Honors Algebra II

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Algebra I & Geometry

Facility with algebraic expressions and forms is emphasized especially in linear and quadratic forms, powers and roots and functions based on these. Logarithmic, trigonometric, polynomial, and other special functions are studied as tools for modeling real world situations. Geometric ideas are utilized throughout the text while other subjects are included for their relevance to computers, including discrete and continuous domains and algorithms. In order to demonstrate mastery and receive credit for this course, the student will:

- Understand how to use both explicit and recursive formulas for sequences and how they apply to real-world problems.
- Identify, solve and graph variation problems.
- Use matrix operations to solve real world problems.
- Solve problems which can be modeled by quadratic and systems of linear equations.
- Apply concepts of exponential and logarithmic functions.
- Understand, apply and use powers and roots.
- Identify and graph parabola, circles, hyperbola and ellipses using algebraic or geometric properties.
- Apply the laws of sines and cosines and graph the trigonometric functions.
- Understand functions notation, graphs and equations.
- Understand the process of solving absolute value equations and inequalities.
- Understand and apply the properties of the complex numbers including the operations with complex numbers.

M2030 Honors Pre-Calculus

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Honors Algebra II; College Prep FST with teacher recommendation.

Pre-Calculus is an intensive study of algebraic functions (polynomial, rational, radical) and transcendental functions (exponential, logarithmic). Students will be required to solve problems graphically, analytically, and numerically. The rigorous study of analytic geometry and the introduction to limits provide a solid foundation necessary for the study of AP Calculus. In order to demonstrate mastery and receive credit for this course, the student will:

- Identify functions with their respective domain and range.
- Sketch the graph of relations and functions using appropriate procedures.
- Apply trigonometric identities in the solution of equalities and the derivation of formulas.
- Solve problems involving transcendental functions.
- Find general and principal values of inverse trigonometric functions.
- Find limits and apply the basic concepts.
- Find intercepts, zeros, and solutions of equations and inequalities.
- Apply the concepts of conics, parametric equations and polar coordinates.
- Utilize vectors in a plane.

Advanced Placement Mathematics Courses

General Requirements

- Graphing calculators are required.
- All examination fees are the responsibility of the student.
- Work will/may be assigned to all students who elect to take these courses, and completed during the summer. This assignment will be graded upon returning to school in September.
- In order to receive AP course credit from MRHS, the student must take the appropriate version for the Advance Placement examination that corresponds to the course the student is enrolled in, at the conclusion of the course.

M4000 AP Calculus Level AB

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Honors Pre-Calculus (or Pre-Calculus with departmental approval).

This course presents a comprehensive treatment of derivatives of functions of one variable. The content conforms to the recommendations of the College Entrance Examination Board for AB level Calculus. Topics include development and application of functions, differentiation, limit concepts, integration and its applications, transcendental functions, and plane analytic Geometry. Techniques of integration are also introduced. Successful completion of this course prepares the

student for the AB version of the Advanced Placement Test. In order to demonstrate mastery and receive credit for this course, the student will:

- Be able to apply properties and concepts of functions.
- Apply the concepts of limits.
- Apply formal differentiation techniques.
- Apply the derivative concept to solve a variety of appropriate problems.
- Determine the area under and between curves.
- Apply the definite integral to volumes, including cross sections.
- Solve a variety of problems using transcendental functions.
- Apply techniques of integration.

M4010 AP Calculus Level BC

Course Length: Year

Credits: 5.0

Grade Level: 12

Pre-requisite: AP Calculus Level AB or Honors Pre-Calculus

Advanced Placement Calculus is an intensive full year course in the calculus of functions of a single variable. The content conforms to the recommendations of the College Entrance Examination Board for the BC level calculus. Topics include a thorough treatment of differentiation, integration curve sketching a variety of applications. Successful completion of this course prepares the student for the BC version of the Advanced Placement Test. In order to demonstrate mastery and receive credit for this course, the student will:

- Be able to apply properties and concepts of functions
- Apply the concepts of limits.
- Apply formal differentiation techniques.
- Apply the derivative concept to solve a variety of problems.
- Determine the area under and between curves.
- Apply the definite integral to volumes, including cross sections
- Solve a variety of problems using transcendental functions.
- Apply techniques of integration.
- Determine areas bounded by curves expressed in polar form.
- Evaluate improper integrals.
- Apply the concepts of sequences and series.

M4020 AP Statistics

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: FST or Honors Algebra II. Graphing calculators are required.

This course is designed to provide the student with the necessary tools to apply and to understand the fundamental concepts that underline decisions reached by descriptive and/or inferential statistical procedures. The course content will be closely articulated with an emphasis on applications drawn from economical, educational, psychological, and scientific areas. Major

topics include probability, probability distributions, measures of central tendency, variation sampling theory and distributions, linear regression, non-parametric tests and Analysis of Variance. The curriculum follows the outline from the College Board. In order to demonstrate mastery and receive credit for this course the student will:

- Calculate measures of central tendency from grouped and ungrouped data.
- Calculate measures of variability from grouped and ungrouped data.
- Apply fundamental laws governing probabilities and probability distribution, (binomial, normal chi-Square, etc.)
- Construct confidence intervals and tests of significance.
- Apply appropriate statistical inference Procedures (hypothesis testing) using large and small size.
- Discuss and apply example theories and techniques.
- Use computer software to perform statistical calculations and graphing
- Construct and read a frequency polygon, cumulative frequency polygon, and a histogram

Recommended Guidelines for Scheduling Music/Performing Arts Department

1. All Grade 9 students who want to study Vocal Music should be enrolled in chorus classes. Only students who have been approved and auditioned by the vocal music teacher may be scheduled for Select Choir classes.
2. All grade 9 band students should be enrolled in Concert Band I (N001). Students who have successfully made the All-South Jersey Band will be moved to Concert Band II by the director. Additional placements can be made with music faculty approval. All band students will be evaluated for future band placements through the department evaluations each January.
3. Several elective Performing Arts classes at the advanced level may be re-taken for credit with departmental and teacher approval. These include: Advanced Dance, Advanced Guitar, Advanced Strings, and Advanced Keyboard.

Music & Performing Arts

Core Curriculum Content Standards: Arts Education in the 21st Century

- 1.1 **The Creative Process:** All students will demonstrate an understanding of the elements and principals that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 **History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 **Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, theatre, and visual art.
- 1.4 **Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

MUSIC

Standard Music Courses

N1010 Concert Band I (beginner)
N1020 Symphonic (intermediate)
N1030 Wind Symphony (Advanced Band)
N1040 Music Theory
N1050 Orchestra
N1170 Beginning Guitar
N1190 Advanced Guitar
N1270 Beginning Keyboard (Fall)
N1280 Intermediate Keyboard (Spring)
N1845 Concert Choir
N1490 Beginning Strings
N1580 Intermediate Strings (Fall)
N1590 Intermediate Strings (Spring)
N1600 Advanced Strings

Advanced Placement

N4000 AP Advanced Music Theory (*Offered every other year*)

Gifted & Talented Music Courses (*See Note on Graduation Requirements*)

G1190 G/T Select Guitar
G1280 G/T Advanced Keyboards (Spring)
G1010 G/T Select Concert Band I (Beginner)
G1020 G/T Select Symphonic Band (Intermediate)
G1030 G/T Wind Symphony (Advanced Band)
G1845 G/T Chamber Choir
G1600 G/T Select Strings Music

MUSIC DEPARTMENT

N1010 Concert Band

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

(High School Entry Level Band)

The Concert Band I is an entry level band for Brass, Woodwind and Percussion players. Students should have a minimum of two years of instrumental lessons to participate.

Pre-requisite: 8th grade band or Instructor approval

There are no audition requirements and the student does not have to be a member of the Marching band to enjoy this course. The course places emphasis upon the further development of an individual's musical skills and the ability to perform as part of a musical unit. The band will continue to work on individual and ensemble musical and technical skills. It will explore a wide variety of musical styles from holiday and pop selections to historical themes and basic concert band literature.

Proficiencies for this class include:

- All major scales
- Chromatic Scale- slurred evenly (8th's – I=80)
- Correct playing posture
- Demonstrate the ability to watch conductor
- Demonstrate the ability to play with dynamic contrast
- Proper care and maintenance of instrument
- Set-up / warm-up and pack-up expectations
- Proper rehearsal etiquette and behavior

N1020 Symphonic (Intermediate Band)

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Concert Band or All-South Jersey Junior High

The Concert Band II is an intermediate level band Brass, Woodwind, and Percussion players. Each section of the ensemble will maintain a balanced instrumentation. All students must have fulfilled one full year as a musician in Concert Band I, and selection for the Concert Band II is by audition only. Participation in All-South Jersey Junior High Band will serve as audition placement into Concert Band II for incoming freshmen.

Proficiencies for this class include:

- Grand Master Scale (1 oct)
- Chromatic Scale (16th's – I=60)
- All major and minor scales & arpeggios (1 oct)
- Circle of 4th's/ Understanding of key relationships
- Demonstrate greater dynamic contrast
- Demonstrate greater tone production and tuning abilities
- Improvement of sight reading skills

- Ability to respond to conductor's gestures expected

N1030 Wind Symphony (Advanced Band)

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

The Wind Ensemble is an advanced level band for Brass, Woodwind and Percussion players. The ensemble is filled to exact instrumentation set forth by the NJ All-State Band. All students must have fulfilled one year as a musician in the Concert Band. Selection for the Wind Ensemble is by audition.

Proficiencies for this class include:

- Grand Master Scale (2 oct)
- Chromatic Scale (16th's – I=20)
- All major and minor scales & arpeggios (2 oct)
- Circle of 4th's/ Understanding of key relationships
- Ability to play scale studies in ALL KEYS
- Ability to demonstrate a high degree of skill in dynamic contrast, tone production, tuning ability and sight reading
- Sight read large quantity of Band Repertoire
- Sight read in concert

N1040 Music Theory

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Recommended that the student play a musical instrument.

This course deals with the technical aspects of musical composition. Emphasis is on knowledge of keys, scales, chords, rhythms, basic melody, writing, harmony, arranging, and transcription. Class size may be limited due to keyboard lab and computer labs as well as instrument availability.

In order to demonstrate mastery and receive credit for this course, the student will:

- Display a basic knowledge of keys and time signatures.
- Demonstrate the ability to create an original, simple piece of music.
- Write a four-part harmony given melody.
- Recognize the melodic, harmonic, rhythmic, textural and timbre components of music.
- Demonstrate an insight into the structure of various types of music.
- Describe the various historical periods of music and list composers within those periods.
- Identify various musical selections.
- Identify individual musical instruments in a composition

This course will be offered every other year. It will run in SY 2012-2013. Music Students should plan their schedules accordingly.

N1050 Orchestra**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11, 12**

The Orchestra course is designed for String (Violin, Viola, Cello, and Bass) Players of all levels. This course is designed for students beyond the beginning level. Group instruction will be arranged within a classroom setting and places emphasis upon the further development of individual and ensemble musical and technical skills. Students will play selections from a wide variety of orchestra repertoire.

N1170 Beginning Guitar**Course Length: Year Credits: 5.0****Grade Level: 10, 11, 12**

This course is designed for any student who has wanted to play the guitar but has had little or no formal instruction on the instrument. If the student does not own a guitar; recommendations will be made as to purchasing or renting a guitar as one will not be furnished by the music department.

In order to demonstrate mastery and receive credit for this course, the student will:

- Play the guitar at a beginner's level or beyond, based on prior background.
- Know the basics of musical notation as required by the method books selected for the student and the instrument.
- Demonstrate musicianship.
- Explore the development of electronics and music software.

N1190 Advanced Guitar**Course Length: Year Credits: 5.0****Grade Level: 10, 11, 12****Pre-requisite: Audition and/or Instructor Approval**

This course is a continuation of instruction on the guitar. In order to demonstrate mastery and receive credit for this course, the student will:

- Improve guitar technique by studying and playing scales, modes, and exercises.
- Become very familiar with guitar repertoire by studying a variety of guitar music from the Masters.
 - Show the ability to play guitar using good musicianship by playing solos and ensemble music, using correct rhythm, notes, expression, phrasing, dynamics and techniques.
- Demonstrate individual improvement by performing in solo/ensemble and recital/concerts.

N1270 Beginning Keyboards (Fall)
Course Length: Semester Credits: 2.5
Grade Level: 10, 11, 12

This course is designed for all those students who have wanted to play a keyboard instrument (piano/keyboard/synthesizer) **but have had no formal instruction on the instrument. If student has formal instruction he/she must audition for placement.**

In order to demonstrate mastery and receive credit for this course, the student will:

- Play keyboard pieces using basic beginner chords and melodies with hands together, reading and following the music.
- Know the basics of musical notation as required by the method books selected for the student and the instrument. (John Brimhall adult piano book I and II)
- Demonstrate good musicianship performing pieces with good rhythm, accurate notes and correct fingering.

N1280 Intermediate Keyboards (Spring)
Course Length: Semester Credits: 2.5
Grade Level: 10, 11, 12
Pre-requisite: Beginning Keyboards or Instructor Approval

This course is designed for those students who want to continue their study of keyboard instruments (piano/keyboard/synthesizer). This course may be repeated for credit with the approval of the teacher and the department supervisor. It is recommended to be taken second semester of the same school year after completion of beginning keyboards.

In order to demonstrate mastery and receive credit for this course, the student will:

- Play keyboard pieces using a greater variety of chords, scales and melodies with hands together, reading and following the music.
- Expand their understanding of musical notation as required by the method books selected for the student and the instrument. (John Brimhall adult piano book I and II)
- Demonstrate good musicianship performing pieces with good rhythm, accurate notes and correct fingering.

N1845 Concert Choir
Course Length: Year Credits: 5.0
Grade Level: 9, 10, 11, 12
No audition required, just commitment.

Concert Choir is a vocal performance class designed to improve the student's vocal and choral techniques. Traditional choral music of various styles and periods will be learned and sung. This is a "living history" class where students study and perform both traditional and contemporary choral music of different countries, cultures, time periods and styles. This course

of study will include unit lunch, after school rehearsals and night concerts (usually December, March, and May), performances at Malls, Middle Schools, Community Holiday Activities and Fund Raisers. Credit is based mainly on class participation and performances. Students will be responsible for singing his/her voice part, and blending with others in 3-8 part harmony.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate knowledge of music theory and music terms needed to sing and read their choral music.
- Sing in 3-8 part harmony.
- Sing in polished performances using good musicianship, tone quality, with good pitch, expression, diction, dynamics and blending with others in the group.
- Sing in various styles and time periods.
- Have opportunities to audition and participate in South Jersey and Allstate Chorus.

N1490 Beginning Strings

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is designed for any student who has wanted to play a string instrument (Violin, Viola, Cello, and Bass) but has had little or no formal instruction in the instrument. If the student does not own an instrument, recommendations will be made as to purchasing or renting the instrument as one will not be furnished by the music department.

In order to demonstrate mastery and receive credit for this course, the student will:

- Play at a beginner's level or beyond, based on prior background.
- Know the basics of musical notation as required by the method books selected for the student and the instrument.
- Demonstrate musicianship.

N1580 Intermediate String Music (Violin, Viola, Cello, and Bass) Fall Semester

N1590 Intermediate String Music (Violin, Viola, Cello, and Bass) Spring Semester

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

Pre-requisite: Instructor Approval

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate the ability to play the instrument of his/her choosing commensurate to his/her years and level of musical development.
- Play the instrument as a solo instrument, utilizing music literature designed for the instrument and chosen by the instructor as a major project.
- Demonstrate individual improvement by performing in solo/ensemble and recital/concerts.

N1600 Advanced Strings

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is a continuation of Violin, Viola, Cello, and Bass. It may be repeated for credit with approval of the teacher and the departmental supervisor.

In order to demonstrate mastery and receive credit for this course, the student will:

- Improve technique on instrument by studying and playing scales, modes, and exercises.
- Become very familiar with string repertoire by studying a variety of orchestral music from the masters.
- Show the ability to play his/her instrument using good musicianship by playing solos and ensemble music, using correct rhythm, notes, expression, phrasing, dynamics, and techniques.
- Demonstrate individual improvement by performing in solo/ensemble and recital/concerts.

N4000 AP Music Theory

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Music Theory or Instructor Approval

All examination fees are the responsibility of the student.

The Advanced Placement Music Theory course is the equivalent of a first year music theory course in college. Successfully completing the course and passing the AP Music Theory Test can lead to the granting of college credits and/or placement in more advanced college music theory sections. In some cases successful passing of the AP Music Theory Test may count as credits for college Humanities requirements. The Advanced Placement Music Course will emphasize both aural and analytical skills. Students will be taught to transcribe musical sounds into notation and to use proper theoretical terminology in describing various musical processes and structures. The AP music Theory Examination consists of both multiple choice and free-response questions. It is highly recommended that the student taking this course has successfully completed one year of music theory or be recommended by the instructor. Students must take the AP Music Theory exam at the end of the year.

Students will use computers for arranging and composition as well as a heavy emphasis on keyboard training and various instrument brass, woodwind, string and percussion experiences. Class size may be limited due to equipment availability.

This course will be offered every other year. It will not run in SY 2012-2013. Music Students should plan their schedules accordingly.

G1190 G/T Select Guitar**Course Length: Year Credits: 5.0****Grade Level: 10, 11, 12****Pre-requisite: Audition and/or Instructor Approval****CLASS SIZE LIMIT 15**

The student identified with special guitar music talent may continue to explore music performance through and individualize program of studies.

In order to demonstrate mastery and receive credit for this course, the student will:

- Work in class on an independent basis.
- Meet the course proficiencies based upon the student's placement in the music program.
- Produce work at a level of achievement mutually agreed upon by the student and his/her mentor/instructor.
- Demonstrate individual improvement by performing in a solo/ensemble "in school" recital.

G1280 G/T Advanced Keyboards (Spring)**Course Length: Semester Credits: 2.5****Grade Level: 10, 11, 12****Pre-requisite: Instructor Approval scheduled by arrangement.****CLASS SIZE MAY BE LIMITED TO EQUIPMENT AVAILABILITY**

This course is a continuation of instruction on the keyboard instruments (piano/keyboard/synthesizer).

In order to demonstrate mastery and receive credit for this course, the student will:

- Improve piano technique by studying and playing scales and exercises.
- Become familiar with piano repertoire by studying a variety of piano music from the Masters (Bach, Beethoven...) to contemporary musicians.
- Ability to play piano using good musicianship by playing solos and duets using correct rhythm, notes, expression, Phrasing, dynamics and technique.
- Demonstrate individual improvement by performing a solo and/or duet in an "in school" recital.
- Use John Brimhall's book II and III, Denes Agay's method books A, B, C and other supplemental piano pieces of the masters (Bach, Beethoven, Haydn, Mozart...)

G1010 G/T Select Concert Band I (Beginner)**Course Length: Year Credits: 5.0****Grade Level: 10, 11, 12 (GT Level credit is available for Concert Band I Students).****Pre-requisite: Audition and Departmental Approval and Teacher recommendation**

In order to demonstrate mastery and receive credit for this course, the student will demonstrate the ability to fulfill all of the proficiencies for Concert Band I and the additional requirements.

G1020 G/T Select Symphonic Band (Intermediate)

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Audition and Departmental Approval and Teacher recommendation

GT level credit is available for Concert Band II students by fulfilling the additional requirements and demonstrates mastery for this course.

G1025 G/T Wind Symphony (Advanced Band)

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Audition and Departmental Approval and Teacher recommendation

GT Level Credit for Wind Ensemble / Advanced Band students is available by fulfilling the additional requirements.

G1600 G/T Select Strings

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

**Pre-requisite: Audition and/or Instructor Approval
And/or Instructor and Departmental Approval**

The student identified with special Strings music talent may continue to explore music performance through an individualize program of studies.

In order to demonstrate mastery and receive credit for this course, the student will:

- Work in class on an independent basis.
- Meet the course proficiencies based upon the student's placement in the music program.
- Produce work at a level of achievement mutually agreed upon by the student and his/her mentor/instructor.
- Demonstrate individual improvement by performing in a solo/ensemble "in school" recital.
- Have opportunities to audition and participate in the South Jersey & Allstate Chorus.

