

# **Lindenwold High School**

## **2018-2019**

### **Program of Studies**



**Home of the Lindenwold Lions**

Lindenwold High School  
801 Egg Harbor Road  
Lindenwold, NJ 08021  
Phone# 856.741.0320  
Fax #: 856.741.0350

**Our Town ~ Our Kids ~ Our Future**

# Lindenwold High School Office Directory

## Main Number ~ 856.741.0320

<b>Office</b>	<b>Extension</b>
Main Office	1000
Guidance Office	1010
Nurse's Office	1507
Library	1300
Athletic Director	1208
Business Education	2407
English	1111
Social Studies	1506
Family and Consumer Sciences	1002
Industrial Technology	2505
Mathematics	2407
Music	1002
Health & Physical Education	1208
Science	2505
Special Education	1000

### Counselor Assignments

Christopher Cybulski (A – G)	1007
Laura Vaughn (Go – O)	1008
Allyson Hafner (P – Z)	1011

### Child Study Team

Dr. Kim Chelotti	1204
Kimberly McCullen	2405

**LINDENWOLD HIGH SCHOOL  
PROGRAM OF STUDIES  
2018-2019**

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## LINDENWOLD PUBLIC SCHOOLS

### *Mission Statement*

The Lindenwold School Community is committed to preparing all students to meet the New Jersey Core-Curriculum Content Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace lifelong learning whereby they become productive citizens and members of their community.

### *Affirmative Action Assurance*

In accordance with Federal and State laws, title VI of the New Jersey Administrative Code, and the Lindenwold Board of Education Policies 4111.1 and 5145.4, the Lindenwold School District is an equal opportunity employer and it guarantees equality in educational program opportunities. The Lindenwold Board of Education guarantees each student enrolled in the school system equal educational opportunity regardless of race, color, creed, religion, gender, ancestry, national origin, or socio-economic status. The Affirmative Action Officer for the Lindenwold Public Schools is Mrs. Dana Lawrence, Principal, Lindenwold School Four.

### *Board of Education*

Cathy Moncrief, **President**

Kevin McGahey

Pamela Bragg

Gil Geary

Alethia Gibbs-Smith

Rita A. Heins

Marsha Hershman

Cortney Richardson

Jo-Ann Engles

# WELCOME TO LINDENWOLD HIGH SCHOOL

Hello Parent(s), Guardian(s), and Students:

Contained in this booklet you will find a list of all courses offered at Lindenwold High School for the 2018-2019 school year. Lindenwold High School is proud to offer each student a wide variety of courses designed to meet your academic and physical needs as well as enhance your creative interests. As you review this booklet and prepare to make choices, keep in mind your interests, abilities, and aspirations. Your parent's/guardian's, guidance counselor, and current teachers should be a part of what courses you select.

During the course selection process, you will meet with your guidance counselor to develop a plan to ensure that all graduation requirements have been satisfied. Your counselor will also help you select appropriate courses as you prepare for college, trade or technical school, the military, or the world of work.

Please take time to read this Course Selection Guide carefully. Select courses you find both challenging and interesting and do not be afraid to challenge yourself. As a high school student it is your responsibility to make the most out of your life. Design your course selection with your future in mind.

Sincerely,  
Peter Brandt,  
**Principal**

**Assistant Principal**  
Ms. Melanie Martin

**Director of Pupil Personnel Services**  
Ms. Leana D. Sykes

**Supervisor of Athletics**  
Mr. Derryk Sellers

# **I) GRADUATION REQUIREMENTS**

In order to graduate from Lindenwold High School, you must meet the following academic, community service, and testing requirements.

## **Academic Requirements**

**English/Language Arts** – 20 credits

**Math**- 15 Credits including Algebra 1 & Geometry

**Science**- 15 credits including at least 5 credits in Biology; an additional lab science including Chemistry, Environmental Science, or Physics; and a third lab Science

**Social Studies** – 15 credits including US History 1 and World History

**Physical Education/Health**- 1 MP of Health and 3 MP of Physical Education for every year enrolled

**World Language** – 5 credits

**Visual & Performing Arts** – 5 credits

**Practical Arts** – 5 credits

**Financial Literacy**- 2.5 credits

## **Community Service Requirement**

It is the belief of the Lindenwold Board of Education that students to be active and engaged members of their communities and to address important community issues. Service can unite neighbors, mobilize volunteers and encourage a lifelong ethic of public participation, and is best performed in conjunction with a reputable public service organization.

Students will be required to complete a minimum of forty hours of community service before graduation (10 hours per year). Counselors and Administration will discuss the guidelines, student responsibilities and verify completion of the community service requirement.

## **II) Testing Requirements**

### **Testing Requirements (Class of 2019)**

#### **English Language Arts (ELA)**

English Language Arts Mathematics PARCC ELA Grade 9  $\geq$  750 (Level 4)  
or  
PARCC ELA Grade 10  $\geq$  750 (Level 4)  
or  
PARCC ELA Grade 11  $\geq$  725 (Level 3)  
or  
Prior to 3/1/16 SAT Critical Reading  $\geq$  400  
or  
3/1/16 or later SAT Evidence-Based Reading and Writing Section  $\geq$  450  
or  
SAT Reading Test  $\geq$  22  
or  
ACT Reading or ACT PLAN Reading  $\geq$  16  
or  
Accuplacer Writeplacer  $\geq$  6  
or  
Accuplacer Writeplacer ESL  $\geq$  4  
or  
PSAT 10 Reading or PSAT/NMSQT Reading  $\geq$  22  
or  
ACT Aspire Reading  $\geq$  422  
or  
ASVAB-AFQT Composite  $\geq$  31  
or  
Meet the Criteria of the NJDOE Portfolio Appeal

#### **Mathematics**

PARCC Algebra I  $\geq$  750 (Level 4)  
or  
PARCC Geometry  $\geq$  725 (Level 3)  
or  
Prior to 3/1/16 SAT Math  $\geq$  400  
or  
3/1/16 or later SAT Math Section  $\geq$  440  
or  
SAT Math Test  $\geq$  22  
or  
ACT or ACT PLAN Math  $\geq$  16  
or  
Accuplacer Elementary Algebra  $\geq$  76  
or  
PSAT 10 Math or PSAT/NMSQT Math  $\geq$  22  
or  
ACT Aspire Math  $\geq$  422  
or  
ASVAB-AFQT Composite  $\geq$  31  
or