G1845 G/T Chamber Choir

Course Length: Year Credits 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Audition with Instructor Approval

Chamber Choir is a select vocal performance Choral class designed to improve the student's vocal and choral techniques. Traditional choral music of various styles and periods will be learned and sung. This is a "living history" class where students study and perform both traditional and contemporary choral music of different countries, cultures, time periods and styles. This advanced course of study does include unit lunch and after school rehearsals as well as night concerts (usually December, March, and May), performances at Malls, Middle Schools,

Community Holiday Activities and fund raisers. Credit is based mainly on class participation, rehearsal attendance, and performances. Students will be responsible for singing his/her voice part, and blending with others in 3 – 8 part harmony.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate knowledge of music theory and music terms needed to sing and read their choral music.
- Sing in 3-8 part harmony.
- Sing in polished performances using good musicianship, tone quality, with good pitch, expression, diction, dynamics and blending with others in the group.
- Sing in various styles and time periods.
- Must learn the music/scales and audition for South Jersey Chorus and Allstate Chorus.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate knowledge of music theory and music terms needed to sing and read their choral music.
- Sing in 3-8 part harmony.
- Sing in polished performances using good musicianship, tone quality, with good pitch, expression, diction, dynamics and blending with the others in the group.
- Sing in various styles & time periods.

Have opportunities to audition and participate in the South Jersey & Allstate Chorus

PERFORMING ARTS

Standard Dance Courses

D1010 Introduction to Dance (Fall/Spring)

D1020 Intermediate Dance (Fall/Spring)

D1030 Advanced Dance (Fall/Spring)

Gifted & Talented Dance Courses *(SEE NOTE ON GRADUATION REQUIREMENTS)*

G1030 G/T Advanced Dance (Fall/Spring)

Standard Performing Arts Courses

D1500 Introduction to Theater/Production (Fall/Spring)

D1509 Musical Theatre and Dance I (Fall/Spring)

D1510 Musical Theatre and Dance II (Fall/Spring)

D1520 Producing & Performance (Fall/Spring)

D1530 Competitive Speech & Drama

D1540 Acting through the Ages (History of Theatre) (Fall/Spring)

D1550 Improvisation for the Stage

D1560 Acting I: Foundations

D1570 Acting II: Scene Study

Gifted & Talented Performing Arts Courses

(SEE NOTE ON GRADUATION REQUIREMENTS)

G1510 G/T Musical Theatre and Dance (Fall)

G1570 G/T Acting: Advanced Scene Study

G1580 G/T Directing for the Stage

PERFORMING ARTS

D1010 Introduction to Dance

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is designed for any student interested in the art of dance but who has had little or no experience in dance.

In order to demonstrate mastery and receive credit for this course, the student will:

- Perform dance movements at a beginner's level or beyond, based on prior dance experience.
- Know basic dance vocabulary in the specific dance forms covered.
- Learn basic choreographic forms used to design and create a dance piece.
- Demonstrate individual improvement by performing in solo/ensemble "in school" showcases.

D1020 Intermediate Dance

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

Pre-requisites: Introduction to Dance or Instructor approval

This course is for students who have acquired an intermediate dance status. Students in this course will develop an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in the art of dance. This course may be repeated for credit with the approval of the teacher and the department supervisor.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate originality, technical skill, and artistic expression in the creation, production and performance of dance.
- Students will enhance their ability to evaluate and interpret works of art orally and in writing, using appropriate terminology.
- Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events.
- Create works of art that communicate personal opinions, thoughts, and ideas.
- Identify, plan, and provide solutions to design problems of space, structures, objects, sound and/or events in a public or private environments.
- Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.
- Demonstrate individual improvement by performing in solo/ensemble "in school" performance(s).

D1030 Advanced Dance / G1030 G/T Advanced Dance

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Intermediate Dance or Instructor Approval

D1030 is for students who have acquired an advanced dance status as determined by the dance teacher. It may be repeated for credit with approval of the teacher and the departmental supervisor. Enrollment in **G1030** requires dance teacher recommendation.

D1500 Introduction to Theater/Production

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

This is a beginning course for all teenagers who want to investigate the world of theatre arts. The course is a fun and active experience which keeps you on your feet! The students will explore exciting and challenging ways in which a theatre company works together toward common creative goals.

Theatre games, pantomime, technical design and improvisational work will be highlighted to keep the course fast paced and interesting. The second marking period will be performance oriented. Performance in front of a live audience is not required.

In order to demonstrate mastery and receive credit for this course, the student will:

- Give and take directions and body positions using appropriate terminology
- Observe and critique a variety of performance forms
- Provide various sorts of original scripts to aid in organizing their rehearsal time
- Use imagination in small groups with written and improvised scripts
- Begin to acquire characterization skills and environmental decisions that prepare them for the next level of theatre arts

D1509 Musical Theatre and Dance I

Course Length: Semester Credits 2.5

Grade Level: 9,10,11,12

This course, offered both fall and spring is designed to introduce beginning dance and performance students to the requirements and considerations of combining acting and dancing in musical theatre (singing is optional). Scenes and dance numbers from Broadway musicals chosen by the students in the class will be staged and performed, resulting in a **Musical Review**. **There will be many activities and opportunities during the semester for the students to perform in front of small audiences.**

D1510 Musical Theatre and Dance II**Course Length: Semester Credits 2.5****Grade Level: 9,10,11,12****Pre-requisite: Musical Theatre and Dance I or approval of the instructors**

This course offered both fall and spring is designed to continue introducing dance and performance students to the requirements and considerations of combining acting and dancing in musical theatre (**singing is optional**). Scenes and dance numbers from Broadway musicals chosen by the students in the class will be staged and performed. Also they will **perform a 90 minute production of a Broadway Musical** of their choice for the middle- school students. They will also have opportunities to perform for small audiences

G1510 GT Musical Theatre and Dance**Course Length: Semester Credits 2.5****Grade level 10, 11, 12****Pre-requisite: Musical Theatre and Dance II or approval of the instructors**

Advanced dance and acting students can receive GT credit with approval of instructors. Their responsibilities would include: completing choreography, blocking and staging musical scenes. Scenes and dance numbers from Broadway musicals chosen by the students in the class will be staged and performed, resulting in a Musical Review in the fall and in the spring, a 90 minute production of a Broadway Musical of their choice for the middle- school students. They will have opportunities to perform for small audiences this class may be repeated with permission and approval of the instructors. This class may be repeated with permission and approval of the instructors.

D1520 Producing & Performance**Course Length: Semester Credits: 2.5****Grade Level: 9, 10, 11, 12**

This is a one semester course offered in the spring and designed for the students to perform in a play as well as produce the play. This class will be responsible for choreography and stage management, as well as all performance aspects.

In order to demonstrate mastery and receive credit for this course, the student will:

- Read and Audition for parts
- Design and complete set plans.
- Understand the elements of producing a play.
- Evaluate and critique video-taped rehearsals.
- Perform in or Assist in producing a Musical.

D1530 Competitive Speech and Drama**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11, 12**

Using the rules of the official New Jersey speech and drama league, this class is designed to prepare students for the very competitive world of speech and drama. The course will also be very helpful for students planning to public speak or audition for stage or screen. There are twelve or more skills to be covered toward highly competitive events such as dramatic pairs, comic monologue, improvisational pairs, persuasive speaking, etc. (for a full look at all events, go to NJDFL.org) A secondary benefit of this course is the satisfaction of belonging to a team of others who share the same goals of excellence in communications. Interscholastic tournaments (not a requirement for this course) will take place throughout the school year, in case students wish to take their talents “on the road”!

In order to demonstrate mastery and receive credit for this course, the student will:

- Build a repertoire of public speaking and dramatic skills to use both now and in the future
- Use critical listening skills to critique and prepare powerful persuasive or impromptu speeches
- Organize and apply improvisational skills and method acting in dramatic pieces
- (optional) Investigate, experience and participate in interscholastic competitive events that emphasize excellence in public speaking and dramatic arts

D1540 Acting through the Ages (History of Theatre)**Course Length: Semester Credits: 2.5****Grade Level: 9, 10, 11, 12**

This is a semester course designed for the student who is interested in a step-by-step guide to Theatre History. Beginning with Ancient Greek Theatre, students will be exposed to a timeline of cultural, political and social influences on the world of theatre. Along with the overview of practices and titles, the class will stop and explore a script from each era through reading and performance.

In order to receive credit for this course the student must be able to:

- Identify world theater era through a series of famous pictures of stages, structures and people
- Demonstrate knowledge of each era through appropriate terminology
- Refer to representative scripts and playwrights from each era of Theater History
- Write papers and journal entries contrasting theater practices then and now
- Read scripts that represent each era and play at performing characters from these scripts

D1550 Improvisation for the Stage**Course Length: Year Credits: 5.0****Grade Level: 10, 11, 12**

This is a one semester course on Improvisational Technique. Using a combination of skills from noted theorists and professionals in the business, such as Viola Spolin, Jerzy Grotowski, Richard Schechner and Lee Strasberg, students will grow in their independent/ group ability to create and spontaneously express stage business, think on their feet and overcome stage fright. The class will be set up as an intensive workshop with maximum group interaction. (Sample units include: Warm-ups and The Three Rules; Status Situations; Using Improvisation inside a scripted scene; Open/ Closed Dialogue, etc.)

- Develop introductions to scenes that thoroughly introduce character traits, both internal and external
- Collaborate on interesting and exciting stories that make successful plots onstage
- Reinforce all aspects of storytelling that make excellent audience responses
- Reinforce theory and practice from a variety of practitioners for warming up and for perform

D1560 Acting I (Foundations)**Course Length: Year Credits: 5.0****Grade Level: 10, 11, 12**

This “hands-on” course is an important step up from introductory drama classes. The class focuses on truthful performance choices using modern and classical scripts. Students grow to understand that acting uses much of their own personal life experiences. Daily warm-ups and professional exercises get students ready for trying new monologues, scenes and ensemble presentations.

In order to demonstrate mastery and receive credit for this course the student will:

- Participate by creating individually and with others
- Invent and research many types of theatrical elements to produce successful theatrical works
- Enhance their criteria and vocabulary for evaluating the quality of their own work and the work of others
- Investigate, experience and participate in theatrical activities representing various historical
- Periods and world cultures

D1570 Acting II (Scene Study)**Course Length: Year Credits: 5.0****Grade Level: 11, 12****Pre-requisite: Acting I (Foundations)**

Acting II will build upon skills learned in Acting I. The students will participate in a multitude of theatrical projects. These experiences will include a social drama unit; characterization work and further ensemble play. Technique work will incorporate practices of such noted teachers as Sanford Meisner, Viola Spolin, Michael Chekhov among others.

In order to demonstrate mastery and receive credit for this course, the student will:

- Communicate about the aesthetic qualities of theatre through oral and written analysis using appropriate technical and evaluative terms
- Create, produce, or perform works of theatre, individually and with others
- Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of theatre arts
- Offer constructive critique in the evaluation of their own and other's work
- Understand and demonstrate knowledge of how various artists and cultural resources
- Preserve our cultural heritage and influence contemporary arts
- Interpret the meanings expressed in works of theatre art

G1570 G/T Acting (Advanced Scene Study)**Course Length: Year Credits: 5.0****Grade Level: 11, 12**

Pre-requisite: Acting I & II D1560 or D1570. Students who have not taken these classes may still be recommended for this GT course. Enrollment in G1570 requires instructor approval.

The students will continue building knowledge and skills in theatrical arts that contribute to aesthetic awareness and enhance these abilities in performance and production. They will grapple with theatre works from different artistic styles/genres or a variety of historical/ social eras. They will become acquainted with acting methods from such as noted professionals as Sanford Meisner or Stella Adler and be leaders in choosing and creating independent projects. The GT students will be responsible for various teaching projects. At times, we will also develop programs to take to the sending districts.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an understanding of different artistic styles, trends and movements in theatre arts
- Demonstrate originality and artistic expression in the creation, production and performance of drama
- Invent technology based programs to promote peer understanding of the world of theatre

- Evaluate and interpret works of theatre orally and in writing, using appropriate terminology
- Create works of art that communicate personal opinions and ideas
- Give and take knowledge of how artists and artistic works connect with political, social, cultural and historical events

G1580 G/T Directing for the Stage

Course Length: Year Credit: 5.0

Grade Level: 11, 12

Pre-requisite: Theatre Workshop I and/or II

Having utilized their skills in the area of performing arts, the student will now focus on a very specific theatrical skill: Directing. Semester one will emphasize skills for success in student directing a staged performance. Semester two will emphasize practical work with a team of actors toward a successful production. Students will have hands on experience in choosing a play, casting a group of peers and directing a one-act play that will premiere in the late spring at Mainland Regional High School.

In order to demonstrate mastery and receive credit for this course, the student will:

- Evaluate and interpret works of theatrical art orally and in writing, using appropriate terminology
- Understand the collaborative nature of theater and employ all aspects of theatrical production to a live presentation.

Physical Education

Physical Education

Course Length: Year

Credits combined with Health – Credits: 5.0

Grade Level: 9, 10, 11, 12

All students will receive three marking periods of Physical Education and one marking period of Health Education. Driver Education is offered in 10th grade.

Comprehensive Health and Physical Education List of Standards

1. All students will learn health promotion, disease prevention concepts and health enhancing behaviors.
2. All students will learn health-enhancing personal, interpersonal, and life skills.
3. All students will learn the physical, mental, emotional and social effects of the use and abuse of alcohol, tobacco, and other drugs.
4. All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.
5. All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.
6. All students will learn and apply health-related fitness concepts.

Freshman Curriculum		Sophomore Curriculum		Junior/Senior Curriculum	
Health 9 Aquatics 1		Driver Education Aquatics 2		Health 11/12	
Indoor Activities	Outdoor Activities	Indoor Activities	Outdoor Activities	Indoor Activities	Outdoor Activities
Weight Training, Team Cardio – Games, (basketball, hockey, indoor soccer, team handball, badminton basics, volleyball, fitness concepts, basic swimming skills and games)	Cardio concepts- Team fitness games, cross training, Team initiatives, Tennis basics- forehand, backhand, serve, Cradle rock – low elements, Co-op Games, Lacrosse Fundamentals, Fitness concepts	Fitness concepts- body sculpting, weight training, yoga, Team fitness games. Volleyball basics, Pickleball basics, Aquatic games, skills and fitness activities	Golf concepts, Tennis basics 2 – review forehand, backhand, serve & and volley, overhead, singles/doubles strategy, scoring and games, archery, Fitness concepts	Volleyball, Team Cardio Games, Badminton, Weight Training, Pickleball, Team Cardio. Games – basketball, hockey indoor soccer, Fitness – body sculpting, yoga, Tai Bo, super abs, dance (aerobics, step, Pilates.	Fall: Cradle rock, Team Initiatives, Golf, Archery, Orienteering, Ultimate Frisbee, Flag Football, Softball, Fitness Unit (weight training etc.) Spring: Tennis, Lacrosse, Beach Volleyball, Cradle rock, Cross Training, (power walk, jogging, weight training etc.) Badminton, Pickle ball.

In order to demonstrate mastery and receive credit for Physical Education, the student will:

- Understand rules & Regulations of Activities
- Be prepared with proper attire for Physical Education
- Participate in all activities
- Display positive sportsmanship, based on attitude and cooperation. Recognize the value of leisure time activity.
- Demonstrate a regard for the safety and well-being of all participants. Understand one's own abilities in any activity.
- Respect all levels of abilities in all areas.
- Swimming will be required for all 9th and 10th grade students.

HEALTH

Health Education students will receive one marking period of Health Education or Driver Education (10th grade). Descriptions of the four Health requirements are as follows:

P0010 Health 1

Course Length: Quarter

Grade Level: 9

This course will include mental health, sexuality, alcohol and drug use. Topics such as the anatomy of the male and female reproductive systems, the birth cycle, birth process and family planning will be covered. Also, the facts on alcohol, tobacco, and narcotics will be discussed.

In order to demonstrate mastery and receive credit for this course, the student will:

- Define mental health and its effects on physical health.
- Identify and describe social problems of alcohol, tobacco, and controlled dangerous substances and their treatments.
- Identify and discuss the reproductive system and sexually transmitted diseases.
- Discuss the purpose of family planning and the importance of sexual morality in society.

P0020 Health 2 (Driver's Education Theory)

Course Length: Quarter

Grade Level: 10

This course is designed to prepare the student for the written portion of the NJ State Driving Test. The state's regulations, traffic laws, basic and defensive driving, safety and various driving emergencies will be discussed. Students will receive instruction on how to obtain a driver's permit, a license and car registration. The State Drivers Examination will be administered to the students that fulfill the required 30 hours of class instruction at the end of the course.

In order to demonstrate mastery and receive credit for this course, the student will receive instruction how to obtain a driver's permit, a license and car registration. In addition, procedures for securing insurance and familiarization with the inspection station will be provided.

- Prepare for civic and personal responsibilities in the motorized world.

- Develop the proper attitude for driving.
- Be aware of and develop the proper driving skills.
- Recognize the necessity of developing self-confidence in order to drive in traffic.

P0030 Health 3

Course Length: Quarter

Grade Level: 11

This course will emphasize all areas of nutrition, stress, emotional health, wellness, drug & alcohol education, eating disorders and current events.

In order to demonstrate mastery and receive credit for this course, the student will:

- Use of rubrics and other assessment tools to understand current nutrition issues.
- Demonstrate an understanding of eating disorders.
- Demonstrate an understanding of what cancer is what its treatments are and how it can be prevented.
- Identify and describe problems associated with alcohol, tobacco and other dangerous substances.
- Develop a Plan for lifelong wellness.

P0040 Health 4

Course Length: Quarter

Grade Level: 12

This course will review and extend units on physical fitness, stress, stress management, nutrition and diet, alcohol, drugs, and family life education. In addition, communicable diseases, current major health problems, and death and dying, aging and bereavement will be discussed.

In order to demonstrate mastery and receive credit for this course, the student will:

- Understand stress and stress management techniques.
- Understand the various types of mental health problems and their treatment.
- Become aware of the opportunities available for various health careers.
- Understand the social ramifications of teenage pregnancy.
- Understand marriage and social issues of family living.
- Understand environmental health issues.
- Recognize child abuse.
- Discuss health situations mankind will face in the future.
- Understand current issues such as HIV/Aids, STD's and its issues regarding teenage sexuality

Practical Arts

21st Century Life Skills

(Applied Technology Life Skills; Computer Assisted Drafting and Design (CADD), Television Production, Technology Education & Family and Consumer Science)

The courses listed in this section satisfy the condition of the NJ High School Graduation requirement for the 21st Century Life Skills (Practical Arts/Technology).

I1000 Basic Wood Working (Fall & Spring)

I1100 Wood Working

I1150 Advanced Wood Working

I1010 Design and Technical Presentation (Fall)

I1020 Advanced Design and Technical Presentation (Spring)

I1030 Engineering Design and Technical Presentation (Fall)

I1040 Advanced Engineering Design and Technical Presentation (Spring)

I1050 Introduction to Architectural Design (Fall & Spring)

I1200 Architectural Design

I1250 Advanced Architectural Design

***I2100 Honors Advanced Computer Aided Design and Drafting**

V1000 Media Production

***V4000 Honors Broadcast Production**

R1000 Living On Your Own (Semester)

R1010 Cooking On Your Own (Semester)

R1020 Foods

R1030 Advanced Foods

R1040 Child Care & Development (Semester)

R1070 Housing & Interior Design (Semester)

R1250 Cake Decorating & Candy Making (Semester)

***Honors Courses**

****Additional Practical Art Courses for graduation requirements include Business and certain Computer Education courses.**

Technology Education

I1000 Basic Wood Working

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

The student will acquire a working knowledge of wood working tools and materials. Emphasis will be placed on shop safety, hand tool operations, basic machine tool operations, basic joining procedures and wood finishing techniques. Fabrication and assembly of projects selected by the instructor will be the primary activity.

In order to demonstrate mastery and receive credit for this course, the student will:

- Display a working knowledge of shop safety rules and procedures
- Develop student responsibility and proper shop conduct.
- Develop a working knowledge of the care of machines.
- Develop a working knowledge for the ability to use machines.
- Identify the classification, characteristics, and species of wood.
- Construct various wood working joints.
- Develop a working knowledge of the various techniques and procedures for finishing wood projects.
- Develop a working knowledge of the proper care of materials.

I1100 Wood Working

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

The student will acquire a working knowledge of wood working tools and materials. Emphasis is placed on hand tool operations, basic joining, shop safety, and the use and care of the basic wood working machines. Design, layout, fabrication, and assembly of projects selected by students are the primary activity.

In order to demonstrate mastery and receive credit for this course, the student will:

- Display a working knowledge of shop safety rules and procedures.
- Develop student responsibility and proper shop conduct.
- Display a working knowledge for the proper selection and operation of wood working tools.
- Develop a working knowledge of the care of machines.
- Develop a working knowledge for the ability to use woodworking machines.
- Develop the ability to design projects.
- Develop the ability to plan properly and accurately estimate materials needed.
- Develop a working knowledge of various technique and procedures used in finishing wood projects.
- Develop a working knowledge of the proper care of materials.

I1150 Advanced Wood Working

Course Length: Year Credits: 5.0

Grade Levels: 11, 12

Pre-requisite: Wood Working and Teacher Approval

Advanced Wood Shop is for the serious student interested in reinforcing and expanding his/her wood working knowledge and abilities. Emphasis will be placed on creativity and professional quality results accomplished through the use of basic wood working machines, sophisticated project design, knowledge of industrial processes, and various finishing techniques. Student achievement in this course will be evaluated by daily performance, projects, quizzes and one final marking period test.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate the minimum proficiencies of the basic wood shop course.
- Demonstrate the use of various wood working machines.
- Develop a drawing for each project.
- Apply advanced wood working skills in the construction of projects.
- Demonstrate a working knowledge of advanced fastening techniques & joint design.
- Demonstrate proper finishing technique.
- Display a working knowledge of furniture design.
- Work on an individual basis for extended period of time.
- Demonstrate sensitivity for design principles.
- Demonstrate the proper safe use of general wood working power tools.
- Demonstrate the ability to solve problems and think independently.
- Identify, design and fabricate a project for school use.

CADD COURSES

The following table shows the listing of CADD courses available, the focus of each group, and the order in which they should be taken.

Engineering	Architecture	General CADD
Engineering Design and Technical Presentation (Semester Course)	Introduction to Architectural Design (Semester Course) or Architectural Design (Full year Course)	Design and Technical Presentation (Semester Course)
Advanced Engineering Design and Technical Presentation (Semester Course)	Advanced Architectural Design (Full Year Course)	Advanced Design and Technical Presentation (Semester Course)
Advanced Computer Aided Design and Drafting (Full Year Course)		

I1010 Design and Technical Presentation

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

Design and Technical Presentation is a course, which will utilize Computer Aided Design to teach the student the means of translating design ideas into sketches, orthographic projections, pictorial renderings, models, mock-ups, and prototypes. Students are instructed in basic drawing techniques as well as the use of the design/problem solving loop. The students enrolled in this course utilize basic computer aided drafting skills to develop renderings, geometric constructions and models of design ideas. Basic instruction is also given in the development of math skills necessary for design and prototype construction. Students are given design problems, which require the application of critical thinking within the context of solving design problems.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Describe in words what design and technical presentation is.
- List and describe at least five careers associated with design.
- Explain the need for sketching skills with proficiency.
- List and follow the eight-step design problem solving loop for each design activity assigned. Read the full scale to 1/16 of an inch.
- Give the correct ratio for a given size proportion.
- Construct a multi-view drawing complete with American National Standards Institute dimensional symbols and lines.
- Utilize the computer aided drafting program to design and construct specific drawing types.
- Apply critical thinking skills to all assigned design problems.

I1020 Advanced Design and Technical Presentation

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

Pre-requisite: Design and Technical Presentation

Advanced Design and Technical Presentation will build upon skills and concepts covered in the level one course as well as Computer Aided Design skills previously learned. Advanced activities will teach the student the means to translate design ideas into sketches, orthographic projections, pictorial renderings, models, mock-ups, and prototypes. In sectional views, auxiliary views, fasteners, and surface developments and intersections. The same problem solving and critical thinking skills format used in the level one course will be applied here as well.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Describe in words what design and technical presentation is.
- List and describe at least five careers associated with design.
- Explain the need for sketching skills with proficiency.
- List, define, and construct the alphabet of lines utilizing the American National Standards Institute Standards of lines.
- List and follow the eight step design problem solving loop for each design activity assigned.
- Give the correct ratio for a given proportion.
- Convert decimals to fractions of an inch.
- List and define five types of angles, triangles, six regular polygons, and five regular solids.
- Construct a multi-view drawing complete with American National Standards Institute dimensional symbols and lines.
- Apply given formulas for area, circumference, diameter, and radius of a circle.
- Construct sectional views of a given object.

I1030 Engineering Design and Technical Presentation

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

Pre-requisite: Algebra II or Concurrent

Engineering Design and Technical Presentation is a course designed for the student who desires a career in engineering. Course content will emphasize development of the student's creative talents and ability to communicate their ideas in an effective manner. Students will be taught the means to translate design ideas into sketches, orthographic projection, pictorial renderings, models, mock-ups, and prototypes. Instruction in basic drawing techniques as well as the use of the design problem solving loop will be emphasized. The students enrolled in this course utilize basic engineering drafting skills related to the development of renderings, geometric construction and models of design ideas. Students are given design problems, which require the application of critical thinking within the context of solving design problems.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Describe in their own words what engineering design and technical presentation is.
- List and describe at least five careers associated with engineering and design.
- Explain the need to be able to sketch with a good degree of proficiency.
- List, define and construct the alphabet of lines utilizing the American National Standards Institute standards of lines.
- List and follow the eight-step design problem solving loop for each design activity assigned.
- Utilized the drafting scale construct design drawings in an appropriate size for a given size paper.
- Read the full scale to 1/16 of an inch.
- Construct a multi view drawing complete with American National Standards.
- Institute dimensioning symbols and lines.
- Utilize the computer aided drafting program to design and construct specific drawing types.
- Demonstrate how to use graphics as a medium of design.

I1040 Advanced Engineering Design and Technical Presentation

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

Pre-requisite: Engineering Design & Technical Presentation

Advanced Engineering Design and Technical Presentation is a course designed to build upon the knowledge and understanding of engineering drawing learned in the level I course. Course content will emphasize development of the student's ability to design and create screws, fasteners, springs, gears, and cams. Instruction will also emphasize the use of descriptive geometry, points, lines, and planes, revolutions, intersections, and developments. Instruction on advanced drawing techniques as well as the use of the design problem solving loop will be emphasized. The students enrolled in the course will utilize engineering drafting skills related to the development of renderings, geometric constructions and models of design ideas. Students are given design problems, which require the application of critical thinking within the context of solving design problems.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Describe in words what engineering design and technical representation is.
- List and describe at least five careers associated with engineering and design.
- Explain the need to be able to sketch with a good degree of proficiency.
- List, define and construct the alphabet of lines utilizing the American National Standard Institute standards of lines.
- List and follow eight step design problem solving loop for each design activity assigned.
- Utilize the scale to construct design drawings to an appropriate size for a given size paper.
- Read the full scale to 1/16 of an inch.
- Give the correct ratio for a given proportion.
- Convert decimal measurements to fraction of an inch.
- Use all materials and equipment according to established practices and guidelines.

- Construct a multi-view drawing complete with American National Standards Institute dimensioning symbols and lines.
- Students will demonstrate an understanding of materials and processes.
- Construct a three dimensional pictorial drawing from a given object.
- Construct an auxiliary view for a given object.
- Utilize the computer aided drafting program to design and construct specific drawing types.
- Apply critical thinking skills to all assigned design problems.
- Demonstrate how to prepare drawing by computer.
- Demonstrate how to use graphics as a medium of design.

I1050 Introduction to Architectural Design

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

This course will introduce the students to the history of residential structures and dominant architectural styles in America. The students will learn basic practices associated with architectural design utilizing computer aided design software (CAD). Design terminology, architectural materials and their applications will also be learned. Instruction emphasis will be placed on the design/problem-solving loop as utilized in the design of a single-family residence. Students will also learn the techniques associated with creating/designing a floor plan, title block, plotting, and computer aided 3D modeling.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Identify the materials needed to create a sketch.
- Identify the character of architectural lines, figures, and numbers.
- Identify and use the equipment needed for Computer Aided Design
- List and follow the eight –step design/problem-solving loop for each assigned activity.
- Demonstrate understanding of the elements and components of the floor plan design.
- Demonstrate an ability to express ideas utilizing sketching techniques.
- Demonstrate an ability to identify various architectural styles.
- Develop a working knowledge of necessary components for various rooms contained in a residential structure.
- Demonstrate the ability to create and design the elevations for a building.
- Recognize and explain techniques and representations used in architectural drawing.

I1200 Architectural Design

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course will provide students with a knowledge and understanding of architectural design and planning. Emphasis will be placed on the following: Designing floor plans and elevation plans. The student will also learn residential construction techniques, construction terminology, construction materials and their applications. Students will learn basic computer aided design (CADD) and 3 D modeling. Students will learn the design/problem-solving loop and apply it to the design of a single family residence. Activities will also include presenting Architecture plans and designs to the class in small groups with emphasis on presentation methods and critiquing.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Identify the character of architectural lines, figures, and numbers.
- Identify and use the equipment needed for computer aided design.
- List and follow the eight steps design/problem solving loop for each assigned activity
- Demonstrate understanding of floor plan elements and components.
- Demonstrate an ability to express ideas utilizing sketching techniques.
- Demonstrate an ability to identify various architectural styles.
- Develop a working knowledge of necessary components for various rooms contained in a residential structure.
- Demonstrate the ability to create and design the elevations for a building.
- Recognize and explain techniques and representations used in an architectural plan

I1250 Advanced Architectural Design

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Architectural Drafting or Introduction to Architectural Design

This course will build upon the knowledge and understanding of architectural design and construction techniques acquired in the level one. Emphasis will be placed on the following: designing floor plans and elevations, blue print reading, construction techniques and terminology, common construction materials and their applications, in addition to developing creativity and graphic representation skills. Students will be instructed in design techniques associated with computer aided design as well as the use of design/problem solving loop. Students will learn the skills needed to create a computer generated 3D model making and participation in a student design competition.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Identify and utilize the materials needed to create a sketch.
- Identify the character of architectural lines, figures, and numbers.
- Identify and use the equipment needed for Architectural Drafting.

- List and follow the eight step design problem-solving loop for each assigned activity.
- Demonstrate an understanding of floor plan elements and components.
- Demonstrate an ability to express ideas utilizing sketching techniques.
- Demonstrate an ability to identify various architectural styles.
- Develop a working knowledge of necessary components for various rooms contained in a residential structure.
- Design and create a basic plumbing plan for an assigned structure
- Design and create a basic electrical plan for an assigned structure.
- Demonstrate the ability to create and design the elevation for a building.
- Demonstrate the ability to create 3D of an assigned building. Explore advanced presentation methods
- Recognize and explain techniques and representations used in a set of architectural plans.

I2100 Honors Advanced Computer Aided Design and Drafting

Course Length: Year Credits: 5.0

Grade Levels: 11, 12

Prerequisites: Advanced Architectural Drafting (I 1250), Advanced Design and Technical Presentation (I 120B) or Advanced Engineering Design and Technical Presentation (I140B)

Advanced Computer Aided Design and Drafting is a course which will utilize several computer aided design programs used in the prerequisite courses as a base to complete all design assignments. Assignments will be developed by the instructor which will require the student to create a complete set of working drawings of a residential structure. The student will be required to design and develop a Site Plan, Floor Plan, Foundation Plan, Elevation Drawings, Wall Sections, Electrical Plan, and Plumbing Plan. Additionally students will obtain real world experience through the creation and development of a variety of plans needed by parents, staff, school and limited community needs.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an advanced ability to sketch ideas.
- List the names of each drawing that comprise a complete “set of plans”.
- Correctly create and complete a set of residential plans using accepted drawing conventions.
- Demonstrate an advanced understanding of residential design and components required in each design area.
- List and describe the eight steps in the Architectural Design Loop.
- Create a three dimensional model of their residential design.

Media Production

V1000 Media Production

V4000 Honors Broadcast Production

V1000 Media Production

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

The purpose of this course is to provide a hands-on experience that will introduce the student to the mediums of digital computer editing, television production and radio broadcasting.

This course will help the student understand the creative processes involved for the development of various media programs. In the first part of the course, Digital Computer Editing and Television Production, students will learn field production techniques and non-linear editing. The students will act as an independent production company where they will combine field production and editing techniques for production. Projects include: commercials, music videos, soap operas, game shows, cartoons, interviews, news segments and mini-movies. These programs may be broadcast on both the MRHS in-house video system and the local educational/governmental cable access channel, The Mainland Channel, shown on Comcast Channel 2. Radio Broadcasting will also comprise a major portion of the class. Students ***must** have a signed parent permission slip to participate in radio broadcasting. The students will learn and abide by all Federal Communication Commission rules and regulations. Participants will be scheduled into weekly rotations throughout the school year as DJ's on 101.7FM "The Stang".

In order to demonstrate mastery and receive credit for this course the student will:

- Identify various types of programming.
- Enhance writing skills via script development
- Demonstrate critical viewing/hearing techniques
- Operate portable equipment for field production work
- Operate all radio broadcasting equipment
- Demonstrate the ability to visualize messages
- Demonstrate creative camera and editing techniques
- Prepare various types of programming for studio recording
- Apply digital editing techniques to create a finished production
- Understand and apply script-writing methods to a video production
- Develop an understanding of the processes involved to create independent programming
- Develop and adhere to specific deadlines
- Learn FCC regulations concerning electronic media

Mainland Regional High School is not responsible for any possible fines imposed due to a student's violation of FCC regulations.

V4000 Honors Broadcast Production

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Course Media Production & Recommendation of Department

THIS CLASS IS A COMMUNITY SERVICE CLASS FOR THE CITY GOVERNMENTS AND SCHOOL SYSTEMS OF LINWOOD, NORTHFIELD AND SOMERS POINT.

Students accepted into this course for independent study and production programmings are responsible for Mainland's Educational/Governmental Access Channel "The Mainland Channel" which is broadcasted to the communities of Linwood, Northfield and Somers Point. Students will administer production techniques previously learned in Media Production. Participants will be required to do the following: work on AM Mainland; produce the video yearbook; film events with city governments. Students will produce news, commercials, sporting events, school events and various community affairs for broadcast. Students will also be required to submit work for the local, state and national competitions. Radio Broadcasting will also comprise a major portion of the class. Students ***must** have a signed permission slip to participate in radio broadcasting. The students will learn and abide by all Federal Communication Commission rules and regulations. Participants will be scheduled into weekly rotations throughout the school year as DJ's on 101.7fm "The Stang".

In order to demonstrate mastery and receive credit for this course, the student will:

- Apply electronic field production techniques for work.
- Demonstrate a command of non-linear computer editing to create professional video productions
- Further develop and enhance script writing skills for video production.
- Abide by all FCC rules and regulations
- Act as a cohesive independent production company.

Mainland Regional High School is not responsible for any possible fines imposed due to a student's violation of FCC regulations.

Family and Consumer Science

R1000 Living On Your Own

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is designed to provide practical knowledge for many of life's skills. Planning nutritious meals and practicing food sanitation and safety techniques are emphasized in the area of foods. The selection of clothing, mending, stain removal, and color analysis are emphasized in the area of clothing. Learning to be a better consumer, finding and furnishing a place in which to live, knowing your rights and responsibilities, managing stress, improving self-esteem and communication skills are other areas covered.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify the basic elements and principles of clothing design and home decorating.
- Learn to balance work and family responsibilities.
- Learn to develop tolerance for other cultures.
- Learn to personalize, manage and design a living space.
- Identify characteristics of natural and synthetic fibers.
- Identify the various tools for hand sewing.
- Demonstrate several sewing stitches.
- Complete a sewing project.
- Identify characteristics of a healthy relationship.
- Identify the basics of table manners.
- Learn how to create and follow a budget.
- Identify various options for saving money
- Identify the importance of managing credit.

R1010 Cooking On Your Own

Course Length: Semester Credits 2.5

Grade Level 9, 10, 11, 12

Pre-requisite: Living On Your Own

This course is designed to aid students in their development of the skills needed to prepare nutritious meals utilizing proper food sanitation and safety techniques.

In order to demonstrate mastery and receive credit for this course, the student will:

- Recognize and adhere to safety rules in the kitchen.
- Know and apply basic cooking terms.
- Identify cooking utensils, equipment and their uses.
- Be able to read and use a recipe.
- Know and follow proper sanitary techniques to prepare and store food.

- Demonstrate various table settings based upon selected menus
- Prepare some simple foods in the areas of milk, eggs, desserts, cereals/grains, and vegetables.
- Plan and know the importance of nutritious snacks.

R1020 Foods

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course enables the student to gain knowledge and skill in food preparation and nutrition. The selection, use and care of the tools of cookery, learning to read and follow a recipe, and measuring accurately will be taught. The terms used in food preparation, kitchen and food safety, sanitation, organization, and learning to save time, energy, and money are topics covered. Some of the food units studied in this class include fruits, cereals/grains, milk, cheese, eggs, vegetables, quick breads, salads, cakes and beverages. A variety of individual dishes will be prepared.

In order to demonstrate mastery and receive credit for this course, the student will:

- Recognize and adhere to safety rules in the kitchen.
- Know and apply basic cooking terms.
- Identify cooking utensils and equipment and their use.
- Be able to read and use a recipe.
- Know and follow proper sanitary techniques to prepare and store food.
- Know and use the food pyramid in meal planning.
- Demonstrate various table settings based upon selected menus.
- Prepare some simple foods in the area of microwave cooking: milk products, eggs, quick breads, desserts, cereals/grains, fruits, vegetables, and other food if time permits.
- Demonstrate the basic techniques of microwave cooking.
- Plan and know the importance of nutritious snacks.

R1030 Advanced Foods

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Foods

Advanced Foods is a continuation of the Foods course with an emphasis on nutrition, food selection, preparation, and service. It is designed to satisfy the student who enjoys the world of food as a possible career or a personal hobby. A variety of class and individual projects such as holiday and gourmet food preparation, appliance cooking, outdoor cooking, and foreign food preparation are planned throughout the year to give practical experience. As an added experience the class will take a field trip to the Atlantic Cape Community College Culinary Academy and enjoy a gourmet luncheon at Caremes.

In order to demonstrate mastery and receive credit for this course, the student will:

- Understand how family, cultural or environmental factors influence food habits.

- Develop an understanding of the relationship of diet to physical health and understand smart weight control.
- Become a better food consumer in terms of purchasing foods according to their nutritional values, anticipated use and their available sources.
- Plan, prepare and serve nutritious dishes and meals using good management, safety techniques and nutritional information.
- Learn how to conserve energy using small and major appliances.
- Serve meals correctly using proper etiquette and table settings.
- Realize that experience with food can extend beyond meal preparation activities to the areas of recreation, creativity and career.

R1040 Child Care & Development

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

This course begins with a discussion of parenting, then moves on to conception, pregnancy, and the birth of a baby. The student will study the physical, emotional, intellectual, and social development of a child from birth to preschool. Expectant mothers, mothers and fathers with their newborns, toddlers and preschoolers are just a few of the many guest speakers. Some of the projects include a simulated baby shower, a surrogate “egg” project, and the planning and operating of a nursery school. Field trips to the Mainland Medical Center maternity and neonatal intensive care unit and to the Creative Learning Pre-school add to the learning experience.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify the different kinds of development and explain how they overlap.
- Explain the factors that determine readiness for parenthood.
- Describe some rewards and difficulties of various family structures.
- Identify pressures faced by teen parents.
- Identify what occurs during the stages of prenatal development.
- Explain the stages of labor.
- Identify growth and development that takes place in the infant, toddler and preschooler.
- Participate in the planning and operation of a preschool program.

R1070 Housing and Interior Design

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

This course introduces the student to types of housing, buying vs. renting, financing, and architectural styles available on the market today. Each student will apply the knowledge learned about floor plans, elements and principles of design, furniture styles, selection, and arrangement, window treatments, and accessories in planning and designing his/her own dream house. Field trips to Cape May’s Victorian homes and selected contemporary homes enable the student to better understand the field of housing and interior design.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify the various architectural styles.
- Explain how location, budget, and lifestyle affect housing decisions.
- Demonstrate an understanding of purchasing and renting a home.
- Identify the basic principles of home mortgages.
- Demonstrate an understanding of an effective and ineffective floor plan.
- Describe elements and principles of design and demonstrate how to work with them.
- Demonstrate an understanding of electing and arranging furniture.