**Testing Requirements (Class of 2020)**

**English Language Arts (ELA)**

(Must Take) PARCC ELA Grade 9  
and  
(Must Take) PARCC ELA Grade 10  
and  
(Must Take) PARCC ELA Grade 11

If passing score not met on any of the three, then the student can use the following:

SAT Reading  
or  
ACT Reading  
or  
ACT PLAN Reading  
or  
Accuplacer WritePlacer  
or  
Accuplacer WritePlacer ESL  
or  
PSAT 10 Reading  
or  
PSAT/NMSQT Reading  
or  
PSAT 10 Reading  
or  
PSAT/NMSQT Reading  
or  
ACT Aspire Reading  
or  
ASVAB-AFQT Composite  
or

Meet the Criteria of the NJDOE Portfolio Appeal

**Mathematics**

(Must Take) PARCC Algebra I  
and  
(Must Take) PARCC Geometry  
and  
(Must Take) PARCC Algebra II

If passing score not met on any of the three, then the student can use the following:

SAT Math  
or  
ACT  
or  
ACT PLAN Math  
or  
Accuplacer Elementary Algebra  
or  
PSAT 10 Math  
or  
PSAT/NMSQT Math  
or  
PSAT 10 Math



or  
PSAT/NMSQT Math  
or  
ACT Aspire Math  
or  
ASVAB-AFQT Composite  
or  
Meet the Criteria of the NJDOE Portfolio Appeal

### **Class of 2021 and Beyond**

#### **English Language Arts (ELA)**

(Must Take) PARCC ELA Grade 9  
and  
(Must Take and Pass) PARCC ELA Grade 10  
and  
(Must Take) PARCC ELA Grade 11

If passing score not met on PARCC ELA Grade 10,  
then the student can use the following  
Meet the Criteria of the NJDOE Portfolio Appeal

#### **Mathematics**

(Must Take and Pass) PARCC Algebra I  
and  
(Must Take) PARCC Geometry  
and  
(Must Take) PARCC Algebra II

If passing score not met on PARCC Algebra 1,  
then the student can use the following  
Meet the Criteria of the NJDOE Portfolio Appeal

### **III. Academic Expectations**

Lindenwold High School students are expected to complete a rigorous course of study. By graduation, each student will acquire an understanding of postsecondary and career options, and the academic knowledge and skills to pursue individual choices. School counselors will assist students in planning a four-year course of study.

### **IV. Grade Policy**

Report cards are issued four times a year in accordance with board policy. Student grades are reported numerically as follows:

A = 92 – 100  
B = 83 – 91  
C = 74 – 82  
D = 65 – 73  
F = Below 65

### **V. Guidelines for Determining Grade Point Average and Rank in Class**

A student's grade point average is calculated by multiplying the course grade value times the number of course credits. The total number of grade points earned divided by credits attempted results in the student's GPA.

Some courses carry more value (weight) than other courses. Students enrolled in advanced placement or honors classes have the opportunity to earn a higher GPA and class rank. Course value (weight) is as follows:

Grade	College Prep Course Weight	Honors Course Weight	AP Course Weight
A	4.0	5.0	5.5
B	3.0	4.0	4.5
C	2.0	3.0	3.5
D	1.0	2.0	2.5
F	0.0	0.0	0.0

An Example:

Course	Course Grade	Grade Value (Weight)	Course Credits	Grade Points (Multiply Value by Credits)
Honors English	A	5	5	25
Honors Physics	B	4	6	24
AP History	C	3.5	5	17.5
Calculus	B	3	5	15
Spanish	A	4	5	20
PE/Health	B	3	4	12
Total Grade Points= 113.5				
113.5 grade points/30 credits =3.78 GPA				

## VI. Promotion Policy

Students will be assigned to the next grade level according to the schedule listed below.

30 credits	Grade 10
60 credits	Grade 11
90 credits	Grade 12
120 credits	Graduation

Students must also pass the PARCC Assessment and/or otherwise fulfill graduation requirements.

## VII. Schedule Change Policy

Each year, students will meet with their counselor to complete a course selection form. Upon completion of scheduling, and before school begins, schedules will be mailed to students. Any adjustments to schedules must be made prior to the first day of school.

## VIII. Course Offerings

LHS offers courses designed to meet the needs of all students. College preparatory classes are designed to meet the needs of students planning to enter college or the workforce. Honors courses are offered to students who are capable of serious academic study at an accelerated pace. Advanced placement courses offer content and instruction similar to what a student may expect during a first-year college course. Depending on the college selected, students in these courses may earn college credit by scoring a 3 or higher on the subject AP exam. Honors and AP courses are weighted.

#### **IV. Selective Service**

Male students must register within 30 days of their 18<sup>th</sup> birthday. They can register online ([www.sss.gov](http://www.sss.gov)) or at any post office. Failure to do so may affect eligibility for college, student loans and grants, job training, and many federal and state government jobs.

#### **V. High School Athletic Eligibility**

Students wishing to participate in athletic at Lindenwold High School must meet the following requirements:

Fall and Winter Sports (grades 10-12): All students must have completed 30 credits by the end of the previous school year.

Spring Sports: All students must have completed 15 credits from the first two marking periods to be eligible to play.

The principal may deny eligibility to any student who has exhibited either chronic or serious misbehavior.

#### **VI. Post-Secondary Athletic Eligibility**

NCAA Division I and II institutions have adopted certain academic requirements that must be met for a student to qualify for participation (i.e., practice and competition) in intercollegiate athletics and for the receipt of athletically related financial aid as a freshman. Please note that there have been changes made by the NCAA in the number of core courses required. Sixteen core courses are now required, including:

4 years of English

3 years of math (Algebra I and higher)

2 years of natural/physical science (at least one lab course)

1 year of additional English, math or science

2 years of social science

4 years of additional courses

Changes have also been made in the NCAA Division I initial-eligibility index or sliding scale. Students interested in competing in athletics at an NCAA institution must complete the NCAA Clearinghouse form, which is available online at [www.ncaa-clearinghouse.net](http://www.ncaa-clearinghouse.net). It is recommended that students apply during their junior year.