R1250 Cake Decorating and Candy Making

Course Length: Semester Credits: 2.5

Grade Level: 11, 12

Cake decorating and candy making is designed for the student who has interest and potential ability in this area of food preparation. The student will prepare various kinds of cakes and candy, and will learn many techniques and “tricks of the trade” of creative decorating. Students will be exposed to a variety of cake decorating and candy making equipment, further their knowledge of safety and sanitation, learn energy management; and determine cost analysis of baked products.

In order to demonstrate mastery and receive credit for this course, the student will:

- Recognize and adhere to safety rules in the kitchen.
- Know and follow proper sanitary techniques to prepare and store food.
- Identify cooking and cake decorating utensils and equipment.
- Learn how to measure various ingredients.
- Be able to read and use a recipe.
- Make various types of candy and cakes.
- Design and implement the decorations.
- Apply the principles of decorating for possible career interest.
- Prepare simple candies using candy melts and molds.

SCIENCE DEPARTMENT

Core Level Laboratory Science Courses

S0120 Applied Physical Science/Earth Science

S0140 Applied Biology

S0130 Applied Chemistry

College Prep Level Laboratory Science Courses

S1080 College Prep Physical Science

S1150 College Prep Biology

S1100 College Prep Chemistry

S1120 College Prep Physics (optional)

Accelerated Honors Level Laboratory Science Courses

S2190 Honors Biology

S2100 Honors Chemistry

S2120 Honors Physics

***Advanced Placement Courses**

S4130 AP Environmental Science

S4100 AP Chemistry

S4120 AP Physics Level B

S4150 AP Biology

S4220 AP Physics Level C

***Elective Courses - Year**

S1240 Student Lab Aide

S2260 Honors Anatomy and Physiology

***Elective Courses – Semester**

S1159 Marine Science – Fall

S1160 Marine Biology – Spring

S1170 Horticulture A – Fall

S1180 Horticulture B – Spring

* Electives require completion of the prerequisite science course.

SCIENCE DEPARTMENT

	Honors	College Prep	Basic
9	*Honors Biology	College Prep Physical Science	Applied Physical Science and Earth Science
10	*Honors Chemistry (Math level –Honors Algebra II)	College Prep Biology	Applied Biology
11	*Honors Physics (Math level – Pre-Calculus or FST)	College Prep Chemistry (Math - Geometry and completion of Algebra I with an 84 or higher)	Applied Chemistry
<i>3 Year Science Requirement completed</i>			
12	**Advanced Placement Or Elective	College Prep Physics Or Elective	* General Science Elective

For students entering 9th grade in 2012-13: *Completion of 15 science credits including at least 5 credits in laboratory biology/life science, an additional laboratory/inquiry-based science course including chemistry, environmental science or physics, and a 3rd laboratory/inquiry-based science course is required to graduate.*

MRHS strongly recommends 4 years of science including Biology, Chemistry and Physics for all college bound students.

*Considered for placement into the course only by meeting pre-requisite or co requisite requirements. Students not meeting these will gain admission through departmental testing and/or recommendation.

**Considered for placement into the course only by special recommendation and departmental approval.

Science Instructional Levels

Honors Level – This level is an advanced level that is accelerated a whole year. This is designed so that students can complete all of the sciences needed in less time, allowing for the opportunity to take more than one Advanced Placement Science if desired. It is a fast paced, challenging level that requires additional study and project work and prepares students for the Advanced Placement sciences. *Ninth grade students must meet the minimum requirements for entrance and have the recommendation of their teacher.*

College Preparatory Level – This level is for students who need a challenging laboratory science course that prepares them for college entrance. To be successful students must discipline themselves to complete daily homework assignments and laboratory work.

Applied Level – This level is for students who may need a slower paced instruction in science or who merely need to complete the state core requirements in the sciences. The course parallels the college prep course in curriculum but a less challenging pace to allow all students to have success in science.

Science is an essential part of the total school curriculum. By selecting a balanced science curriculum students will develop an understanding of themselves as interdependent members of society and as a responsible agent within the eco-system of nature. In addition, all science course offerings engage students in developing problem-solving and decision making skills.

In order to graduate from high school, students are also required to demonstrate mastery of the following Core Curriculum Content Standards during their course of study. Students are also encouraged to explore the Science electives to further complement their educational perspective. These standards will be addressed within the required curriculum. Students graduating are required to have a minimum of fifteen credits in science. **The state of New Jersey requires all students to take the end of course Biology test upon completion of the required Biology course.**

Students who plan to major in science, engineering or medicine should consider taking two sciences per year in their Junior and Senior years. One or more of these upper level courses should be AP Biology, AP Chemistry, and/or AP Physics.

Core Content Standards for Science

5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

5.2 Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

5.3 Life Science: All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

5.4 Earth Systems Science: All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

S0120 Applied Physical Science/Earth Science**Course Length: Year Credits: 5.0****Grade level: 9, 10**

This General Physical Science course will cover the Core Standards for Physics and Earth Science, satisfying the state requirements for content standards 5.1, 5.2, 5.4. Its content will consist of some basic Physics principles, Geology, Astronomy and Environmental Science. This course is designed to teach the fundamentals and applications of these sciences. Students in this course will gain an understanding of: the natural laws as they apply to motion, forces, and energy transformation; the structure, dynamics and geophysical systems of earth; the origin, evolution and structure of the universe and the environment as a system of interdependent components affected by human activity and natural phenomena. A laboratory component will be a part of this curriculum.

S0140 Applied Biology**Course Length: Year Credits: 5.0****Grade Level: 11, 12**

This course will teach the student the basic principles of life, genetics, cells, energy, growth and development and evolution. A laboratory component will be a part of this curriculum.

In order to demonstrate mastery and receive credit for this course, the student will:

- Recognize and research a problem using the scientific method.
- Recognize the relationships between matter, energy, and the organization of living things.
- Explain that all living things are composed of cells and life processes in the cell are based on molecular interactions.
- Describe how heredity is based on genes that are a set of instructions that determine the makeup of proteins in an organism.
- Demonstrate patterns of heredity as genes are carried on to successive generations.
- Explain that evolution and biodiversity are processes that occur continuously in constantly changing environments.
- Describe interactions between organisms and their environments, demonstrate understanding of food webs, and explain how changing environments cause changes in ecosystems.

S0130 Applied Chemistry**Course Length: Year Credits: 5.0****Grade Level: 10, 11**

This Applied Chemistry course will cover the Core Standards for Chemistry, satisfying the state requirements for content standards 5.1, 5.2. Its content will include basic Chemistry principles and Environmental science. This course is designed to teach the fundamentals and applications of

these sciences. Students in this course will gain an understanding of the structure, and characteristics of matter and the environment as a system of interdependent components affected by human activity and natural phenomena. A laboratory component will be a part of this curriculum.

In order to demonstrate mastery and receive credit for this course, the student will:

- Know that atoms consist of a nucleus surrounded by electrons that determine the chemical behavior of each element.
- Know that the nucleus consists of protons and neutrons, and that each atom of a given element has the same number of protons but that the number of neutrons may vary.
- Explain how atoms can form bonds to other atoms by transferring or sharing electrons.
- Demonstrate different types of chemical reactions and the various factors affecting reaction rates.

This course is designed as a broad survey of basic biological principles to prepare students for the state of New Jersey's End of Course Test.

S1080 College Prep Physical Science

Course Length: Year Credits: 5.0

Grade Level: 9, 10

This is a college preparatory Physical Science laboratory course will cover the core standards for the Physical Sciences, satisfying the state requirements for content standards 5.1, 5.2, 5.4. This course will also serve as a pre-requisite for more in-depth courses in these sciences. Its content will consist of some basic Physics principals, Chemistry, Geology, Astronomy, and Environmental science. Students in this course will gain an understanding of the natural laws as they apply to motion, forces, and energy transformation, the structure, dynamics and geophysical systems of the earth, the origin, evolution and structure of the universe, and the environment as a system of interdependent components affected by human activity and natural phenomena. A laboratory component will be a part of this curriculum.

S1150 College Prep Biology

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Chemistry

This course will teach the student the unifying principles of life, biochemistry, cells, energy, growth and development. Students will also explore molecular biology, genetics, the diversity of life, how things change over time and ecology.

In order to demonstrate mastery and receive credit for this course, the student will:

- Recognize and research a problem using the scientific method.
- Demonstrate the makeup of atoms and molecules with emphasis on chemical reactions that produce organic molecules.
- Explain that all living things are composed of cells and life processes in the cell are based on molecular interactions.

- Describe how heredity is based on genes that are a set of instructions that determine the makeup of proteins in an organism.
- Demonstrate patterns of heredity as genes are carried on to successive generations.
- Explain evolution and biodiversity in conjunction with genetic changes that occur in constantly changing environments.
- Describe interactions between organisms and their environments, demonstrate understanding of food webs, and explain how changing environments cause changes in ecosystems.
- Describe how an organism is a sum of many parts which are integrated to maintain homeostasis balance in the organism.

This course is designed as a broad survey of basic biological principles to prepare students for the state of New Jersey's End of Course Test.

S1100 College Prep Chemistry

Course Length: Year Credits: 5.0

Grade Level: 10

Pre-requisites: Completion of Algebra I with grade of 84 or higher and a minimum grade of C in 9th grade Advanced Physical Science

This course will teach the student basic chemical principles and techniques. The student will learn to identify elements, compounds, and chemical reactions. Fundamentals of chemical bonding, the mole concept, and how to write, balance, and predict a chemical equation is stressed. The gas laws, acids, bases, ionization, and some organic chemistry are also explored. Experimentation and discovery in the lab are included.

In order to demonstrate mastery and receive credit for this course, the student will:

- Distinguish between elements, compounds, mixtures, chemical changes and physical changes.
- Demonstrate an understanding of the Periodic Law and the arrangement of the Periodic Table.
- Demonstrate knowledge of an element's atomic structure, electron configuration position in the Periodic Table and its basic chemical properties.
- Explain chemical bonding.
- Write the formula and names of common compounds and calculate their formula weights.
- Write a balanced equation and solve mole-mole, mass-mass, volume-volume, and mass-volume problems.
- Apply the mole concepts to explain the behavior of matter and calculate quantitative relationships.
- Illustrate how chemical systems control the natural and man-made world.

S1120 College Prep Physics

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Algebra I and Geometry, completion of Chemistry and Biology

This course will cover the comprehension of classical and modern physics in down to earth English rather than mathematical language. Equations will be used to guide our thinking rather than as recipes for computations. Students will be able to appreciate our world with minimal algebraic skills. For the non-science student it is a base from which to view nature more conceptually; for science student it is a springboard to a greater involvement in physics.

In order to demonstrate mastery and receive credit for this course, the student will:

- Perform and evaluate laboratory experiments with emphasis placed on learning how to use a particular piece of equipment, calculating errors, and organizing and interpreting data.
- Understand conceptually: linear, non-linear and rotational motion, Newton's Laws of Motion, momentum, energy, gravity, and satellite motion.
- Understand conceptually: sound, electricity, magnetism, light and waves.

S2190 Honors Biology

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11

Pre-requisite: Teacher recommendation and enrollment in or completion of Geometry.

Students enrolled in this course by recommendation and previous achievement. This course approaches the study of life from the molecular level to the cellular and multi-cellular level. Processes of life are covered in a structure/function manner. The class is taught by lecture and through a series of laboratory experiences. Dissection may be part of the laboratory experience. Successful completion of this course prepares the student to take the Biology End of Course Exam and the Biology SAT II and AP Biology.

In order to demonstrate mastery and receive credit for this course, the student will:

- Perform laboratory experiments to become skilled in collecting, ordering and interpreting data.
- Demonstrate in-depth knowledge of the structure and function of organic compounds.
- Explain the structure and function of the cell.
- Understand how energy flows through the biosphere by explaining the relationship between photosynthesis and cellular respiration.
- Explain the importance of genetics and predict the outcome of genetic crosses.
- Demonstrate an understanding of ecology and how humans are affecting the biosphere.
- Demonstrate an understanding of evolution and classification of organisms.

S2100 Honors Chemistry

Course Length: Year Credits: 5.0

Grade Level: 10

Pre-requisite: Completion of Geometry and concurrent enrollment in Honors Algebra II and completion of Middle School IPS or equivalent curricula. (Pre-requisite list of science skills and knowledge base can be obtained from the department.)

This Honors Level course is designed for the student who has an aptitude for science and who may decide to major in science or engineering in college. Fundamental theories and principles of atomic structure and chemical behavior are taught by lecture and a series of laboratory experiences. Successful completion of this course prepares students to take the Chemistry SAT II.

In order to demonstrate mastery and receive credit for this course, the student will:

- Perform laboratory experiments to become skilled in collecting, ordering and interpreting data.
- Demonstrate in-depth knowledge of atomic structure, the Periodic Law, and the arrangement of Periodic Table.
- Explain gas behavior by using the Kinetic Molecular Theory and Equilibrium and gas laws.
- Utilize models to demonstrate knowledge of formula writing nomenclature and writing and balancing chemical equations.
- Solve problems involving the quantitative relationship between two or more substances in processes involving physical and chemical changes.
- Demonstrate an understanding of chemical bonding and how it affects molecular properties.
- Demonstrate an understanding of acids and bases, chemical equilibrium, and reaction rates.

S2120 Honors Physics

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: FST or Pre-Calculus completion or concurrent enrollment in FST or Pre-Calculus, completion of Chemistry & Biology

This course is a comprehensive in-depth study of the laws and relationships that exist in nature. Students will investigate the natural phenomena that guide and control virtually every aspect of daily living. Course work will include the study of mechanics, energy, heat, light electricity and magnetism and, if time allows, nuclear physics.

Successful completion of this course prepares the student to take the Physics SAT II.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an understanding of the simplicity and order in the universe via the law of physics and mechanics.
- Study the concepts of electricity, magnetism, waves, light and sound.
- Perform laboratory experiments to become skilled in collecting and interpreting data and support or reject a hypothesis.
- Solve abstract problems in a logical, systematic, and concrete manner.
- Relate physical concepts and phenomena through successful interpretation of lab work, written examinations, problem solving, and discussion.
- Participate in quarterly research projects.

S4130 AP Environmental Science**Course Length: Year Credits: 7.0****Grade Level: 11, 12****Pre-requisite: Honors Biology and Honors Chemistry, Physics completion or concurrent enrollment, Departmental Approval****All examination fees are the responsibility of the student.**

The AP Environmental Science course is designed to be an introductory college course in Environmental Science including geology, biology, chemistry, and environmental science. It is a rigorous science course that not only encompasses scientific principles of these disciplines but includes scientific analysis of data, laboratory studies, and field investigations as well. It is intended to enable students to undertake, as a first year college student, a more advanced study of topics in environmental science, or alternately, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses. In order to receive AP course credit from Mainland Regional High School, the student must take the appropriate version of the AP Environmental Science exam at the conclusion of the course. AP science classes will utilize one 30 minute morning session and one 24 minute unit lunch session in every 4 day cycle.

- Practice scientific analysis observation of the natural world, collecting and interpreting data.
- Learn about the interdependence of the Earth's system: energy, matter, earth atmosphere, and biosphere.
- Human population dynamics
- Learn about renewable and nonrenewable resources: water, minerals, soil, biological, energy, and land.
- Know about environmental quality: air, water, soil waste, and health.
- Recognize global changes and consequences.
- Contrast the environment and society: economics, ethics, aesthetics, laws and regulations.
- Learn about choices for the future: conservation, preservation, remediation, sustain ability.

S4100 AP Chemistry**Course Length: Year Credits: 7.0****Grade Level: 10, 11, 12****Pre-requisite: Honors Chemistry and Departmental approval along with AP Teacher approval****All examination fees are the responsibility of the student.**

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Because of the material involved and the large workload, AP Teacher approval is necessary and summer work is required. For some students, this course enables them to undertake, as college freshmen, second year work in the chemistry sequence at their institution

or to register for courses in other fields where general chemistry is pre-requisite. For other students, the Advanced Placement Chemistry course fulfills college laboratory science requirements and frees time for other courses. Course work will include an in-depth study of the fundamental theories and principles of atomic structure and chemical behaviors. Successful completion of this course prepares the student to take the Chemistry SAT II and the AP Chemistry Exam. In order to receive AP course credit from Mainland Regional High School, the students must take the appropriate version of the AP Chemistry exam at the conclusion of the course. AP science classes will utilize one 30 minute morning session and one 24 minute unit lunch session in every 4 day cycle.

- Demonstrate in-depth knowledge of atomic theory and structure, chemical bonding, solids, and solutions.
- Demonstrate knowledge of reactions to include reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics.
- Demonstrate competence in chemical calculations and mathematical formulation of principles.
- Demonstrate proficiency in the laboratory.
- Demonstrate the ability to use the fundamental facts of science in reasoning and to express ideas orally and in writing.

S4120 AP Physics, Level B

Course Length: Year Credits: 7.0

Grade Level: 12

Pre-requisite: Honors Physics and/or Departmental Approval

All examination fees are the responsibility of the student.

This course includes topics in both classical and modern physics and is representative of topics covered in similar college courses. Mechanics, kinetic theory, thermodynamics, electricity and magnetism, waves and optics, and modern physics are studied in depth with emphasis on problem solving. Successful completion of this course prepares the student to take the Physics SAT II and the AP Physics B examination. In order to receive AP course credit from Mainland Regional High School, the student must take the appropriate version of the AP Physics exam at the conclusion of the course. AP science classes will utilize one 30 minute morning session and one 24 minute unit lunch session in every 4 day cycle.

- Determine directions of vectors or paths of particles.
- Draw or interpret diagrams.
- Interpret or express physical relationships in graphical form.
- Account for observed phenomena.
- Explain steps taken to arrive at a result or to predict future physical behavior.
- Manipulate equations that describe physical relationships.
- Solve problems that require the determination of numerical values.

S4150 AP Biology**Course Length: Year Credits: 7.0****Grade Level: 11, 12****Pre-requisite: Honors Biology, Honors Chemistry and Departmental Approval****Recommendation: AP Chemistry****All examination fees are the responsibility of the student.**

This course covers many topics including: molecular and cellular biology which emphasizes the chemical and historical development of the cell concept; organism biology which compares the structure and functions in animals and plants; and population biology which examines heredity, ecology, behavior, and social biology. Successful completion of this course prepares the student to take the Biology SAT II and the AP Biology Examination. In order to receive AP course credit from Mainland Regional High School, the student must take the appropriate version of the Biology AP exam at the conclusion of this course. AP science classes will utilize one 30 minute morning session and one 24 minute unit lunch session in every 4 day cycle.

- Understand the fundamentals of chemistry that are necessary for a study of biology.
- Discuss how Eukaryotic cells evolved from Prokaryotic cells and describe the differences between animal and plant cells.
- Discuss an overview of metabolic mechanisms and how the major metabolic processes are thought to have evolved.
- Describe the use of modern concepts of molecular gene structure in order to explain gene behavior.
- Discuss Mendelian principles and show how they are used in quantitative inheritance practices.
- Discuss the chemistry, structure, and functioning of cells as presented in an evolutionary context of progression of biological ideas and relationship.

S4220 AP Physics, Level C**Course Length: Year Credits: 7.0****Grade Level: 12****Pre-requisite: Honors Physics or AP Physics B and AP Calc AB or BC or Departmental Approval****All examination fees are the responsibility of the student.**

This is a Calculus based AP Physics Course. Semester one is devoted to Classical Mechanics. Semester two focuses on Classical Electricity and Magnetism. Calculus is used freely throughout the year in formulating principles, derivations and solving problems. Successful completion of this course prepares the student to take the Physics SAT II and the AP Physics C examinations. In order to receive AP course credit from Mainland Regional High School, the student must take both AP exams: one in Mechanics and the other in Electricity and Magnetism, each exam requires a

separate fee. AP science classes will utilize one 30 minute morning session and one 24 minute unit lunch session in every 4 day cycle.

Topics covered in Semester One, Mechanics:

- Kinematics: Motion in one, two and three dimensions.
- Vectors in one, two and three dimensions.
- Newton's Laws of Motion.
- Work and Energy.
- Impulse and Momentum.
- Rotational Motion and Angular Momentum.
- Gravitation.
- Oscillations.

Topics covered in Semester Two, Electricity and Magnetism:

- Electric Force and Electric Field.
- Electric Potential and Potential Energy.
- Electric Currents.
- Magnetostatics.
- Electromagnetic Induction.