#### **VII. Online Education**

Students may opt to request to take an online college/university, or high school course through an approved online education service provider. Students are permitted to take up to 15 credits by an approved online education service provider. High School courses are approved for credit recovery purposes only. See your counselor for details.

#### **VIII. Honors and Advanced Placement Courses**

Lindenwold High School is committed to providing an environment in which all students have equal access to all classes, including Honors and Advanced Placement (AP) classes. All classes will be open to all students who have taken the prerequisite courses, made an informed decision and understand the expectations of Honors and AP courses.

Lindenwold High School requires that all students and parents sign this contract to acknowledge that the student is making an informed decision regarding his or her enrollment in Honors and AP classes.

Upon enrolling in an AP class, parents and students agree to the following:

1. Participation in AP classes requires me to demonstrate:
  - A high level of student independence
  - A high degree of student responsibility
2. If enrolled in an AP class, students are required to take the AP exam. Students are responsible for half the cost of the exam, and the cost will be reimbursed to the student if they earn a score of 3 or higher on each exam. Financial assistance is available on a need basis.
3. If a student is not meeting success in an AP course after one marking period, students are required to meet with a teacher, parent, and counselor to discuss a possible course and schedule change.
4. If a student requests to be moved out of an Honors/AP level course that you have selected, the procedure below will be followed:
  - a. A meeting with a parent/guardian, classroom teacher, and guidance counselor will be scheduled. At this meeting three options will be discussed and agreed upon.

Option A is to remain in the class.

Option B is to drop the class and carry your current grade over to a new class. The dropped class will remain on your transcript with “withdraw failing” indicated next to it.

Option C is to audit the class. If you chose this option you agree to fully participate in the class and class work without earning a grade or credit. Auditing a class will not negatively impact your GPA or transcript. Students auditing an AP class will not be required to take the AP exam.

**This procedure will only be initiated and followed in the first marking period. After the first marking period the only option is to remain in the class.**

## **IX. Option II**

Option II gives students the opportunity to take approved courses outside of the high school. Approved courses will appear on student transcripts, but do not factor into the GPA.

Option II may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extracurricular programs, and/or other structured learning experiences. Students may also receive credit for accredited college courses.

Students must submit a written proposal for Option II four weeks before the start date of the course or program. Students should submit their application to their counselor. The counselor and the Principal will then review the application.

## **BUSINESS EDUCATION**

### **TWENTY-FIRST CENTURY COMPUTER APPLICATIONS (#6100)**

**Grades:** 9-12  
**Credits:** 2.5 (semester course)  
**Prerequisite:** None

**Description:** The Twenty-first century computer applications course stresses business and personal communication skills in the form of letters, memos, and resumes. Students will create various forms of slide presentations, organize and present presentations to class. A website will be created by each student. Students will be introduced to the concepts of spreadsheets and discuss tracking data in order to prepare an actionable report. Spreadsheets will be created for business and personal use.

### **ENTREPRENEURSHIP (#6400)**

**Grades:** 11-12  
**Credits:** 5.0

**Description:** Entrepreneurship prepares students to understand the operation of a business in a free-enterprise system. Topics include understanding entrepreneurship in the 21<sup>st</sup> century, types of business ownership, developing business plans, management or risk, purchasing, advertising, and human resources. Students will also explore legal and social responsibilities for businesses. The course includes ongoing development of a simulated business startup in today's market.

### **PERSONAL FINANCE (#6129)**

**Grades:** 10-12  
**Credits:** 2.5 (semester course)  
**Prerequisites:** None

**Description:** This is a foundation level course for any student interested in studying business. It also serves as a general knowledge course with applications for personal life. Financial Literacy topics include: the different types of businesses, personal money management, personal rights and responsibilities under the law, credit (cars, credit cards, mortgage), ways to avoid debt, get out of debt, car insurance, home insurance, life insurance, and managing a checking account. This course is recommended for anyone who will eventually live on their own. This course satisfies the 2.5 financial literacy credit requirement.

### **ACCOUNTING**

**Grades:** 10-12  
**Credits:** 2.5 (semester course)  
**Prerequisites:** None

**Description:** Accounting introduces students to the basic principles of accounting and finance. Students will understand how financial statements are designed and operate, and will use software for basic accounting. Development of student proficiency with Excel as a spreadsheet tool will be an important part of the course. The course includes work in which students apply their accounting skills in a simulated business.

## **PRODUCT AND EVENT MARKETING**

**Grades: 10-12**

**Credits: 2.5 (semester course)**

**Prerequisites: None**

**Description:** Product and Event marketing prepares students to develop and market products and events to consumers. The course includes explorations of consumer behavior, the basic principles of marketing research, product demand, profitability, pricing, campaigning and strategic planning, market segmenting, modes and methods of advertising, and consumer relations. Marketing knowledge and skills will be applied to simulated and real consumer products, sporting events, entertainment experiences, and other commercial markets.

# COMPUTER GRAPHICS

## **INTRODUCTION TO COMPUTER GRAPHICS (#8150)**

**Grades:** 9-12

**Credits:** 2.5

**Prerequisite:** None

**Description:** This course exposes students to elementary and more advanced graphic design techniques. Students will explore the Adobe Suite of graphic design applications. Using the elements and principles of design, students will explore the art of computer generated images while building real world skills in the graphic arts industry.

## **COMPUTER GRAPHICS 2 (#8152)**

**Grades:** 10-12

**Credits:** 5.0

**Prerequisite:** Computer Graphics 1

**Description:** This course will provide a continuation of Computer Graphics with more of a focus on independent assignments as well as advanced concepts. Students will be able to explore web design, desktop publishing, photography, advanced Photoshop work, game design and 3D modeling. These topics will prepare students for careers in the Computer Graphics, Graphic Design, Web Design, and Game Design fields (all of these fields are offered as majors at Camden County College).