S1240 Student Lab Aide

Course Length: Year Credits are determined by the amount of time applied.

Grade Level: 11, 12

Pre-requisite: Departmental approval. Students must apply and be selected for this program.

This course is designed for the student who has an aptitude for science and plans to major in science or engineering in college. The student will learn advanced chemical safety, the preparation of solutions, basic maintenance of balances and apparatus, and general laboratory practices. The course hours will be scheduled within the student's study hall schedule and will not take up any extra periods during the student's school day. In order to demonstrate mastery and receive credit for this course, the student will:

- Learn the Flynn system of proper chemical storage and inventory.
- Demonstrate in-depth knowledge of science apparatus and equipment.
- Demonstrate the ability to correctly prepare solutions, specimens, and laboratory experiments.

S2260 Honors Anatomy and Physiology

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Biology and Chemistry

Anatomy and Physiology is a course designed for those students who are highly motivated in the area of biological science. The course is basically divided into three areas: experiments in human

physiology, comparative dissection with emphasis on the cat and lecture using a systematic approach.

In order to demonstrate mastery and receive credit for this course, the student will:

- Recognize the organization of the human body with emphasis on levels of structural organization, life processes, anatomical position, directional terms, and homeostasis.
- Recognize the structure and functions of the principal systems that make up the human body.
- Describe different physiological principles as it relates to the principal systems of the human body.
- Utilize a method of seeking, exposing, identifying and studying the internal anatomy of the cat to help highlight the comparisons to the human body.
- Do a research project and a report.

S1159 Marine Science (Fall)

Course Length: Semester Credits: 2.5

Grade Level: 11, 12

Pre-requisite: Chemistry

The focus of this course is on Oceanography. Students will study the formation of the earth and the oceans, coastal processes, tides, wave dynamics, currents, the properties of seawater, and various sea floor features. Laboratory and field studies provide the student valuable experience in collecting and analyzing oceanographic data. A cooperative project and an independent study project are required.

In order to demonstrate mastery and receive credit for this course, the student will:

- Complete an oceanographic field study.
- Recognize the major types of coastlines.
- Classify sediments according to source and composition.
- Explain the formation of waves and their impact on coastlines.
- Describe the forces that create coastal and ocean currents.
- Test the properties of seawater in the laboratory
- Characterize the features of the sea floor.
- Relate Theory of Plate Tectonics to the shaping of continents and the oceans.

S1160 Marine Biology (Spring)

Course Length: Semester Credits: 2.5

Grade Level: 11, 12

Pre-requisite: Chemistry and Biology

The focus of this course is on life in the coastal zone. Students will study the classification and taxonomy of the major phyla of marine organisms as well the ecology of various marine habitats. Special emphasis is placed on how organisms adapt to the challenges of life in the sea. Laboratory and field studies will provide the student experience in the collection and identification of marine organisms as well as their anatomy and physiology. An independent study project is required.

In order to demonstrate mastery and receive credit for this course, the student will:

- Describe the characteristics of the major taxonomic groups of marine organisms.
- Explain the adaptations shown by organisms of the benthos, nekton, and pelagic life zones.
- Discuss the ecological relationships found within various marine habitats.
- Recognize factors that affect primary productivity in the ocean.
- Complete an ocean field study
- Conduct an experiment using a control in the lab.

S1170 Horticulture A (Fall)

Course Length: Semester Credits: 2.5

Grade level: 11th or 12th

Pre-requisites: Completion of Biology (any level)

This is an introductory course in the basics of horticulture and home gardening. Course content will focus primarily on the human use of plants. This course is designed to prepare students to maintain a garden or landscape. Students will learn gardening basics, plant identification, botany and how to use plants for aesthetic purposes. A large part of this class will be spent in the greenhouse or outside performing “hands-on” activities. Students will have the opportunity to showcase their skills through course work and projects. This is a practical hands-on class that will benefit any future homeowner as well as the student seeking employment in the horticulture field.

- Apply anatomy and physiology principles to produce and manage plants.
- Address complications in a landscape such as pests, disease, etc.
- Apply fundamentals of production and harvesting to produce plants.

S1180 Horticulture B (Spring)

Course Length: Semester Credits: 2.5

Grade level: 11th or 12th

Pre-requisites: Completion of Biology (any level)

This is an introductory course in the basics of horticulture and home gardening. Course content will focus primarily on the human use of plants. This course is designed to prepare students to design and maintain a garden or landscape. Students will learn how to design a garden and landscape taking into considerations the optimum growing conditions of each individual plant. A large part of this class will be spent in the greenhouse or outside performing “hands-on” activities. Students will have the opportunity to showcase their skills through course work and projects. This is a practical hands-on class that will benefit any future homeowner as well as the student seeking employment in the horticulture field.

- Exercise elements of design to create a spring vegetable garden.
- Exercise elements of design to create a flower garden.
- Address and apply the fundamentals of maintaining a lawn.

SOCIAL STUDIES

US History I

H1100 College Prep US History I
H2100 Honors US History I
H3100 Honors US History (Pre-AP)

US History II

H1150 College Prep US History II
H2150 Honors US History II

World History

H1200 College Prep World History
H2200 Honors World History

Advanced Placement Social Studies Courses

H4100 AP US History
H4150 AP World History
H4200 AP European History
H4250 AP Macro Economics
H4300 AP United States Government and Politics
H4350 AP Human Geography
H4400 AP Psychology

Honors Elective Social Studies Full-Year Courses

H2250 Honors Philosophy

College Prep Elective Social Studies Full-Year Courses

H1250 Psychology

College Prep Elective Social Studies Semester Courses

H1000 Crime & Punishment (Fall & Spring)
H1010 U.S. History through the Media (Fall & Spring)
H1020 Sociology (Fall & Spring)
H1030 Current Events (Fall)

SOCIAL STUDIES

Social Studies education is a key factor in preparing students for a future of active participation in our nation's democratic government. It not only promotes acceptance and understanding of America's past and present, but also advances a global perspective. Learners are empowered with the knowledge, skills, and critical thinking capabilities necessary to assist in leading America forward in current and future issues.

Students are required by state law to successfully complete a minimum of 15 credits in Social Studies, including world and US Histories. In order to graduate from high school, students are also required to demonstrate mastery of the following Core Curriculum Standards during their course of study. Students are also encouraged to explore the Social Studies electives to further complement their educational perspective.

Core Curriculum Content Standards for Social Studies (2009, NJDOE)

- Standard 6.1 U.S. History: America in the World. *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- Standard 6.2 World History/Global Studies. *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- Standard 6.3 Active Citizenship in the 21st Century. *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives

H1100 College Prep US History I

H2100 Honors US History I

Course Length: Year Credits: 5.0

Grade Level: 9, 10

This course is a chronological study of America from exploration to the New Industrial Age (late 1900's). Primary source material and research into controversial issues of American history will be the basis of this course.

In order to demonstrate mastery and receive credit for this course, the student will:

- Trace and explain the vents that led to the War for Independence and the significant events that brought final victory to America.
- Analyze the creation of the Articles of Confederation and the Constitution.
- Describe the impact of Nationalism and Economic expansion from the late 1780's to the 1850's.
- Define the term "Manifest Destiny" and describe the major events in the westward movement during the mid-nineteenth century.
- Explain political, economic and social causes of the Civil War and assess the war plans of the Union and Confederacy.
- Describe the Reconstruction period and assess the impact it had on the United States at that time and in later years.
- Describe industrial growth in the US in the late 19th century and its relationship to immigration, urbanization and the changes in agriculture.

H3100 Honors US History (Pre-AP)

Course Length: Year Credits: 5.0

Grade Level: 9, 10

Pre-requisite: Placement in the Honors class will be based on teacher recommendation and grades in the previous year's History class. Summer reading assignment is also required. You must also take L 3100 English Honors A.

All students must be enrolled in both H 3100 US History and L 3100 Honors English I. The two courses work together in a cohort, sharing assignments and grades. Work will be assessed in both courses. History will be studied from the post Civil War period to that of the present.

This course is designed to provide students with the analytic skills and factual knowledge necessary to discuss critically the trends, events, and movements in the United States. The program prepares students for advanced college courses by enhancing their academic skills, writing skills, analytical skills, confidence and academic interest.

Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, their importance, and to weigh the evidence and interpretations presented in historical

scholarship. They develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in essay format. This course provides the student with the skills needed to be successful in the five functions of language: critical thinking, speaking, reading, writing and listening. The principles and strategies of writing, as well as writing modes will be studied. Emphasis will be on expository, analytical and argumentative essays.

In order to demonstrate mastery and receive credit for this course, the student will:

- Write a well-developed essay of critical and analytical nature.
- Account for the rapid rate of industrial growth in the US and assess the relationships between urbanization, industrialization, immigration, and the revolution on agriculture.
- Explain monetary policy and fiscal policy and how each or combinations of each are used to address economic problems.
- Analyze the social, political, and economic trends during the American Experience.
- Trace the emergence of the US as a world power.
- Analyze aspects of both social progress and social failures on women, African Americans and other minority groups in American history.
- Give examples of historical, literary, and artistic works, which have influenced society in the past and present.
- Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.
- Understand the complexity of historical causation.
- Analyze how and why different historians may weight casual factors differently and why historical interpretations change over time.
- Compare and contrast divergent interpretations of historical turning points using available evidence.
- Understand the views of people of other times and places regarding the issues they have faced.
- Synthesize historical facts and interpretations to reach personal conclusion about significance historical events.
- Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights.
- Evaluate the views, beliefs, and impact of different social groups on a given historical event or issue.
- Evaluate actions an individual group or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the holocaust.
- Understand view held by people in other times and places regarding issues they have faced.
- Analyze how beliefs and principals are transmitted in a culture.

H1150 College Prep US History II**H2150 Honors US History II****Course Length: Year Credits: 5.0****Grade Level: 10, 11****Pre-requisite: US History I**

This course is a chronological survey of American history from the Progressive Era (1890's) to the present. Primary source material and research into controversial issues of American history will be the basis of this course. Successful completion of United State History I and II will prepare students for college Achievement Test in American History.

In order to demonstrate mastery and receive credit for this course, the student will:

- Document and analyze significant aspects of the growing United States involvement in world affairs at the beginning of the 20th century.
- Trace and document the historical significance of the progressive movement.
- Develop logical sequence of the historical events leading up to World War I and the subsequent involvement of the US in it.
- Analyze the key political, social, and economic movements following World War I which led up to the stock market crash of 1929 and the ensuing "Great Depression."
- Analyze the significant political, social, and economic movements that evolved during the years of the "New Deal."
- Document American foreign policy under President Franklin D. Roosevelt and trace the key developments of World War II and the resulting peace settlements.
- Document and analyze the "Cold War" years of 1945 to 1960 and describe the political, social, and economic impact on American society.
- Describe the growing involvement of the US in the Vietnam War and the emergence of the social protest movements of the 1960's and early 1970's.
- Explain the key political, economic, and social movements of the past quarter century which have significantly affected the quality of contemporary American life.

H1200 College Prep World History**H2200 Honors World History****Course Length: Year Credits: 5.0****Grade Level: 11, 12**

This course explores humanity's growth from the first global age to the beginning of the 20th century. The student studies the rise and fall of civilizations in history in different parts of the world, Africa, the Middle East, Europe and Asia. The course will expose students to the arts and achievements of these civilizations, as well as, to their political, economic, and social systems.

In order to demonstrate mastery and receive credit for this course, the student will:

- Students will be able to analyze the emergence of the first global age, global interactions, and colonialism.

- Compare and contrast the development and contributions of different civilizations.
- Identify the causes and effects of the Renaissance and the Reformation.
- Compare and contrast the political, economic and social structures of the Western World before and after the Age of Revolution.
- Identify the causes and effects of industrialization.
- Explain the motives for imperialism.
- Identify the prominent nations that built empires and geographically identify those empires.
- The 20th Century Since 1945: Challenges for the Modern World

H4100 AP US History

Course Length: Year Credits: 5.0

Grade Level: 10, 11

Pre-requisite: H 3100 or Departmental Approval

All examination fees are the responsibility of the student.

The H4100 Advanced Placement U.S. History course follows the H3100 U.S. History “A” class which at this time is a survey of events from the Gilded Age to Reagan. The second year student in this track develops the analytical skills necessary to study critically the trends, events and movements in the U.S. since the earliest European efforts to colonize America. This program provides students with a rigorous, college-level work experience. Students learn to assess primary source materials, their relevance to a given interpretive problem, their reliability, their importance, and to weigh the evidence and interpretations presented in historical scholarship. They acquire the academic skills necessary to present evidence and to draw conclusions clearly and persuasively in class discussion, essay writing and seminar debates.

- To receive credit for this course students will:
- Identify the motivation behind European expansion in the New World.
- Analyze the trends, successes and failures of early colonial movements, including the development of the American character.
- Explore the political and economic relationship between England and its American colonies and the changes that occurred after the French and Indian War that lead to colonial unity and the movement for independence.
- Explain the philosophy of and the men responsible for the establishment of our governmental systems.
- Analyze the birth of our two-party system and the argument over the role of the government.
- Understand our initial foreign policy and the further defining of our role in the world as seen in the efforts of our initial presidents up to John Quincy Adams and the Monroe Doctrine.
- Account for the rise of Mass Democracy and the extension of presidential power under Andrew Jackson

- Analyze the economic, social, religious and artistic trends of the early nineteenth century and evaluate the success of the related reform movements of the time.
- Trace the concept of Manifest Destiny and account for the growing sectionalism that lead to the Civil War.
- Explore the post-Civil War relationship between Congress and the President and identify the legacy of Reconstruction.
- Account for the rapid rate of industrial growth in the U.S. in the late 19th century and assess the relationship between urbanization, industrialization, immigration and agriculture.
- Analyze the social, political, economic trends and monetary and fiscal policy during the Gilded Age and evaluate the success of the populist and progressive movements in bringing about reforms.
- Trace the emergence of the U.S. as a world power and document causes and consequences of World War I.
- Explain the underlying and immediate causes of the Great Depression and assess the political, social and economic reverberations that resulted in the creation of the New Deal.
- Trace the gradual decay of peace during the decade preceding World War II and analyze the causes and consequences of this conflict.
- Understand the origins of the Cold War and the development of a variety of means with which to respond to the political and economic realities of the world during the U.S. administrations from Truman to Reagan.
- Analyze aspects of both social progress and social stalemate from the post World War II years through the ascension of Neo-Conservatism during Reagan's terms.
- Analyze Globalization and the American Economy, Unilateralism vs. multilateralism in foreign policy, The "Vietnam Syndrome" in post-war foreign policy, Interrelationship of foreign policy and economic stability, Domestic and foreign terrorism, Environmental issues in a global context.

H4150 AP World History

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Departmental Approval

All examination fees are the responsibility of the student.

The World History Advanced Placement course is designed to develop greater understanding of the evolution of global processes and contacts, and in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as, comparisons among major societies. The course emphasizes causes and consequences, as well as, comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading

interpretive issues and types of historical evidence. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that along with geography, set the human stage prior to 1000AD. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course along with the consistent attention to contacts among societies that form the core of world history as a field of study.

In order to demonstrate mastery and receive credit for this course, the student will:

- Understand the foundation of World History which includes basic features of world geography: definition of basic economic systems, crises of late antiquity, key cultural and social systems, principal international connections that had developed between 700 and 1000, and diverse interpretations.
- Analyze and explain major developments between 1000-1450 with emphasis on interregional networks, nature of philosophy and knowledge, China's internal and external expansion, the Islamic world, changes in Christianity, non-Islamic Africa, demographic and environmental changes, and Amerindian civilizations.
- Analyze and explain major developments between 1450-1750 with emphasis on change on global interactions, trade and technology, demographic and environmental changes relating to diseases, animals, new crops, comparative population trends, and cultural and intellectual developments.
- Analyze and explain major developments between 1750-1914 with emphasis on changes in global commerce, communications, technology, demographic and environmental changes, changes in social and gender structure (Industrial Revolution, commercial and demographic developments, emancipation of serfs/slaves, and the tension between work patterns and ideas about gender), political revolutions and independence movements, and the rise of Western dominance.
- Analyze and explain major developments between 1914-present with emphasis on the World Wars, the Cold War, nuclear weaponry, international organizations and their impact on the global framework, new patterns of nationalism (decolonization, racism, the Holocaust, genocide, and the breakup of the Soviet Union), impact of major global economic developments (the Great Depression technology, Pacific Rim, and demographics and environmental changes).

H4200 AP European History

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Departmental Approval

All examination fees are the responsibility of the student.

The European History Advanced Placement course is designed to provide the student with the analytic skills and factual knowledge necessary to discuss critically the trends, events, and movements in European history since 1350. The program makes demands on the student equivalent to those of full year introductory college courses. The two major objectives of this course are:

- 1) To understand the global influence of European culture, ideas and institutions by studying their evolutionary growth in the modern period, and
- 2) To prepare students to earn college credits by successful performance on the Advance Placement Test. Successful completion of this course will also prepare students to take the World History SAT II. Course content will involve historical writings and analysis, historical comparisons and contrasts, interpretive seminars, analysis and interpretation of related primary source documents, research papers, and book reports.

In order to demonstrate mastery and receive credit for this course, the student will:

- Explain these major periods and concepts: Renaissance, Reformation, Early Modern Period, Enlightenment, French Revolution and Napoleon, Romanticism, Industrialism, Nationalism, Imperialism, World War II, and Post War Europe.
- Explain the broad range of historical approaches: political, intellectual, social, economic, and cultural.
- Explain the differing interpretations that historians hold on the major developments in European History.
- Explain how historians might use ideas from other disciplines such as psychology, or sociology to gain fuller development in European history.

H4250 AP Economics

Course Length: Year Credits: 5.0

Grade Level: 12

Pre-requisite: Departmental Approval

All examination fees are the responsibility of the student.

The Economics Advanced Placement course is designed to provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole, as well as, those that apply to the functions of individual decision-making for consumers and producers. This program makes demands on the student equivalent to a full year introductory college course.

Objectives are:

- 1) To understand national income and price determination, measures of economic performance, economic growth, and international economics.
- 2) to comprehend the nature and functions of product markets including the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.
- 3) To prepare students to earn college credits by successful performance on the Advanced Placement tests. The course content includes analysis, interpretation of economic data, writing to reflect economic literacy, and application of economic research in the form of a project or paper.

In order to demonstrate mastery and receive credit for this course, the student will:

- Explain the fundamental economic concepts such as scarcity, opportunity costs, comparative advantage, and the tools of supply and demand.

- Explain the measurements of economic performance such as gross domestic product, gross national product, inflation, unemployment, and the money supply.
- Explain the determinants of national income and of the aggregate price level including the theoretical controversy between Classical and Keynesian views.
- Explain global influences on the American economy and the impact of international development and growth.
- Explain the nature and function of product markets such as the interaction of market supply and demand, the theory of consumer choice, and the supply side of the product market.
- Explain factor markets and apply the concepts of supply and demand as they apply to resources such as land, labor, and capital, as well as, to product markets.
- Explain how the performance of an economic system is judged by both its efficiency and equity and the role of governments in regulating an equitable and efficient system.
- Explain monetary policy and fiscal policy and how each or combinations of each are used to address economic problems.
- Explain the basic economic concepts: scarcity, choice, opportunity cost, PPF
- Explain the nature and function of product markets: supply and demand, elasticity, consumer choice, firm production costs and revenues, pricing, perfect competition, imperfect competition
- Explain the factor markets: derived demand, factor pricing
- Describe the history of economic thought: Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, John Maynard Keynes
- Identify the role of government: government regulation, public goods, externalities distribution of wealth
- Graphically show the gains from trade and absolute and comparative advantage

H4300 AP United States Government American Politics

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-Requisite: Departmental Approval

All examination fees are the responsibility of the student.

This Advanced Placement course is designed to give an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. The goal is to encourage students to examine and interpret how our government was designed: its institutions and processes, and the application of these institutions and processes in historical and contemporary settings. Students are expected to familiarize themselves with various theoretical positions on governance and are then expected to be able to trace the evolution of our government and political structure because of the influence of specific institutions, groups, beliefs, ideas and policies.

This is a college level course; and therefore, students will be expected to complete an extensive amount of reading of both standard text and supplemental readings. There will be regular analysis and interpretation of political cartoons, charts, graphs and primary documents. The

ultimate goal of the course is to prepare the students for the AP exam in US Government and Politics given in May.