## **PUBLICATIONS: DESIGN, LAYOUT, & COPY (#8156)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** Computer Graphics

**Description:** This course deals with layout design and using graphic applications on the computer to produce the school newspaper, and yearbook. This course also focuses on the integration of text, typography, photos and graphic/imagery in a variety of media. It will further provide the student with opportunity to explore issues in the area of graphic design and layout. In addition students will create a variety of printed materials for school activities

# VIDEO PRODUCTION

## **VIDEO PRODUCTION (#9840)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** None

**Description:** This course is designed to introduce students to video technology and the production process. Students will gain familiarity with industry terminology, production equipment, and practice fundamental production techniques. Special emphasis is placed on ENG (electronic news gathering) and Film Style productions. Coursework demands considerable time outside of class after school, and cooperative group work to complete projects. This course will direct students on a path towards pursuing a major in video production when in college, and is the first of three needed to pursue nationally recognized certification in Final Cut Pro.

## **COMMUNITY BROADCASTING (#9850)**

**Grades:** 09-12

**Credits:** 2.5

**Prerequisite:** None

**Description:** In this class, student's will interview key members of the Lindenwold community, record news stories of HS School events that will air during The Morning Roar and produce documentary style programming for LHSTV. Students will have to have their own transportation which will allow them to videotape interviews on location. They will be asked to videotape these interviews after school and on weekends. These students will also help run day to day operations of the TV station. Including, updating the community message board. This is a serious video production class and will give the student an opportunity to learn a craft through hands on real world training.

## **INTRODUCTION TO AUDIO RECORDING (#9843)**

**Grades 9 -12**

**Credits: 2.5**

**Prerequisite: None**

**Description:** This is an introductory music & audio recording course that covers the basic equipment and techniques of digital music recording and creation. Elements include DAW (logic Pro) operation, condenser and dynamic microphones, microphone placement, signal processing and recording console theory. An introduction to mixing and editing. Hands-on experience with studio equipment augments classroom instruction. The course will also cover recording documentaries on location.

## **VIDEO PRODUCTION II - FILM STUDIES (#9841a)**

**Grades** 10-12

**Credits:** 5.0

**Prerequisite:** Video Production I or Teacher Recommendation

**Description:** This course is an extension of Video Production I but with a focus on producing theatrical style films, with additional emphasis placed on aesthetic considerations and advanced production techniques. This class is intended for students interested in exploring and pursuing a future in media arts. Coursework demands considerable time outside of class after school, and cooperative group work to complete projects. Students will also be required to videotape various events, such as sports, concerts, and plays. This course, successfully completed, may serve as the second of three needed prior to obtaining certification in Final Cut Pro.



**VIDEO PRODUCTION III (#9842)****Grades: 11-12****Credits: 5.0****Prerequisite: Video Production II or Teacher Recommendation**

**Description:** This course is an extension of Video Production I & II, with advanced study of Video Production and direction, combining studio and fieldwork. It is an independent study class, which will require a student to work and learn on his, or her, own. Students will write program proposals, scripts, and develop shooting schedules. Coursework demands considerable time outside of class after school. This student will also learn key leadership skills and assist the Teacher with instructing related classes. This class is the third of three needed prior to certification in Final Cut Pro. A Final Cut Certification Test will be given at the end of the course for which a passing grade is required, in addition to successfully completed coursework, for certification.

**VIDEO NEWS PRODUCTION – The Morning Roar (#9845)****Grades: 9-12****Credits: 5.0****Prerequisite: None**

**Description:** This course is designed to introduce students to video production technology and the production process of creating the news. Students will gain familiarity with industry terminology, production equipment, as they practice and implement fundamental production techniques. Special emphasis is placed on ENG (electronic news gathering) and live news productions. Coursework demands considerable time outside of class after school, and cooperative group work to complete projects. Students will produce the morning announcements the day before they air for the High School. This class will take place during 8<sup>th</sup> period and will require students to stay after school to finish the news if not completed during the regular period. Students will also be required to cover events, such as plays, concerts, and sports so they can produce many of the news stories to be aired during the announcements.

# ENGLISH

## **ENGLISH 9 (#1500)**

**Grade:** 9

**Credits:** 5.0

**Prerequisite:** None

**Description:** English 9 is designed to incorporate literacy, literature and writing with speaking, listening, and viewing skills in ways that the students will find meaningful and purposeful. Units of study will include: a review of the rules of grammar, development of vocabulary skills, study skills, technology, composition and research, as well as non-fiction text. The literature components will be taught through the reading and analysis of the novel, short story, essay, drama, nonfiction, and poetry. This course is designed to help the student identify with and find relevance in and through the literature. This course requires the completion of summer reading assignments.

## **ENGLISH 9 HONORS (#1551)**

**Grade:** 9

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: A or B average in English 8 and/or Teacher Recommendation**

### **Description:**

English 9 Honors is designed to incorporate literature and writing with speaking, listening, and viewing skills in ways that the students will find meaningful and purposeful. This course is for the student who wants to and is able to delve into the literature and composition components through independent analysis and research. It is presumed that the students enrolling in this course will have grade level skills in reading, writing, grammar, and usage. The literature components will be taught through the reading and analysis of the novel, short story, essay, drama, nonfiction, and poetry. The depth of its content, instructional processes and teacher expectations are what differentiates this course; as this course is for the highly motivated college bound student, it will require the completion of summer reading and a number of independent, outside reading assignments through the year. This course is designed to help the student identify with and find relevance in and through the literature.

## **ENGLISH 10 (#1600)**

**Grade:** 10

**Credits:** 5.0

**Prerequisite:** English 9

**Description:** This course is designed to maintain and continue to use and develop the essential skills of communication. Major units will include: reading for comprehension, critical analysis, vocabulary development, research skills, and creative and expository writing for specific reasons and specific audiences. The literary focus will be a survey of American literature with emphasis on the works of great American novelists and poets. Activities will include, but not be limited to, the continued study of the short story, the essay, poetry, drama, nonfiction, and the novel. This course requires the completion of summer reading assignments

**ENGLISH 10 HONORS (#1651)****Grade: 10****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in English 9 and/or Teacher Recommendation**

**Description:** This course is for students who have demonstrated above average communication, reading, and writing skills. The course continues to develop English grammar, usage, and vocabulary. Writing activities will include, but not be limited to, compositions, essays, and a formal and critical research paper. The literary focus will be on American authors and American style as well as non-fiction text. This level course is differentiated by its depth of content, instructional processes, time on skill, and the level of instruction. This course requires the completion of summer reading assignments as well as a number of outside reading assignments throughout the year.