This course is broken into six units of study all included in the AP Examination.

- In order to demonstrate mastery and receive credit for this course, the students must be able to:
- Explain the constitutional underpinnings of the Government of the United States
- Explain the influence of political beliefs and behaviors
- Understand and be able to analyze the place of political parties, interest groups and the media
- Understand and be able to describe the independence and the interdependence of the branches of the Federal Government and their respective bureaucracies, especially as this pertains to the Congress, the Presidency and the Federal Courts
- Understand public policy
- Understand and explain civil rights and civil liberties

H4350 AP Human Geography

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-Requisite: Departmental Approval

All examination fees are the responsibility of the student.

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

Upon successful completion of the course, students should have developed skills that enable them to:

- Use and think about maps and spatial data.
- Understand and interpret the implications of associations among phenomena in places.
- Recognize and interpret at different scales the relationships among patterns and processes.
- Define regions and evaluate the regionalization process.
- Characterize and analyze changing interconnections among places.

H4400 AP Psychology

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: General Psychology or Previous AP Courses or Departmental Approval

All examination fees are the responsibility of the student.

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental process 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. They also learn about the methods psychologists use in their science and practice.

In order to demonstrate mastery and receive credit for this course, the student will:

- Study the major core concepts and theories of psychology.
- Define key terms and use these terms in their everyday vocabulary.
- Compare and contrast major theories in psychology.
- Learn the basic skills of psychological research. They should be able to devise simple research projects, interpret and generalize from results, and evaluate the general validity of research reports.
- Be able to apply psychological concepts to their own lives. They should be able to recognize psychological principles when they are encountered in everyday situations.
- Develop critical thinking skills. They should become aware of the danger of blindly accepting or rejecting any psychological theory without careful, objective evaluation.
- Build their reading, writing, and discussion skills.
- Learn about the ethical standards governing the work of psychologists. Students will maintain high ethical standards and sensitivity in applying the principals of psychology to themselves, other people, and other organisms.

H2250 Honors Philosophy

Course Length: Year Credits: 5.0

Grade Level: 11, 12

This course serves as an introduction to the study of philosophy and is subtitled “The Search for Wisdom.” An understanding of the development of Western thought will occur over the first three quarters as we trace the search for wisdom from the Pre-Socratic Naturalists through Sartre. During the fourth quarter we will “head east” with an introduction to Buddhism and Taoism. Throughout the year there will be an on ongoing investigation of self and our role in the world. Through class-wide daily conversation, collaboration with peers, and frequent writing assignments, we will analyze and present our thoughts concerning the formal topics we have covered, current issues, recent editorials and our own life experiences in our attempt to understand multiple perspectives of universal questions of concern. A constant analysis of our past and present educational processes and the means with which to improve upon them will also be emphasized. By the end of this course students will more fully and honestly answer the questions, “Who am I?” “What do I believe?” and “What is my place in this world?”

In order to receive credit for this course, the student will demonstrate an understanding of the following areas of philosophy:

- Metaphysics – the study of what is real. What is the nature of reality? Do we have free will? How are the mind and body related to each other?
- Epistemology – the study of knowledge. What is the nature of truth? What are the roles of reason and experience in determining the truth? What is the relationship of faith to

reason? What is the difference between knowing that we know and believing that we know?

- Axiology – the study of values. What is the relation between facts and values? To what extent, if any, can values be objective?
- Ethics – the study of moral problems. What are the characteristics of the good life? Are moral values universal?
- Political Philosophy – the study of the state and the nature of sovereignty. Who has the right to exercise power? What are the limits of the state?
- Social Philosophy – the study of the effects of social institutions on individuals. What are the strengths and weaknesses of different types of societies? What are the effects of race and gender on social status?
- Aesthetics – the study of art. What is the nature of beauty? What does it take to create art? What is the relationship between the artist and the fan?
- Logic – the study of the rules of correct reasoning. What are the merits of different kinds of evidence? What are the conditions of validity? How can we distinguish between fallacious reasoning and sound reason

H1250 Psychology

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

This course serves as an introduction to the study of psychology. The course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Different theories of personality, social and moral development will be explored, discussed, and evaluated in class. Maladjusted patterns of behavior will be investigated with the goal of increasing the student's understanding of abnormal and normal behavior patterns. Major emphases will be placed on stages in childhood and adolescence, how the brain works, altered states of consciousness, issues in social psychology, and psychological disorders.

In order to demonstrate mastery and receive credit for this course, the student will:

- Develop an awareness of psychology as a science.
- Identify major contributors to the field of Psychology.
- Apply major theories and stages of development (from infancy through adulthood) to their own lives as well as those around them.
- State, label, and describe basic parts and functions of the human brain.
- Compare and contrast functions of the brain's hemispheres
- Describe the research related to sleep and dreams.
- Outline the principles involved in sensation and perception.
- Describe and evaluate the major schools of personality theory.
- Summarize the major causes, symptoms, treatment, and prognoses of various psychological disorders including, but not limited to, anxiety, somatoform, dissociative, personality, and mood, as well as schizophrenia.

- Explain and differentiate between the various forms of psychotherapy ranging from psychoanalysis to cutting edge biological approaches to treatment.
- Demonstrate a mastery of the various theories pertaining to Social Psychology.

H1000 Crime & Punishment

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

This course looks at contemporary explanations for and analysis of criminal behavior and an examination of different modes of punishment. Actual cases will be discussed. Students will learn how cases are prosecuted and defended. Extensive video resources are utilized.

In order to demonstrate mastery and receive credit for this course the student will:

- Understand the basis for the legal system of the United States.
- Explain several factors that could contribute to criminal behavior.
- Identify what can be done to prevent crimes.
- Explain the rationale for different kinds of punishment.
- Evaluate whether punishment is a deterrent.
- Learn how evidence is collected.
- Be able to argue a defense position.
- Be able to argue a prosecution position.
- Discuss and analyze contemporary and historical crimes.
- Explain the steps in a trial.
- Identify and explain specific crimes against the person.
- Identify and explain specific crimes against property.
- Examine key Supreme Court decisions.
- Experience first hand knowledge of a criminal court and a correctional institution.

H1010 U.S. History through the Media

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

This course is similar to History through the Media, but focuses solely on U.S. History. Hollywood films are an interpretation of their society. This course will examine Hollywood films as historical evidence. We will view movies on various topics and complete a project or movie review comparing the film to traditional sources such as books or articles. Students will study historical events through various media sources. Students will examine how public perspective is influenced by these sources. Historical events will be looked at through film, print, television, music, the internet, and other media outlets.

Educational Objectives:

- An understanding of American culture & society

- Develop the ability to analyze movies and other cultural artifacts through a variety of methodologies
- An understanding of the historical development of film making in the U.S.

H1020 Sociology

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Sociology is the study of groups including social life, social change, and the consequences of human behavior. In this course the student examines the manner in which people interact with one another. It involves learning about relationships within groups and the organization of societies. This course also examines how these groups deal with current issues and social problems.

In order to demonstrate mastery and receive credit for this course, the student will:

- Define cultural diffusion and give examples of the effect it has on cultural change.
- Describe deviant behavior and analyze traditional and alternative methods used to enforce social norms.
- Describe the nature-nurture issue of personality and outline supporting evidence for both sides.
- Distinguish between prestige and esteem and note how each relates to stratification.
- Explain how stereotyping, ethnocentrism, and scapegoating contribute to the development of prejudice.
- Analyze and discuss trends that characterize the American family today.
- Give examples of how sociologists approach social problems such as ecology, poverty, crime, and aging.

H1030 Current Events

Course Length: Semester Credits: 2.5

Grade Level: 10, 11, 12

Each day the newspapers are filled with headlines and articles about events, people, and discoveries that affect all of us. This course is designed to expose students to today's major issues in the local, state, federal, and international arena. Students will view, read, discuss, write about, and research such controversial issues as abortion, the environment, the Middle East, hunger, crime, and US foreign relations among others.

In order to demonstrate mastery and receive credit for this course, the student will:

- Identify global problems and concerns and describe the efforts that have been taken to address them.
- Identify and discuss trends in American life over the past 15 years.
- Explain how events in other parts of the world have an impact upon the US and Americans.
- Research a significant event, individual, or issue.

- Evaluate the effects and influence of US policies and actions upon other countries and international organizations.
- Identify the problems and issues facing the US and the American people in the early 21st century.
- Analyze the positions and the arguments presented by political leaders, special interest groups, and others that address these issues and problems.

H1040 Economics

Course Length: Semester Credits: 2.5

Grade Levels: 10, 11, 12

This course is designed to expose the student to basic principles, major concepts and practical applications of economic thought. This course seeks to raise the student's level of economic understanding so that he/she will be better able to understand and discuss economic issues.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Explain the economic goals of society and identify the basic questions every economic system must resolve.
- Define the laws of supply and demand.
- Identify the three main forms of business organizations.
- Explain four major consequences of high concentration of business.
- Describe how the Federal Reserve works.
- Explain three causes of inflation.
- Explain the Keynesian economic model.
- Explain how the Federal government can implement their tools of fiscal policy.
- Analyze the arguments for and against trade restrictions.
- Define absolute and comparative advantage.

SPECIAL EDUCATION

Resource Room	Inclusion Room
E02F1 Freshman Seminar	L110V College Prep English I
E02E4 English 9/10	L120V College Prep English II
E02E5 English 11/12	L130V College Prep English III
E02R1 English-Reading Novice	L140V College Prep English IV
E02R2 English-Reading Intermediate	H110V College Prep US History I
E02R4 Reading Flex I	H115V College Prep US History II
E02R5 Reading Flex II	H120V College Prep World History
E01E1 Developmental English	S012V Applied Physical/Earth Science
E01R1 Developmental Reading	S013V Applied Chemistry
E01H2 Developmental U.S. History I	S014V Applied Biology
E01H3 Developmental U.S. History II	S108V College Prep Physical Science
E01H4 Developmental World History	S110V College Prep Chemistry
E02H1 US History I	S115V College Prep Biology
E02H2 US History II	M100V College Prep Algebra 1
E02H3 World History	M101V College Prep Geometry
E02S2 Physical and Earth Science	M102V College Prep Algebra II
E02S3 Chemistry	M107V Algebra 1 with Lab
E02S4 Biology	M007V Algebra 1 Lab
E01S2 Developmental Physical-Earth Science	M108V Geometry with Lab
E01S3 Developmental Biology	M008V Geometry Lab
E02S4 Developmental Chemistry	M109V Algebra II with Lab
E01M1 Developmental Math	M009V Algebra II Lab
E02M2 Pre-Algebra	W010V Language & Culture
E02M3 Algebra I	W100V Spanish I
E02M4 Geometry	
E02M5 Algebra II	
E02M6 Consumer Math	
E01G1 Adaptive Phys. Ed and Health	
Special Education Electives	Transitional Academic Program
E01D1 Cultural Diversity	E0TC3 TAP Elective
E02B1 Structured Work Based Learning- Academic	E0TE3 TAP English
E02B2 Structured Work Based Learning- School	E0TG3 TAP Phys. Ed/Health
E02B3 Structured Work Based- Community	E0TH3 TAP History
E02P1 Personal Development	E0TM3 TAP Math

E02FS Fall Academic Maintenance	E0TP3 TAP Special Projects
E02SS Spring Academic Maintenance	E0TS3 TAP Science
E02W1 Writing for the College Bound	
E03A3 Academic Prep-HSPA Math	
E03IA/B Student Internship/Community Service	

SPECIAL EDUCATION

New Jersey Administrative Code 6:A mandates that all classified students have a current Individualized Educational Plan (IEP) developed by the IEP team that ensures a free, appropriate, public education. An IEP team consists of the student, parents/guardians, Child Study Team members, guidance counselor, and special and general education teachers. Students with disabilities must be educated in the least restrictive environment consistent with their educational needs. A continuum of programs and/or related services is available within the Special Education Department. Specific programs including resource room classes, inclusion classes, instructional support and services, special education electives and the Transition Academic Program for students classified with an emotional disability are offered throughout the academic year.

Inclusion

In an inclusion class there are two certified teachers – a special education and general education teachers. Students are exposed to the general education curriculum with modifications and educational supports, as specified in their individualized education plan. Inclusion classes are offered in the core academic areas: English, Math, History, Science and Spanish. Recommendation by the Child Study Team is required.

Resource Center

In the replacement resource program, the general education curriculum is modified based on the student's IEP. In a pull-out single-subject replacement resource program there is a maximum of nine (9) students without an aide. The instructional goal is to expose the student to the curriculum proficiencies described in the NJ Core Curriculum Standards in a manner consistent with his/her learning style and intellectual abilities. Replacement resource programs are available in all core academic areas and in some electives. Recommendation by the Child Study Team is required.

Transition Academic Program (TAP)

The TAP self-contained program serves classified students with emotional difficulties negatively impacting on their academic performance. It is a highly structured, behavior modification program designed to change the negative classroom behaviors, and facilitate a successful return to mainstream classes. Recommendation by the Child Study Team is required.

E02F1 Freshman Seminar**Course Length: Year Credits: 5.0****Grade Level: 9**

This year-long course is required for all incoming ninth grade students. The purpose of this course is to give incoming ninth graders a structured program to facilitate the transition from middle school to high school, build life-long learning skills, develop 21st century skills and raise awareness of the challenges and complexities of living in a multicultural society.

The course will focus on the following topics:

- High School Orientation
- Academic Honesty and Integrity (Honor Code)
- Time Management, Organization and Study Skills
- Coping with Academic Stress
- Ethical Decision Making, Leadership and Issues of Conscience
- Causes, consequences and impact of prejudice, discrimination and intolerance in society
- Human Relations, Social Skills and Conflict Resolution
- Bullying, Harassment and Internet Safety
- Interpersonal and Communication Skills
- Self/Career Awareness and Goal-Setting
- Responsible, Appropriate and Effective Use of Technology (Internet)
- Technology / Computer Ethics
- Computing and Technology Skills
- The Research Process

E02R1 English/Reading Novice**Course Length: Year Credits: 10.0****Grade Level: 9**

This course is designed to improve the vocabulary, spelling, grammar, writing, comprehension level and confidence of the novice Read180 Student. Curriculum is technology based on the specific developmental needs of each class member to improve student's ability to read, write, speak, listen, and view a variety of materials using the Read 180 differentiated program.

- Improve basic language skills in grammar, usage and mechanics.
- Develop vocabulary
- Read literary selections for comprehension, critical thinking, and participation in discussion
- Identify synonyms and antonyms.
- Identify incomplete sentences and correct.
- Identify the main idea of a passage and the details that support it.
- Identify comparison, contrast and cause and effect relationships.
- Identify events in a sequence.
- Infer a character's motives and point of view.
- Infer a writer's purpose and view point.

- Complete a graphic organizer and write a paragraph and essay by selecting a topic and supporting it with ideas.
- Use multi-media sources for research.
- Learn and develop comprehension strategies to improve understanding of text.

E02R2 English/Reading Intermediate

Course Length: Year Credits: 10.0

Grade Level: 10, 11, 12

Pre-requisite: English/Reading Novice

This course is a continuation of the English/Reading Novice course for the more experienced student. Students will continue to improve their Lexile Level through the utilization of a computerized software program focusing on vocabulary, spelling, grammar, writing, comprehension skills. Students will use a variety of strategies to enhance their degree of understanding in the above listed objectives.

E02R4 Reading Flex I

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: English/Reading Intermediate

This course is a continuation of the English/Reading Intermediate course for the experienced Read 180 student. Students will continue to improve their Lexile Reading level and writing literacy skills through the utilization of the Read 180 activities and computerized software. The goal is to help students improve their literacy skills and prepare for post-secondary education. The learning objectives include: vocabulary building, spelling, grammar, writing, comprehension and 21st century skills for post-secondary preparation.

E02R5 Reading Flex II

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: English Reading Flex I

This course is a continuation of the English/Reading Flex I course for the experienced Read 180 student. Students will continue to improve their Lexile Reading level and writing literacy skills through the utilization of the Read 180 activities and computerized software. The learning objectives include: vocabulary building, spelling, grammar, writing, comprehension, and 21st century skills for post-secondary transition.

E01E1 Developmental English

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is designed to develop individual skills for writing, speaking, and reading, listening and viewing. Skills are taught at a slow and steady pace to provide opportunities for

reinforcement and mastery. Students will be tested with the Scholastic Reading Inventory (SRI) and/or the Scholastic Phonetic Inventory (SPI) to determine their appropriate course placement.

To receive credit for this class, the student will successfully demonstrate the following:

- Gain information viewing various forms of media.
- Develop expressive language- speaking skills.
- Independently select textual information to read and to share with the class for oral presentation.
- To engage in conversations that exhibit initiation and response.
- To demonstrate understanding and comprehension of information through written format.
- To make an oral presentation that has an introduction, purpose, supporting details and a conclusion.
- To listen and to take notes from lessons.
- To write basic sentences and paragraphs.

E01R1 Developmental Reading

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is designed to develop individual reading skills for students who are reading at or below the 400 Lexile Level, according to the SRI (Scholastic Reading Inventory) and SPI (Scholastic Phonics Inventory) reading assessments. Reading skills and strategies are taught using the System 44 reading program.

To receive credit for the course, the student will demonstrate the following:

- Use directed reading activities.
- Understand and follow oral and written directions.
- Understand that letters represent sounds and combine sounds to make words.
- Improve vocabulary through categorizations and associations.
- Improve understanding and use of words.
- Read developmentally appropriate text with comprehension.
- Participate in rehearsed oral reading with fluent and accurate pronunciation of words.
- Comprehend the meaning of simple written selections using prior knowledge, letter-sound relationships, and picture clues.
- Write in complete sentences.

E02E4 English**Course Length: Year Credits: 5.0****Grade Level: 9, 10****E02E5 English****Course Length: Year Credits: 5.0****Grade Level: 11, 12**

This course is designed to improve student's ability to read, write, speak, listen and view a variety of materials with understanding. It is a literature based study of the English language with a focus on improving grammar, sentence structure, and a mnemonic approach to writing. Students will be working to improve their language arts literacy skills as they relate to the Core Curriculum Content Standards 3.1-3.5.

In order to receive credit for this course the student will, depending upon identified needs:

- Develop written communication skills by applying step by step paragraph writing as a foundation for essay writing
- Improve basic language skills in grammar, usage, and mechanics
- Read literary selection for comprehension, critical thinking, and participation in discussion
- Demonstrate an understanding of the types of literature and literary forms
- Complete a research project using basic and acceptable research skills and a process approach
- Understand and apply the process of writing to students' efforts
- Apply technology to learned literary concepts

Developmental History

These developmental level courses will address events from different eras of history as seen through the media. Students will study historical events through various media sources. Historical events will be looked at through film, print, television, music, the internet, and other media outlets. Developmental History is offered over a three year period on a rotating basis. All three content areas are covered to meet high school graduation requirements. Students will take formative and summative assessments to ensure that they are progressing in these courses.

For the school year 2012-2013, the focus will be on World History.

E01H2 Developmental U.S. History I**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11, 12**

In order to demonstrate mastery and receive credit for this course, the student will:

- Trace and explain the events that led to the War for Independence and the significant events that brought final victory to America.
- Analyze the creation of the Articles of Confederation and the Constitution.

- Describe the impact of Nationalism and Economic expansion from the late 1780's to the 1850's.
- Define the term "Manifest Destiny" and describe the major events in the westward movement during the mid-nineteenth century.
- Explain political, economic and social causes of the Civil War and assess the war plans of the Union and Confederacy.
- Describe the Reconstruction period and assess the impact it had on the United States at that time and in later years.
- Describe industrial growth in the US in the late 19th century and its relationship to immigration, urbanization and the changes in agriculture.

E01H3 Developmental U.S. History II

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

In order to demonstrate mastery and receive credit for this course the student will:

- Describe industrial growth in the US in the late 19th century, and its relationship to immigration, urbanization and the changes in agriculture.
- Document and analyze significant aspects of the growing United States involvement in world affairs at the beginning of the 20th century.
- Trace and document the historical significance of the progressive movement.
- Develop logical sequence of the historical events leading up to World War II and the subsequent involvement of the US in it.
- Discuss present day conflicts and their ramifications.