**ENGLISH 11 (#1700)****Grade: 11****Credits: 5.0****Prerequisite: English 10**

**Description:** This course is designed to maintain and continue to develop the content language skills of reading, writing, and listening. Major units will include: reading for comprehension, critical analysis, vocabulary development, research skills, creative and expository writing for specific reasons and specific audiences. Students will communicate their reactions to various authors through discussion and writing assignments. The literary focus in eleventh grade English will be to emphasize non-fiction, and the works of renowned British authors.

**ENGLISH 11 HONORS (#1751)****Grade: 11****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in English 10 and/or Teacher Recommendation**

**Description:** This course is designed for students who have demonstrated above average skills in communication, reading, and writing. This course continues to develop English grammar, usage, and vocabulary. Writing activities include compositions, essays, and a formal research paper. The literary focus is on the understanding, evaluation, and analysis of the works of British authors. Emphasis is given to the poetry, essays and philosophies of the great British writers and their impact on the development of literature. Students will communicate their reactions to various authors through discussion and written discourse. This level is differentiated by its depth of content, instructional processes, time on skill, and teacher expectations. The course requires the completion of a summer reading assignment and a critical research paper, as well as a number of outside reading assignments throughout the year.

**ENGLISH 12 (#1800)****Grade: 12****Credits: 5.0****Prerequisite: English 11**

**Description:** This course is designed to maintain and continue to develop the content language skills of reading, writing, listening, speaking and viewing. Major units will include: reading for comprehension, critical analysis, vocabulary development, research skills, creative and expository writing for specific reasons and specific audiences. Language studies will include grammar and usage. The literary focus in twelfth grade English will be on world literature. This course requires the completion of summer reading assignments and a critical research paper.

**ENGLISH 12- PARCC (#1507)****Grade: 12****Credits: 5.0****Prerequisite: Students who have not demonstrated proficiency on the PARCC Assessment**

**Description:** This college-prep course is designed to assist students who need intensive instruction and practice with the skills assessed on the Partnership for Assessment of Readiness for College and Careers Assessment (PARCC). Students enrolled in this English 12 course will receive numerous opportunities to demonstrate their proficiency in the reading and writing components stressed on the PARCC – focusing on the development of higher level, critical thinking skills. Additionally, the course is designed to maintain and continue to develop the content language skills of reading, writing, listening, speaking, and viewing. World literature will be the vehicle through which all of these skills are presented. The course requires the completion of summer reading assignments.

**English 12- SENIOR PROJECT (#1861)****Grade: 12****Credits: 5.0****Prerequisite: English 11, administrative and teacher recommendation**

**Description:** The English 12/ Senior Project course is designed for the senior who has a desire to study a field outside of the realm of the regular English curricula. His/her first semester will be a compressed English 12. The students will read the required works for English 12 and do the required writings. They will continue to develop skills in reading, writing, listening, speaking and viewing. Their skills will then transfer to their second semester when they will do research, journal writing, and critical evaluations about their choice for their senior project. This course requires completion of English 11 as well as the acceptance into the course by the principal, guidance director, and English teacher.

**ENGLISH 12-ADVANCED PLACEMENT (#1860)****Grade: 12****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in English 11 and/or Teacher Recommendation**

**Description:** The twelfth grade AP English program is an accelerated program designed to expose the superior student to college level studies and to prepare them for the Advanced Placement examination in English Literature and Composition as devised by the College Board. Students will study and write about literature by examining works from British and World Literature. The students will read and critique several representative works from various genres and periods. Students will also write analytical and critical essays based on their readings of poems and prose works, including complete novels and plays. This course requires the completion of summer reading assignments, as well as a number of outside reading assignments during the year.

**CREATIVE WRITING (#1809)****Grades: 10-12****Credits: 2.5****Prerequisite: Average of B or better in the student's current College Prep or Honors English coursework and/or English teacher recommendation**

**Description:** This high-energy course focuses on several forms of creative writing. The course begins with personal narratives, progresses through short story writing, continues with poetry, and delves into writing children's books. The final unit of the course is an independent study where students polish a written piece and submit their work for publication. Students use a workshop approach throughout the course to improve their work and to hone their editing skills.

**STUDY SKILLS- LANGUAGE ARTS 9 (#1503)****Grade:** 9**Credit:** 1.25 (Full Year – Alternate Half-Marking Periods)**Prerequisite:** None

**Description:** This course will afford students consistent opportunities to develop as readers and writers through daily demonstrations, self-selected, independent reading, and responding to a variety of text types and close read to analyze specific excerpts. Students will be required to demonstrate thinking within the text, beyond the text, and about the text while improving as a reader. Students will work on specific writing skills that are related to graduation requirements, answering short answer questions with details to demonstrate understanding, argumentative essays, and narrative writing. This course will be counted as an elective, and cannot count towards the Language Arts requirement towards graduation.

**STUDY SKILLS- LANGUAGE ARTS 10 (#1504)****Grade:** 10**Credit:** 1.25 (Full Year – Alternate Half-Marking Periods)**Prerequisite:** None

**Description:** This course will afford students continued opportunities to develop as readers and writers through daily demonstrations, self-selected, independent reading, and responding to a variety of text types and close read to analyze specific excerpts. Students will be required to demonstrate thinking within the text, beyond the text, and about the text while improving as a reader and using supporting textual evidence to support their ideas. Students will work on specific writing skills that are related to graduation requirements and the course will begin to prepare students for college entrance exams. This course will be counted as an elective, and cannot count towards the Language Arts requirement towards graduation.

**STUDY SKILLS- LANGUAGE ARTS 11 (#1505)****Grade:** 11**Credits:** 1.25 (Full Year – Alternate Half-Marking Periods)**Prerequisite:** None

**Description:** This course will focus on fiction and nonfiction reading: argumentative essays and narratives. Students will work on specific writing skills that are related to graduation requirements, answering short answer questions with details to demonstrate understanding, argumentative essays, and narrative writing. Students will focus on college readiness, including development of the pre-college resume, and preparation for college entrance exams. This course will be counted as an elective, and cannot count towards the Language Arts requirement towards graduation.

**COLLEGE READINESS ENGLISH (#1507)****Grade:** 12**Credits:** 2.5**Prerequisite:** None

**Description:** This course is preparation to meet New Jersey's graduation requirements for language arts and is required for all students who have not yet met testing graduation requirements in their senior year. The course will focus on fiction and nonfiction reading: argumentative essays and narratives. The students will hone their skills in reading a passage and addressing the questions that follow. They will work on specific writing skills that are related to graduation requirements, answering short answer questions with textual evidence to demonstrate understanding, argumentative essays, and narrative writing. The students will also build the

language arts portion of their senior portfolio while students will also be afforded multiple opportunities to grow their vocabulary. This course will be counted as an elective, and cannot count towards the Language Arts requirement towards graduation.

### **HIGH SCHOOL READING INTERVENTION (#1508)**

**Grade: 9-12**

**Credits: 2.5 or 5.0**

**Prerequisite: None**

**Description:** Strong reading skills are important both for careers and for college success. As part of the continuing effort to support students, this course will provide an opportunity for students to improve their reading. Students might be selected to participate based on multiple measures that include current reading levels, benchmark and other state assessment performance, or other data points that indicate the need for more support to meet grade-level performance. As part of this reading intervention course, students will have the opportunity to improve their reading level by deepening and expanding comprehension with close reading, increase reading volume by engaging students in large amounts of successful reading, and increase student engagement with books that build knowledge that will ultimately help them in all of their courses. This class also provides the environment for more student-teacher interactions because of its smaller class size and will be in addition to the student's regular English Language Arts course.

## FAMILY & CONSUMER SCIENCE

### FASHION, INTERIOR DESIGN, AND CLOTHING CONSTRUCTION I (#7322)

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** Explore the worlds of fashion design and interior design. Topics discussed will include tools of the trades, the principles of design, color coordination, textile identification and care, garment design, room design, organization, and decorating. Hired as “designers,” students will master the sewing machine and basic construction techniques as they design and create a variety of projects.

### FASHION, INTERIOR DESIGN, AND CLOTHING CONSTRUCTION II (#7423)

**Grades:** 10-12  
**Credits:** 5.0  
**Prerequisite:** FASHION AND INTERIOR DESIGN, CLOTHING CONSTRUCTION I

**Description:** Review the basics. Students are then off to design and create advanced fashion or interior design projects of their choice. Along the way students will master advanced sewing and design techniques as they explore textile identification and care.

### NUTRITION AND WELLNESS (#7342)

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** Nutrition and Wellness concentrates on exploring the components and lifelong benefits of sound nutrition and wellness practices. Planning for wellness and fitness, selection and preparation of nutritious meals and snacks, using the Food Pyramid and nutritional labeling, safety, sanitation, and recycling will be explored. Students will be empowered to apply these principles in their everyday lives.

### SINGLE SURVIVAL (#7334)

**Grades:** 11-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** Off to college? Plan to live on your own in an apartment? This course helps prepare students for “living on their own” and successfully balancing work and family responsibilities after graduation. Content will focus on identifying personal strengths, presenting a positive image, learning coping skills to handle conflicts and stress, making a living space comfortable, managing resources, dressing for success and planning. This course will also include personal finance topics such as money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility. This course satisfies the 2.5 financial literacy credit requirement.

**CHILD DEVELOPMENT AND PARENTING (#7335)****Grades: 9-12****Credits: 5.0****Prerequisite: None**

**Description:** This course is designed for the student wanting to learn about quality care for children as well as good parenting skills. Students will begin with the decision-making steps towards having a family and insights into careers involving children. Pre-natal development, how to care for a baby, child growth and development, play, positive discipline, communication, and activities for all ages are explored. This course concluded with putting action to knowledge by preparing activities and teaching young children.



# INDUSTRIAL TECHNOLOGY

## HOME IMPROVEMENT AND RESIDENTIAL HOUSEHOLD MAINTENANCE (#7317)

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** The Household Maintenance and Home Improvement course contains units on simple household repairs, common home improvements, and wood technology. Students may select any one or more of these units as a potential career choice or may simply develop the skills necessary to perform simple repairs and add value to their homes without spending large sums of money hiring outside contractors. Students will learn important safety precautions and how to care for and maintain both small and large tools in this hands-on course.

## HOME IMPROVEMENT AND WOOD TECHNOLOGY II (#7328)

**Grades:** 10-12  
**Credits:** 5.0  
**Prerequisite:** Home Improvement and Residential Household Maintenance

**Description:** This course covers woodworking design and planning as it relates to improving your home or living space. Hand and machine tools, joiner techniques, and wood finishing are taught. The course will emphasize the use of appropriate machines and safe work practices in the shop, home, or living space. The student will design, plan, and construct items such as small furniture. Individual projects and problem solving will be emphasized.

## ADVANCED WOODWORKING I (#7321)

**Grades:** 11-12  
**Credits:** 5.0  
**Prerequisite:** Home Improvement and Wood Technology II

**Description:** This course will enable students to further their knowledge, concepts, and skills in woodworking. It will provide an opportunity to design, plan and/or construct cabinetry or furniture items. Emphasis will be on individual projects and problem solving. Safety practices in the laboratory are expected of the student.

## ADVANCED WOODWORKING II (#7324)

**Grade:** 12  
**Credits:** 5.0  
**Prerequisite:** Advanced Woodworking I

**Description:** This course is designed to continue the student's' development of skills and appreciation of the woodworking craft. Course objectives will include but not be limited to advanced instruction in the safe use of hand tools and power machinery. Design, proportion, fasteners, finishes, woods, joinery, and repair are areas that will also be covered. Students, as they qualify through increased skills, may work on a project of their own.

# MATHEMATICS

## **ALGEBRA I (#2200)**

**Grade:** 9

**Credits:** 5.0

**Prerequisite:** None

**Description:** Students in this course will be exposed to algebra topics in a problem-solving context that will prepare them to succeed in high school level mathematics and on the Partnership for Assessment of Readiness for College and Careers (PARCC). The traditional algebra curriculum will be integrated with statistics, data analysis, functions, discrete mathematics and probability.

## **HONORS ALGEBRA I (#2251)**

**Grade:** 9

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: A or B average in Math 8, teacher recommendation, and demonstrated strength in math.**

**Description:** This course is designed for the accelerated student who wishes to pursue a post-secondary education at a more challenging 4-year college or university and, therefore, desires to reach Calculus prior to graduating from high school. Students will cover the same topics studied in the traditional Algebra I course, but will do so using a rigorous and challenging approach.

## **GEOMETRY (#2400)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** Algebra I/Honors Algebra I

**Description:** This course is designed to develop logical thinking and sequential problem solving through visualization, pictorial representation and the application of geometric ideas to describe and answer questions about natural phenomena. Course content includes coordinate geometry, angles, logic, triangles, constructions, ratio and proportion. The Pythagorean Theorem, circles, polygons, area and perimeter, surface area and volume will also be explored.

## **HONORS GEOMETRY (#2451)**

**Grades:** 9-10

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: Eighth Grade Algebra, A or B average in previous honors course or 88% or higher in previous math course**

**Description:** This course is designed for those students who plan to take additional honors courses in the future. Topics are treated in greater depth and at a more accelerated pace than in Geometry.

## **ALGEBRA II (#2500)**

**Grades:** 10-12

**Credits:** 5.0

**Prerequisite:** Geometry

**Description:** This course is intended to build upon the knowledge and skills gained from Algebra I. Included in the course content are linear equations and inequalities, polynomials, factoring and special products. Further topics include rational expressions, radicals and rational

numbers as exponents, quadratic formula, complex numbers, coordinate geometry, linear systems, functions, linear-quadratic systems, exponential functions, logarithms, and probability.

### **HONORS ALGEBRA II (#2551)**

**Grades:** 10-12

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: A or B average in previous honors course or 88% or higher in previous math course**

**Description:** This honors course is designed for the student who has demonstrated superior ability in mathematics. It introduces the solution of second-degree equations, the quadratic equation, and graphing. It stresses the use and application of exponents and radicals. It introduces conic sections, including the equations and graphs for the circle, ellipse, parabola and hyperbola, matrices and determinants, exponential functions and logarithms. The course treats abstract mathematical concepts in an accelerated manner and lays the foundation for the future study of calculus.

### **STATISTICS (#2555)**

**Grades:** 11-12

**Credits:** 5.0

**Prerequisite:** Algebra II

**Description:** Over the course of one year students study statistical methods and practices including: gathering and organizing data into tables and charts, calculating probability of certain events, planning and conducting surveys, and analyzing samples using statistical tests. This course is for the college bound student who has completed Algebra II.

### **PRE-CALCULUS (#2600)**

**Grades:** 11-12

**Credits:** 5.0

**Prerequisite:** Algebra II and Geometry

**Description:** This course integrates algebra, geometry, and trigonometry to help the student understand and better appreciate the role each plays in mathematics. Topics include algebra review, lines and circles, functions, quadratic functions, conic sections, polynomial functions, inverse functions, exponential and logarithmic functions, circular functions, trigonometric functions, limits, derivatives and integrals (an introduction to calculus).

### **HONORS PRE-CALCULUS (#2651)**

**Grades:** 11-12

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: A or B average in previous honors course or 88% or higher in previous math course**

**Description:** This is an honors course designed for the student who has demonstrated superior ability in mathematics. Included will be trigonometry and the continued study of advanced topics including linear functions, systems of equations and inequalities, polynomial and rational functions, the trigonometric functions. Further topics include: graphs and inverses of trigonometric functions, trigonometric identities and equations, vectors and parametric equations, polar coordinates and complex numbers, exponential and logarithmic functions, and sequences and series, limits and continuity, and derivatives (an introduction to calculus).

### **INTEGRATED MATHEMATICS (LHS#2708, CC#MTH-011)**

**Grades:** 11-12

**Credits:** 5.0

**Prerequisite:** Geometry

**Description:** Students in this course will review concepts from Algebra and Geometry including basic numerical processes with whole number, fractions, decimals, ratios, proportions, and percent. Students will also be introduced to the Accuplacer and topics that relate to advanced algebra, probability and statistics, and discrete mathematics.

### **HONORS CALCULUS AND DISCRETE MATHEMATICS (#2707)**

**Grade:** 12

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: A or B average in previous honors course or 88% or higher in previous math course**

**Description:** Calculus and Discrete Mathematics is designed for the academic student with exceptional skills and is intended to be the culmination of the high school mathematics program. This course is designed to expose students to two college-level mathematics courses and is geared to those students who will pursue further study in a math or science related field. Students will be exposed to logarithmic and exponential functions, derivatives, integration and their application in the physical world. The discrete mathematics topics include finding the best route from one city to another, probability, statistics, combinations, number sequences, and scheduling.

### **ADVANCED PLACEMENT CALCULUS (#2700)**

**Grade:** 12

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: A or B average in previous honors course or 88% or higher in previous math course**

**Description:** The A.P. Calculus program is an accelerated program designed to expose the superior student to college level studies and to prepare them for the A.P. Calculus AB examination as devised by the College Board. This course involves a comprehensive study of differential and integral calculus. The concepts of limits and continuity are analyzed as the basis for the study of calculus, and at the same time a balance is maintained between theory, applications, and manipulative techniques. Included are concepts of differentiation of elementary and transcendental functions, differentials, and the definite integral, techniques of integration, series and differential equations.

### **STUDY SKILLS Algebra I (#3590)**

**Grade:** 9

**Credits:** 1.25 (Full Year – Alternate Half-Marking Periods)

**Prerequisites:**

**Description:** Course is designed for students to review concepts from middle school and/or previously taught concepts in Algebra I. All concepts are taught without the use of a calculator to help strengthen basic math skills. Topics covered include adding, subtracting, multiplying, and dividing real numbers; adding, subtracting, multiplying, and dividing fractions; adding, subtracting, multiplying, and dividing decimals; standard and metric measurements; simplifying fractions and perfect squares; distributive property; solving linear equations; solving literal equations; solving systems.