E01H4 Developmental World History

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

In order to demonstrate mastery and receive credit for this course the student will:

- Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.
- Understand historical causation.
- Analyze how and why historical interpretations change over time.
- Understand the views of people of other times and places regarding the issues they have faced.
- Synthesize historical facts and interpretations to reach personal conclusion about significance historical events.
- Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights.
- Evaluate the views, beliefs, and impact of different social groups on a given historical event or issue.
- Evaluate actions an individual group or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the holocaust.
- Analyze how beliefs and principles are transmitted in a culture.

- Evaluate the mutual influence of technology and culture.

E02H1 US History I

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is a chronological study of America from exploration to 1917. Primary source material and research into controversial issues of American history will be the basis of this course.

In order to successfully complete this course, the student will need to demonstrate the following:

- Trace and explain the events that led to the War for Independence and the significant events that brought final victory to America.
- Analyze the creation of the Articles of Confederation and the Constitution.
- Describe the Impact of Nationalism and Economic expansion from the late 1780's to the 1850's.
- Define the term "Manifest Destiny" and describe the major events in the westward movement during the mid-nineteenth century.
- Explain the political, economic and social causes of the Civil War and assess the war plans of the Union and Confederacy.
- Describe the Reconstruction period and assess the Impact it had on the United States at that time and in later years.
- Describe industrial growth in the US in the late 19th century, and its relationship to immigration, urbanization and the changes in agriculture.
- Document and analyze significant aspects of the growing United States involvement in world affairs at the beginning of the 20th century.
- Trace and document the historical significance of the progressive movement.
- Develop logical sequence of the historical events leading up to World War I and the subsequent involvement of the US in it.

E02H2 US History II

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course continues the chronological study of American History. It parallels the regular education curriculum for US History II at a pace and level appropriate to the students' needs.

In order to demonstrate mastery and receive credit for this course, the student will, depending on the IEP complete the following:

- Explain how the United States became an industrialized nation.
- Trace the growth of American industry
- Describe the role of immigrants in the growth of American industry.
- Trace the fight for women's rights and equality.
- Describe the cause, events and outcome of the Spanish American War
- Describe the causes, events and results of WWI.

- Describe the causes and events of the Great Depression.
- List the causes of WWII and the results.
- Describe the causes, events and results of the Cold War, Korean and Vietnam Wars.
- Describe America role in the modern world.
- Trace the history of the United States through its presidents.

E02H3 World History

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course explores humanity's growth from pre-historic times to the beginning of the 20th century. The student studies the rise and fall of civilizations in history in different parts of the world, Africa, the Middle East, Europe, and Asia. The course will expose students to these civilizations, their political, economic, and social systems.

In order to demonstrate mastery and receive credit for this course, the student will:

- Compare the developments of pre-historic civilizations.
- Identify significant relationships related to river valley civilization.
- Compare and contrast the development and contributions of different civilizations, particularly Egyptian, Greek, Roman, and Eastern civilizations.
- Identify the prominent nations that build empires and geographically identify those empires.

Developmental Science

Developmental Science is offered over a three year period on a rotating basis. All three content areas are covered to meet high school graduation requirements. Students will take the end of year Biology Exam during the year they are enrolled in that course. **School year 2012-2013 will focus on Biology.**

E01S3 Developmental Biology

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This laboratory course provides a hands-on multi-sensory approach to the study of living things. In order to demonstrate mastery and receive credit for this course, the student will, depending upon identified need:

- Identify the importance of how the body works
- Describe the parts of the skeletal, muscular and circulatory systems and explain the function of each system
- Describe the parts and function of the nervous system
- Identify diseases caused by viruses and bacteria
- Show how some diseases can be prevented
- Show the dangers of addictive and illegal drugs

- Define first aid and give guideline for emergency situations

E01S2 Developmental Physical/Earth Science

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course provides a hands-on multi-sensory approach to the study of the earth. In order to demonstrate mastery and receive credit for this course, the student will, depending upon identified need:

- Define speed
- Explain what a force is and give examples
- Describe the features and structure of the earth
- Explain how the earth's revolution and the tilt of its axis cause seasons
- Explain what makes up the solar system
- Identify basic properties of all minerals
- Compare and contrast different rocks
- Describe weather conditions

E01S3 Developmental Chemistry

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This laboratory course provides a hands-on multi-sensory approach to the study of matter and energy. In order to demonstrate mastery and receive credit for this course, the student will, depending upon identified need:

- Identify standard metric units and instruments for length, mass, volume
- Identify basic properties of matter
- Explain the parts of an atom and its structure
- Identify common elements in everyday life and how we use them
- Explain that matter can be classified into elements, compounds, and mixtures
- Describe what happens in chemical reactions

E02S2 Physical and Earth Science

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This is aligned with the general education science curriculum. The content will consist of some basic physics principles, geology, astronomy and environmental sciences. The students will gain an understanding of: the natural laws as they apply to motion, forces, and energy transformation; the structure, dynamics and geophysical systems of earth; the origin, evolution and structure of the universe and the environment as a system of interdependent components affected by human activity and natural phenomenon. The students will meet the standards for 5.1, 5.2 and 5.4.

In order to demonstrate mastery and receive credit for this course, the student, will, as specified in the IEP:

- Explain what the solar system is
- Use the scientific method
- Describe how the earth and moon move in space
- Describe the rock cycle
- Describe the structure of the earth
- Demonstrate use of measurement tool and identify standard metric units
- Define force and describe forces
- Differentiate between speed, velocity and acceleration
- Describe Newton's laws of motion
- Define and distinguish between weathering, erosion and deposition
- Describe the theory of Plate tectonics

E02S3 Chemistry

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

This laboratory course is aligned with the Applied Chemistry curriculum. This course covers basic chemistry principles and environmental science. The students will learn about atoms, nucleus, protons, neutrons, describe how information is encoded in genetic material, explain how the periodic table evolved and demonstrate different types of chemical reactions and the various factors affecting reaction rates. The student will meet the content standards for 5.6.

- Describe and sort objects according to the materials from which they are made and their physical properties
- Recognize that matter can exist as a solid, liquid or gas and can be transformed from one state to another by heating or cooling
- Investigate matter by observing materials under investigation
- Identify characteristic properties of matter, and use one or more of those properties to separate a mixture of substances
- Show how substances can react with each other to form new substances having characteristic properties different from those of the original substances

E02S4 Biology

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

This laboratory course is aligned with the Applied Biology general education class. The students will be able to identify organisms that possess characteristics of living and non-living things, explain how plants convert light to chemical energy, explain how DNA can be altered, and explain evolution and theory of natural selection. The students will meet the state requirements for standards 5.5. At the completion of this year students will be expected to take the End of Year state test in Biology.

In order to demonstrate mastery and receive credit for this course, the student will, depending upon the IEP will:

- Explain the scientific method
- Demonstrate understanding of cell structure
- Learn how scientists classify animals.
- Identify differences between living and non-living things.
- Learn how plants are classified.
- Identify the properties of bacteria.
- Understand how animals obtain and digest foods.
- Identify the main parts of a plant.
- Identify the human body systems.
- Define how disease can be prevented.
- Explain how traits pass from parents to offspring.
- Recognize ways that organisms survive.
- Explain how an ecosystem works.

E01M1 Developmental Math

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is designed to develop and reinforce everyday math skills in a variety of settings. The junior level students in this class will work on the Alternative Proficiency Assessment.

In order to demonstrate mastery and receive credit for this course, the student will, depending upon identified need:

- Compute with money, using names and values of pennies, nickels, dimes and quarters.
- Tell time by using both analog and digital clocks to understand minutes and hours.
- Use a calendar to understand day, week, month and year.
- Understand coins and bills and make change up to \$5.00.
- Write in decimal form to \$5.00.
- Know the correct change when shopping and use plus one as needed.
- Add and subtracts money using estimation, mental math, calculators, and paper and pencil.
- Develop an understanding of budgeting for essential needs.
- Addition, subtraction, multiplication and division of whole numbers.
- Addition, subtraction, multiplication and division of fractions and decimals.

E02M2 Pre-Algebra

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is aligned with the general education integrated math course. It is intended to introduce the students to basic math skills with higher order thinking processes. The students

work in teams, organize data, complete area and perimeter problems, and determine patterns and relationships among graphs, tables and rules. They will also learn basic algebraic operations and complex problem solving skills.

E02M3 Algebra I

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Introduction to Integrated Math or teacher and CST recommendation

This course is aligned with the general education Algebra 1 course. In this class students will work both individually and in groups to solve mathematical problems. At the end of this class the students will take the New Jersey End of Year exam in Algebra. In order to demonstrate mastery and receive credit for this course, the student will:

- Use various problem solving strategies to analyze problems and formulate appropriate solution strategies.
- Express, interpret and graph functions, specifically linear and quadratic, within a team.
- Use variables to represent relations from tables, graphs, verbally stated problems and geometric diagrams. Understand that algebraic relations can be tested by substitutions of numbers.
- Solve linear and quadratic equations and systems of linear equations and understand their relationship to the graph functions.
- Use ratio, proportion, and direct variation from numerical, geometric and algebraic perspectives.
- Learn to use a calculator effectively.
- Use the distributive property and order of operations to reorganize algebraic expressions into more useful forms.

E02M4 Geometry

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Introduction to Algebra

This course is aligned with the general education Geometry course. In this course the students will demonstrate an understanding of the terminology and basic concepts of angles and lines and their connections with coordinates, constructions and deductions. Other skills include judging the validity of an argument, constructing a simple valid argument, identifying similar figures and understanding their properties. In order to successfully fulfill the requirements of this course the student will:

- Use problem solving skills in data organization, looking for patterns, drawing diagrams, making systematic lists/tables, and writing algebraic representations to make and test conjectures about angles, lines, congruence, polygons and circles.
- Learn a core set of geometric facts and relationships about polygons, circles, prisms, congruence and measure.

- Use coordinate geometry for the study of area, perimeter, transformations, congruence and functions.
- Develop spatial visualization skills and apply them to the study of three-dimensional figures.
- Develop facility with ratios, particularly in the areas of similarity and right triangle trigonometry.
- Understand the interdependence between algebra and geometry.
- Complete basic compass and straight edge constructions.
- Learn to use a scientific calculator as an aide for problem solving.

E02M5 Algebra II

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Algebra I and Geometry

Algebraic expressions and forms are emphasized especially in linear and quadratic forms. Powers, roots, and functions are explored, defined, and applied in relation to algebraic expressions. Polynomial and other special functions are studied as tools for modeling real world situations. Geometric ideas are utilized throughout the text while other subjects are included for their relevance to computers, including discrete and continuous domains.

In order to demonstrate mastery and receive credit for this course, the student will:

- Understand how to use both explicit and recursive formulas for sequences.
- Identify, solve and graph variation problems.
- Use matrix operations.
- Apply concepts of exponential functions.
- Understand, apply and use powers and roots.
- Identify and graph parabolas.
- Understand function notation, graphs and equations.

E02M6 Consumer Math

Course Length: Year Credits: 5.0

Grade Level: 11, 12

This course will teach money management. The topics will include buying and maintaining cars, insurance, financial planning, banking, credit and investments, consumer laws, housing options and employment. The students will be able to identify their short and long term goals and how they relate to their spending patterns.

In order to demonstrate mastery in this course the student will demonstrate:

- Explain personal credit and debt management
- Explain relationship between income and careers as it relates to budgeting
- Show an understanding of civic financial responsibility, personal planning, saving and investing.
- Understand personal income tax

E01G1 Adaptive Phys. Ed and Health**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11, 12**

This course is for students recommended by the Child Study Team. The students will receive three marking period of physical education and one marking period of health. Specific activities will be determined by the needs of the students. Students will be exposed to a variety of indoor and outdoor activities. The health curriculum will focus on health promotion and disease prevention. They will learn and apply health-related fitness concepts.

E02W1 Writing for College Bound Students**Course Length: Year Credits: 5.0****Grade Level: 10, 11, 12**

This course will provide students with the basic skills needed for college entry level classes. Students will focus on improving sentence structure, paragraph and summary writing, as well as writing a well-structured essay. Attention will also include writing in response to literature. Each student will have the opportunity to develop individual writing skills on laptop computers.

In order to receive credit for this course, the student will, depending upon identified needs:

- Develop writing in both MLA and APA formatting
- Develop college required word processing skills through daily use of laptops
- Develop writing skills in two areas: summary and literary response
- Understand and develop a particular voice when writing
- Understand audience and its importance when writing
- Practice step by step writing persuasive essay writing
- Understand and apply the process of writing to student's efforts

This course will be altered as needed based on students specific IEPs and needs; however this is not a basic skills class.

E02P1 Personal Development**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11, 12**

This course focuses on social skills and life skills for the student to help them build their self-esteem, self-control, respect for the rights of others, and a sense of responsibility for their own actions. This curriculum is based on real-life situations and reinforces the skills needed to live on your own.

In order to demonstrate mastery and receive credit, the student, dependent on his individualized needs, will:

- Exhibit good listening and concentration skills that are appropriate for classroom learning and everyday life.

- Identify and accept their own feelings and choose clear verbal and nonverbal ways of expressing their feelings.
- Learn that rewarding themselves is a way to motivate them.
- Recognize an individual in need of help and decide upon an appropriate method of assistance.
- Use negotiation as a technique for dealing with peer pressure as it relates to inappropriate behaviors, such as drugs and/or sex.
- Learn new strategies for remaining calm under stress.
- Learn that teamwork, working together, attendance, and making good decisions are important job skills.
- Utilize more than one resource when gathering information, for example, buying a car, going grocery shopping, etc.
- Set long term and short-term goals and follow the steps in the skill components to reach them.
- Develop a healthy and safe lifestyle.
- Importance of nutrition and fitness.
- Budgeting for personal needs.

E02B1 Structured Work-Based Learning – Academic

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is an introduction to preparing for work, and utilizes the Equipped for the Future Work Readiness Curriculum among other resources. The skills mastered in this course are aligned with those in the National Work Readiness Credential profile. Students who successfully complete the activities in the course will be prepared:

- to transfer work readiness skills beyond preparation for entry-level jobs
- to learn new skills and take responsibility for their own learning on the job
- to apply skills in a variety of contexts, including work, home, and community
- for entry level positions in many jobs that do not require advanced training or education.

E02B2 Structured Work-Based Learning -- School Setting

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course will provide students the opportunity to practice and develop their employability skills within the school setting. Students are assigned to various areas within the school including the nurses' office, the school store, the cafeteria, the pool, the library, the guidance office, the main office and other selected areas. Rotations through various departments are arranged to maximize students' exposure to different job sites and responsibilities.

E02B3 Structured Work-Based Learning -- Community Setting**Course Length: Year Credits: 5.0****Grade Level: 11, 12**

This course will provide students the opportunity to earn credits for participating in work activities and job sampling in the community setting.

In order to successfully complete this course, the student will need to demonstrate the following:

- Use a variety of methods to search for a job.
- Complete a job application(s)
- Interview for a job.
- Obtain a part-time job.
- Maintain a job
- Secure favorable job evaluations from supervisor.
- Understand and comply with the policy and procedures of the organization.

E01D1 Cultural Diversity**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11, 12**

This course will examine cultural differences. The students will gain an understanding of the diverse lifestyles, customs and ethnic foods that make up our world. This course is designed for the special education student whose learning disability makes it difficult to master a foreign language. Students will gain an appreciation of world languages focusing on highly practical vocabulary. The students will also familiarize themselves with the culture of other nations, reflecting upon such topics as geography, songs and dances.

E03IA / E03IB Student Internship/Community Service**Course Length: Semester Credits: 2.5****Grade Level: 12**

This course is being offered through the special education department for general education students. Selected senior year students will have the opportunity to earn 5 credits as a peer mentor/tutor. They will be trained by a special education teacher and meet during the school year to reflect upon their experiences. They will be assigned to students in the resource room classes and the structured work program.

E03A3 Academic Prep-HSPA Math**Course Length: Year Credits: 5.0****Grade Level: 11****Teacher Recommendation by teacher/CST required.**

This course is designed for classified juniors who are preparing to take the High School Proficiency Assessment. In this course their **math** skills will be assessed utilizing a computer

software program. Their math deficiencies will be remediated through individualized classroom instruction supplemented with computerized lesson plans. Progress monitoring will regularly assess whether further refinement is needed. The student outcome should result in improved math performance on standardized tests, and enhancement of students' test taking skills.

E02FS Fall Academic Maintenance

E02SS Spring Academic Maintenance

Course Length: Semester Credits: 2.5

Grade Level: 9, 10, 11, 12

This course will assist the classified student with their academic classes. Approval for class will be granted on an individual basis by the recommendation of the CST. The student receives help in a variety of subjects on an individualized assistance program. The course provides study skill development as well as the support required to meet success in the regular education classes.

In order to demonstrate mastery for this course, the student will, depending upon identified need:

- Improve work habits and organizational skills.
- Improve reference and study skills.
- Improve organizational and time management skills.
- Improve critical reading and writing skills.
- Improve test taking skills.
- Utilize compensatory skills.
- Apply computer skills.
- Maintain competency in regular education classes.

Visual and Fine Arts

Core Curriculum Content Standards *Organization of the 2009 Standards*

The 2009 Visual and Performing Arts standards reflect the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

VISUAL ARTS DEPARTMENT

A1110 Art I
A1220 Art II
A1000 Crafts (Semester)
A1001 Painting (Semester)
A1005 Sculpture I (Semester)
A1006 Sculpture II (Semester)
A1010 Computer Graphics (Semester)
A1020 Illustration (Semester)
A4100 AP Studio Art

Gifted and Talented Art – Students enrolled in the G/T level of any art class will be expected to meet all of the proficiencies listed for the course and produce artwork of a quality and quantity mutually agreed upon by the student and his or her instructor. Entrance into the G/T Art program requires the successful completion of one year of high school art, a portfolio review and recommendation of the Instructor.

G1220 G/T Art II
G1001 G/T Painting (Semester)

A1110 Art I**Course Length: Year****Credits: 5.0****Grade Level: 9, 10, 11, 12**

The basic elements and principles of art are the background for Art I. Some of the media that will be used include: charcoal, pastel, tempera, watercolor, clay, and plaster. Students will be introduced to the basic concepts of color, perspective, design, as well as critique.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an understanding of design and composition.
- Demonstrate a basic knowledge of color theory.
- Demonstrate a thorough knowledge of drawing through the use of figurative and perspective drawings.
- Demonstrate an understanding of sculpture through the use of multi-media.

A1220 Art II**G1220 Art II G/T****Course Length: Year****Credits: 5.0****Grade Level: 10, 11, 12****Pre-requisite: Art I**

In this course students will begin to develop a better understanding and technical control of various media: watercolor, pastel and others. A greater emphasis will be placed upon design and composition.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Demonstrate an understanding of the principles of design and drawing with an emphasis on figure drawing.
- Demonstrate knowledge of color fundamentals.
- Demonstrate ability to work with various media pen and ink, pastels.

A1000 Crafts**Course Length: Semester****Credits: 2.5****Grade Level: 9, 10, 11, 12**

This course in 3-dimensional art is designed to give students experience in a wide variety of traditional and contemporary art techniques. Art will be explored through a variety of artistic forms. The techniques will be studied on a sophisticated and contemporary level with a focus on cultural and historical origins. Some of the artistic techniques may include: decoupage, fiber arts-weaving, macramé, batik and tie dye, mosaics, paper craft, jewelry, and clay.

This course may be repeated with instructor and supervisor approval.

In order to demonstrate mastery and receive credit for this course, the student will:

- Meet goals and objectives developed and presented by the Art instructor for each art experience.
- Demonstrate the ability to express themselves within guidelines set forth for each art project.
- Demonstrate proper usage of materials and equipment utilized in this course.

A1001 Painting

G1001 G/T Painting

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Painting is offered for the serious art student, beginner and/or experienced artists. A variety of techniques will be taught, including tempera, watercolor, acrylics and oils.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Demonstrate an understanding of the techniques involved in painting.
- Demonstrate the ability to work within various media to create finished paintings.
- Demonstrate an understanding of the various art forms including realistic, abstract, and non-objective.

A1005 Sculpture I

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Pre-Requisite: Art I

Sculpture I will provide opportunities for students to develop concepts and techniques for constructing works of art. Students in Sculpture I will create original three-dimensional works of art using a variety of materials including: wire, paper, clay, plaster and foam. Students will work on individual and collaborative projects.