**STUDY SKILLS Geometry (#3591)****Grade:** 9/10**Credits:** 1.25 (Full Year – Alternate Half-Marking Periods)**Prerequisites:** Algebra I

**Description:** This course is required for all students currently enrolled in Geometry. The course is designed for students to review previously learned concepts from middle school, Algebra I, and previously taught concepts in Geometry. Students will also be introduced to 21<sup>st</sup> century test taking skills and online testing applications. Topics of discussion include tools of geometry; translations and dilations; reasoning and proofs; parallel and perpendicular lines; congruent triangles; polygons and quadrilaterals; surface area and volume of three dimensional shapes; and an introduction to Trigonometry. This course will be counted as an elective, and cannot count towards the math requirement towards graduation.

**STUDY SKILLS Algebra II (#2704)****Grades:** 10/11 (Full Year – Alternate Half-Marking Periods)**Credits:** 1.25**Prerequisite:** Algebra I and Geometry

**Description:** This course is required for all students currently enrolled in Algebra II. The course is designed for students to focus on hands-on mathematical problem solving. Students will use previously learned skills from the prerequisite classes and their current Algebra II course. Students will also work with 21<sup>st</sup> century test taking skills and online testing applications. Students will also focus on college readiness, including development of the pre-college resume, and preparation for college entrance exams. This course will be counted as an elective, and cannot count towards the math requirement towards graduation.

**COLLEGE READINESS MATH (#2306)****Grade:** 12**Credits:** 5.00**Prerequisite:** Students who have not demonstrated proficiency in math

**Description:** This course is designed to assist those students who have not demonstrated basic proficiency in mathematics. It will strengthen basic mathematical skills in Algebra I, and will focus on the alternative state requirements for mathematics, and basic test taking skills with respect to standardized test such as the ASVAB, the ACT, the SAT, and the Accuplacer. In addition, all work done in this class will be the basis of an in-depth review of the students' overall mathematical ability in meeting graduation standards. This course will be counted as an elective and will not count towards the math requirement for graduation.

**HIGH SCHOOL MATHEMATICS INTERVENTION (#2307)****Grade:** 9-12**Credits** 2.5 or 5.0

**Description:** The critical need for strong mathematics skills are important both for careers and for college success. As part of the continuing effort to support students, this course will provide an opportunity for students to improve their basic mathematics skills. Students might be selected to participate based on multiple measures that would include previous course grade, benchmark and other state assessment performance, or other data points that indicate the need for more support to meet grade-level performance. As part of this mathematics intervention course, your student will have the opportunity to improve their mathematical skills by focusing on mathematical fluency and procedure which will ultimately help them in their mathematics course and on state assessments. This class also provides the environment for more student-teacher interactions because of its smaller class size and will be in addition to the student's regular Mathematics course. (2.5 or 5 credits)

# PHYSICAL EDUCATION AND HEALTH

## PHYSICAL EDUCATION I AND HEALTH I (#5100/5102)

**Grade:** 9  
**Credits:** 5.0

**Description:** This program is designed for students to demonstrate an ability to get along with others through team play, to understand the body's physical capabilities and limitations, and to appreciate various sports and games. Students will participate in team games including hockey, football, soccer, softball, basketball, and volleyball. Dance activities include aerobics, folk dancing and square dancing. Physical fitness activities will feature weight training.

Health I course content will address current health topics including alcohol, tobacco, drugs, AIDS, disease prevention and other related issues. Human sexuality will be explored, and mental health will be investigated.

## PHYSICAL EDUCATION II AND HEALTH II (#5200/5202)

**Grade:** 10  
**Credits:** 5.0

**Description:** This program consists of a variety of activities with emphasis on those that may be enjoyed after the student leaves school. These activities include tennis, volleyball, aerobics, jogging, softball, soccer, badminton, flag football, basketball, physical fitness, and weight training.

The Health II program provides all 10<sup>th</sup> grade students with the study of safe driving as outlined in the New Jersey State Driver Education program. The program will develop proper attitudes, habits and factual information about good driving as found in the New Jersey Rules of the Road. Included in this study is an awareness of the laws pertaining to the use, sale, and possession of alcohol and drugs as they relate to the lawful operation of a motor vehicle.

## PHYSICAL EDUCATION III AND HEALTH III (#5300/5302)

**Grade:** 11  
**Credits:** 5.0

**Description:** This program is an extension of the prior level in which activities are designed to foster healthy attitudes and appropriate physical skills for life. Students will participate in a variety of sports and recreation activities through an elective program. Activities include tennis, table tennis, jogging, badminton, dance (square dance, folk dance, etc.), softball, football, basketball, weight training, and aerobics.

At the Health III level, students deal with personality adjustments and family living. The student will attempt to build wholesome attitudes towards drives, feelings, and urges frequently present as adolescents mature into adults. The development of healthy sexual attitudes as well as a better understanding of human reproduction is stressed. Students are helped to understand and cope with sexual problems. The realities of marriage and family living are explored.

**PHYSICAL EDUCATION IV AND HEALTH IV (#5400/5402)****Grade: 12****Credits: 5.0**

**Description:** Students will continue refine their skills in the area of physical education and recreation. Students will develop attitudes and appropriate physical skills to assist them in remaining physically active during their lifetimes. Students will participate in a variety of sports and recreation activities through an elective program.

At the Health IV level, students will receive instruction in emergency first-aid and current issues in healthcare. The students will develop skills and knowledge of first-aid treatment in a variety of situations ranging from minor injuries to major emergencies. Students will demonstrate the proper CPR technique as outlined in the American Red Cross curriculum.

**ATHLETIC TRAINING AND INJURY PREVENTION (#5520)****Grades: 11-12****Credits: 5.0**

**Description:** This course focuses on the fundamentals of athletic training and injury prevention. The course includes the basic principles of anatomy and physiology of muscle and bone structure. Students will work with both the instructor and the athletic trainer.

# SCIENCE

## **BIOLOGY (#4300)**

**Grades:** 9-12

**Credits:** 6.0

**Prerequisite:** None

**Description:** This course will continue to develop the basic biological concepts but now with emphasis on the cell as the basic unit of structure and function of all organisms. Topics studied will be cell biology, biochemistry, and genetics. During the second half of the year anatomy and physiology of the human body will be studied, with concentration on how cells form tissues, organs and eventually organ systems. This is a laboratory course that meets six times per week.

## **HONORS BIOLOGY (#4351)**

**