In order to demonstrate mastery of and receive credit for this course, the students will:

- Understand various concepts of three-dimensional forms using a variety of methods and materials which meet the instructor's objectives.
- Demonstrate proper usage of materials and equipment utilized in this course.

A1005 Sculpture II

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Pre-Requisite: Sculpture I

This course will refine and expand on sculptural methods covered in Sculpture I through the creation of three-dimensional works of art. Students will critique, evaluate and interpret their own artwork, the work of their classmates and artwork created by a range of artists and cultures.

In order to demonstrate mastery of and receive credit for this course, the students will:

- Demonstrate quality and innovative applications of the elements and principles of art and design in their pieces.
- Demonstrate proper usage of materials and equipment utilized in this course.
- Demonstrate an understanding of the process of critique and art appreciation.

A1010 Computer Graphics

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Students will learn graphic design, illustration, and layout techniques using programs such as Adobe Illustrator and Adobe Photo/shop on a Macintosh platform. After learning program capabilities, students will complete assignments of projects in advertising, corporate identity, graphic design, and publishing. No prior computer graphics experience is required.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Demonstrate mastery in use of graphics programs.
- Demonstrate an ability to create effective visuals using computers.
- Demonstrate an ability to develop initial ideas into complete works of art on the computer, within given deadlines.

A1020 Illustration

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Pre-requisite: Art I or Computer Graphics

Students will develop understanding and skills in illustration, both by hand and on the computer. The basic principles of Art established in the pre-requisite will be expanded upon, as students explore various techniques of illustrating.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

- Demonstrate an understanding of the techniques involved in illustration.
- Demonstrate the ability to work within various media to create finished illustrations, including computer based projects.
- Demonstrate an understanding of the various art forms including realistic, abstract, and non-objective.

A4100 Advanced Placement Studio Art

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Successful completion of one year of Art at the high school level and successful completion of a portfolio review.

All examination fees are the responsibility of the student.

The Advanced Placement Studio Art course is the equivalent of a first year studio art class in college. Students must be competent in the fundamentals of art and willing and able to work independently toward the development of a portfolio in order to be enrolled in the class. *The format of this class will be an independent study*, with an assigned teacher and period. Successfully completing the course and submitting a portfolio for evaluation by college, university, and secondary school art instructors using rigorous standards can lead to the granting of college credits. In order to receive a qualifying grade for advanced placement, the student must show a fundamental competence and range of understanding in three areas of visual arts: quality, concentration, and breadth. The portfolio may focus on drawing, 2-D design, or 3-D design.

Students requesting this course will be required to submit a portfolio of sample work in the Spring of the year before enrollment that demonstrates basic understanding and competency in the fundamentals of art. This portfolio will be reviewed by the art department and for a final decision on enrollment.

Note: In order to receive the MRHS AP weighted grade, students must submit a portfolio for review by the College Board at the end of the school year.

WORLD LANGUAGES

Standard Courses in World Language

W0100 Language and Culture

W1100 Spanish I

W1150 Spanish II

W2100 Pre-Honors Spanish II

W1200 Spanish III

W2150 Honors Spanish III

W2200 Honors Spanish IV

W1250 French I

W1300 French II

W2250 Honors French III

W2300 Honors French IV

W1450 Italian I

W1500 Italian II

W2450 Honors Italian III

W2500 Honors Italian IV

W1350 Latin I

W1400 Latin II

W2350 Honors Latin III

W2400 Honors Latin IV

W1550 American Sign Language I

AP Courses in World Languages

W4100 AP Spanish

WORLD LANGUAGES

The State of New Jersey has identified the following Core Curriculum Content Standards in World Languages. Within the next few years all students will need to demonstrate mastery of the minimal standards in order to graduate from high school.

Core Curriculum Content Standards for World Languages

1. All students will be able to communicate at a basic literacy level in at least one language other than English.
2. All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English

Multiple entry points for World Language study are available as defined by the New Jersey World Language Curriculum Standards. Proficiency levels are divided into sublevels. The proficiencies of the first two years of language study are now considered to be the Novice Level of study and divided into a low, mid and high range. The following chart gives the options for the first two years of study in the Spanish language. Recommendations for placement will be made by counselors. Students who are enrolled in Honors English should begin at Mid or High levels.

WORLD LANGUAGE COURSE OPTIONS FOR FRESHMAN:

- French I
- Italian I
- Latin I
- Spanish I
- Spanish II
- Pre-Honors Spanish II
- American Sign Language I

Note: Students beginning their language study **do not need to elect a language in the ninth grade**. They may postpone this until later high school years. Language study requires much discipline for doing daily homework practice exercises and vocabulary memorization. Students who are not ready for this discipline should wait a year or two for greater maturation. Grammar skills are also very important for success in a World Language. Students who have not done very well in Language Arts should also wait until their 10th or 11th grade to take World Languages. **Any student who has had a full year of Spanish in middle school should begin at the intermediate or advanced level. The beginner level is intended for students who have had little or no Spanish instruction in grades 7-8 or who need improvement in English grammar skills.**

Heritage Speakers will be tested for placement in Grammar, Writing and speaking skills.

W0100 Language and Culture

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

*This alternate course is for students who have not had any prior Language courses at Mainland and need to fulfill only the State Core Curriculum requirements. This course does not meet world language requirements for college admissions.

This course is designed to excite the learner to develop second language skills through using highly practical vocabulary. This course will also familiarize the student with the culture of the other nations, reflecting upon such topics as foods, songs, and dances. A variety of teaching resources will be used.

W1100 Spanish I

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11

This is the **basic introductory courses** in which the student will learn the basic elements of the target language and develop abilities in the four language skills of reading, writing, speaking, and understanding. Grammar and vocabulary are taught and practiced through oral and written exercises. There is considerable emphasis on developing communicative skills. Spanish and Hispanic cultures are studied through the reading selections, videotapes, slides, audio-tapes, and other ancillary materials.

In order to demonstrate mastery and receive credit for this course, the student will:

- Pronounce, spell and correctly use a basic vocabulary introduced in chapters 1-3 of the textbook.
- Write short basic sentences using correct subject/verb agreement and adjective/noun agreement patterns.
- Create and respond to simple phrases, questions, and answers.
- Interact with appropriate responses in limited social settings and basic situations.

- Demonstrate an awareness of the culture of the target language.
- Converse with basic proficiency.
- Comprehend basic sentences and short paragraphs written in the target language.
- Converse with basic proficiency in the target language
- Compare the customs of his own culture and the studied culture.

W1150 Spanish II

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

Pre-requisite: Spanish I

In order to demonstrate mastery and receive credit for this course, the student will:

- Communicate orally with increasing logic and accuracy.
- Identify common and distinct features such as grammatical structures in the target language.
- Express details of everyday life in the present and past tense.
- Examine interrelationships between the language and the culture as evidenced in selected reading materials.
- Communicate and interact in a limited range of task-oriented and social situations.
- Organize thoughts into coherent oral speech.

W2100 Pre Honors Spanish II

Course Length: Year Credits: 5.0

Grade Level: 9, 10

Pre-requisite: Spanish I and teacher recommendation

This is an accelerated Spanish 2 level course that is designed for students who have shown a high level of proficiency in Spanish I and have intentions of continuing their Spanish studies to the honors upper levels. Students will be placed in this level by teacher recommendation only.

The goals of this course will be to cover all vocabulary and grammar concepts taught in the Spanish II course as well as develop additional skills for advanced studies. Speaking, reading, listening and writing skills will be added to this course. Greater proficiency in the use of the language will be attained at the end of the course.

W1200 CP Spanish III

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Spanish II

This is a Level 3 course designed for students who wish to continue their study of Spanish to the third year and do not aspire to the honors level course. This course can be taken by any student

who has completed a Spanish II class. It will be a continuation of the grammar and vocabulary and will focus on listening and speaking skills. Cultural topics will also be covered in the curriculum.

W2150 Honors Spanish III

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Pre-Honors Spanish II and/or Teacher Approval

This is an accelerated Spanish 3 level course that is designed for students who have shown a high level of proficiency in Spanish 1 & 2 and have intentions of continuing their Spanish studies to the upper levels. Students will be placed in this level by teacher recommendation only. The goals of the course will be to cover all vocabulary and grammar concepts taught in the Spanish 3 course as well as develop additional skills for advanced studies. Speaking, reading, listening and writing skills will be added to this course.

Greater proficiency in the use of the language will be required at the end of the course.

- Demonstrate an acceptable level of fluency in prepared and extemporaneous conversation.
- Demonstrate acceptable reading and oral comprehension.
- Demonstrate a comprehension of short stories and other literary works.
- Identify and explain selected aspects of Spanish and Spanish American culture and civilization.
- Write short compositions in Spanish.
- Use both orally and in writing the tenses studied in Spanish I and II which are the present, preterit tenses; in addition, the imperfect, future, conditional, perfect tenses and informal commands and regular subjunctive will be covered.

W2200 Honors Spanish IV

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: an average of A or B in Spanish III Honors or Departmental Approval

This course is conducted primarily in Spanish. Vocabulary building and knowledge of complex grammatical structures are emphasized. The culture of the twenty Spanish-speaking countries of the world is covered in reading selections and multi-media activities.

Successful completion of this course will help prepare the student to continue a fifth year of Advanced Placement Spanish class.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an acceptable level of fluency in prepared and extemporaneous conversation.
- Demonstrate acceptable reading and oral comprehension.
- Write compositions in Spanish.
- Use both orally and in writing, the verb tenses studied in Spanish I, II, III and IV.
- Demonstrate knowledge of the literature and thematic units studied in class.
- Demonstrate an understanding of selected aspects of the culture and civilization of the Spanish speaking world.
- Demonstrate command of higher level grammar skills and use of all subjunctive tenses.

W4100 AP Spanish**Course Length: Year Credits: 5.0****Grade Level: 11, 12****Pre-requisite: Average of “A” or “B” in Spanish IV and Departmental Approval****All examination fees are the responsibility of the student.**

This Spanish Advanced Placement is intended for the students who have chosen to develop their proficiency in Spanish. The student should already have a very good command of the grammar learned in Spanish I, II, III and IV and considerable competence in listening, reading, speaking, and writing. The Spanish Advanced Placement course will challenge the student while providing him/her with the means of obtaining college credit or advanced college placement or both based upon the student's score on the AP Spanish language exam which measures the student's functional ability in each of the four skills involved in foreign language learning: reading, writing, listening, and speaking. Successful completion of this course will prepare students for the SAT II in Spanish. In order to receive AP course credit from MRHS, the student must take the appropriate version of the AP exam at the conclusion of the course.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an understanding of spoken Spanish in various conversational situations.
- Organize and develop compositions based on synthesis of sources.
- Read, discuss and critique orally and in writing short literary works with coherence and clarity of expression.
- Express oneself successfully in Spanish with reasonable fluency through informal and formal responses.
- Demonstrate a written and oral comprehension of all the vocabulary studied in Spanish I, II, III, IV, and V.

W1250 French I**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11**

This course develops the basic reading, writing and conversational skills of the language. Written homework and oral work in class are structured to teach the basic verb tenses and grammar of the language. A basic introduction to the culture of France, as well as, films and audio tapes aid the student in understanding the French culture.

In order to demonstrate mastery and receive credit for this course, the student will:

- Spell and use basic vocabulary and grammar in the syllabus.
- Understand basic commands, statements, sentences, and paragraphs in oral and written form.
- Converse briefly in French in class presentations and dialogues and in the Language Lab.

- Form questions with proper word order, intonation and interrogative words and distinguish gender of nouns and agreement of adjectives.

W1300 French II

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: French I or Departmental Approval

This course continues the reading, writing and conversational skills of the language. As much as possible, the student uses French in the classroom. Written homework and exercises, as well as, oral drills in class are structured to teach the basic verb tenses and grammar of the language. A basic introduction to the geography and history of France, as well as films, dvd's, slides and audio tapes aid the student in acquiring a better understanding of French culture.

In order to demonstrate mastery and receive credit for this course, the student will:

- Demonstrate an acceptable level of fluency in prepared and extemporaneous conversation in class and the Language Lab.
- Comprehend sentences, questions, short stories, articles, dialogues, and other materials which are written and spoken in French.
- Use correctly both orally and in writing the grammatical structures and verb tenses introduced in French I and II and apply vocabulary from both years.
- Demonstrate familiarity with selected aspects of French culture and civilization.
- Present oral projects based upon everyday situations.

W2250 Honors French III

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: French II or Departmental Approval

This course continues the reading, writing, and conversational skills learned in French II with more emphasis on oral picture description and increased colloquial expressions to converse on everyday situations. Successful completion of this course will prepare students for the French SAT II.

In order to demonstrate mastery and receive credit for this course the student will:

- Spell and use all vocabulary in French I, II, and III.
- Demonstrate an acceptable level of fluency in prepared and extemporaneous conversation in class and the Language Lab.
- Demonstrate acceptable oral comprehension and advanced reading comprehension.
- Present oral skits in paired group and individual presentations.
- Use, both orally and in writing grammar concepts.
- Demonstrate an understanding of selected aspects of French culture.

W2300 Honors French IV**Course Length: Year Credits: 5.0****Grade Level: 11, 12****Pre-requisite: French III**

Oral fluency is developed by discussion in French of daily events read as well as oral presentations. Themes, as well as original short stories serve to increase the student's writing ability. Grammar is completed with instruction on the subjunctive mood. Entertaining Videos are at a current level of understanding. Successful completion of this course will prepare the student for the French SAT II.

In order to demonstrate mastery and receive credit for this course the student will:

- Spell and use all vocabulary in French I, II, III and IV.
- Demonstrate an acceptable level of fluency in prepared and extemporaneous conversation in class and the Language Lab.
- Present oral skits in paired group and individual presentations.
- Use, both orally and in writing all grammar concepts and in reading passage discussions.
- Demonstrate an understanding of selected aspects of French culture.

W1450 Italian I**Course Length: Year Credits: 5.0****Grade Level: 9, 10, 11, 12**

This is the **basic introductory courses** in which the student will learn the basic elements of the target language and develop abilities in the four language skills of reading, writing, speaking, and understanding. Grammar and vocabulary are taught and practiced through oral and written exercises. There is considerable emphasis on developing communicative skills. Italian cultures are studied through the reading selections, videotapes, slides, audio-tapes, and other ancillary materials.

In order to demonstrate mastery and receive credit, the student will:

- Pronounce, spell and correctly use a basic vocabulary introduced in chapters 1-3 of the textbook.
- Write short basic sentences using correct subject/verb agreement and adjective/noun agreement patterns.
- Create and respond to simple phrases, questions, and answers.
- Interact with appropriate responses in limited social settings and basic situations.
- Demonstrate an awareness of the culture of the target language.
- Converse with basic proficiency.
- Comprehend basic sentences and short paragraphs written in the target language.
- Converse with basic proficiency in the target language
- Compare the customs of his own culture and the studied culture.

W1500 Italian II**Course Length: Year****Credits: 5.0****Grade Level: 10, 11, 12****Pre-requisite: Italian I**

This course continues the building of reading, writing and conversational skills of the language. The use of the language will become more involved and eventually used as much as possible within the classroom.

The addition of more complex verb tenses and grammar along with written and spoken dialogues will be the basis of Level II. Oral drills in class are structured to give the student “real world” practice with several verb tenses, sentence structure, grammar and the ability to speak freely, albeit with limits, with other classmates.

In order to demonstrate mastery and receive credit for this course, the student will:

- Participate in simple, direct conversation on general topics related to daily activities and personal environment.
- Obtain and give information by asking and answering questions
- Satisfy simple personal needs and social demands to survive in the language
- Apply vocabulary from both Italian I and II
- Present oral projects based on situations or items selected by the instructor
- Demonstrate the ability to deal with complex verb structure
- Demonstrate the ability to deal with real world “cognates”

W2450 Honors Italian III**Course Length: Year****Credits: 5.0****Grade Levels: 11, 12****Pre-requisite: Italian II and Teacher Approval**

Italian 3/Honors is a continuation of Italian 1-2 courses with the primary aim to build on the basic skills acquired in Italian 1-2, and with added emphasis on oral communication, reading, and writing in order to provide students the basis for learning to communicate more effectively and accurately in Italian as it is spoken and written today.

Practice is given in all four basic skills--listening, speaking, reading, and writing—with many opportunities for student-student interaction and self-expression in realistic situations.

Additionally, Italian 3/Honors will emphasize the principle that language is culture and culture is language. The themes of the individual chapters are aimed at replacing stereotypical images of Italy and Italians with a more up-to-date portrayal.

W2500 Honors Italian IV**Course Length: Year****Credits: 5.0****Grade Levels: 12****Pre-requisite: Italian III and Teacher Approval**

Italian 4/Honors is a continuation of the Italian 3 course with the primary aim to build on the basic skills acquired in Italian3, and with added emphasis on oral communication, reading, and writing in order to provide students the basis for learning to communicate more effectively and accurately in Italian as it is spoken and written today.

Practice is given in all four basic skills--listening, speaking, reading, and writing—with many opportunities for student-student interaction and self-expression in realistic situations. Additionally, Italian 4/Honors will emphasize the principle that language is culture and culture is language. The themes of the individual chapters are aimed at replacing stereotypical images of Italy and Italians with a more up-to-date portrayal.

W1350 Latin I

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

Latin I introduces the student to the fascinating world of ancient Rome and the Latin language, the base language for French, Spanish, Italian, and English. Basic rules of the language are learned along with vocabulary and aspects of Roman life. This course is designed to increase general verbal skills through the study of root words and to demonstrate the influence of the Roman Empire on other world cultures.

In order to demonstrate mastery and receive credit for this course, the student will:

- Spell correctly, define, and use the basic vocabulary of Latin.
- Correctly conjugate verbs and recognize their forms.
- Read and comprehend basic sentences and paragraphs written in Latin.
- Correctly define nouns and recognize their forms.
- Write basic sentences in Latin.
- Accurately describe selected areas of Roman culture.
- Demonstrate a basic working knowledge of Greek and Roman Mythology.

W1400 Latin II

Course Length: Year Credits: 5.0

Grade Level: 10, 11, 12

Pre-requisite: Latin I

This course continues the study of how the Latin language works. In addition, the student furthers his/her knowledge of the famous stories and legends from Greco/Roman mythology and history. In this course, emphasis is placed on developing translation skills and expanding vocabulary.

In order to demonstrate mastery and receive credit for this course, the student will:

- Define, spell and use more than 500 Latin words.
- Comprehend sentences, paragraphs, short stories, dialogues, and other prose.
- Correctly write sentences and paragraphs in Latin.
- Have a basic working knowledge of all the major points of Latin grammar.

- Demonstrate an understanding of Roman civilization in such aspects as government, religion history and mythology.
- Comprehend Latin expressions commonly used in English.

W2350 Honors Latin III

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Latin II

This course offers the student the opportunity to translate the original works of several famous Roman authors such as Caesar, Cicero, Virgil, and Ovid. Class participation and discussion are emphasized. Selections vary in alternating years. Successful completion of this course will help prepare students for the Latin SAT II.

In order to demonstrate mastery and receive credit for this course, the student will:

- Translate selections of Commentarii de Bello Gallico by Julius Caesar.
- Translate selection from orations of Cicero and identify stylistic devices of Roman oratory.
- Translate excerpts from Ovid's Metamorphosis.
- Identify poetic devices and scan poetry.
- Translate selections from Vergil's Aeneid.
- Discuss, analyze, and interpret the ideas, themes and values represented in the literary works of the authors read.

W2400 Honors Latin IV

Course Length: Year Credits: 5.0

Grade Level: 11, 12

Pre-requisite: Honors Latin III

In this course the student will further develop his/her ability to read, translate, and discuss selections from the works of the most well-known Roman authors of poetry, drama, and prose. Successful completion of this course will help prepare students for the Latin SAT II.

In order to demonstrate mastery of minimal proficiencies and receive credit for this course, the student will:

Complete the proficiencies of Latin III at a higher level and in so doing demonstrate more comprehensive translation skills and more in-depth analysis and interpretation comprehension.

W1550 American Sign Language I

Course Length: Year Credits: 5.0

Grade Level: 9, 10, 11, 12

This course provides an introduction to American Sign Language, the language used by the deaf community. Student experiences will include vocabulary development, numbers, finger spelling and an introduction to the syntax and grammar through conversational phrases dialogues and videotape. Class is primarily conducted in sign language with no voice. Students will explore deaf culture, history, and related vocational opportunities.

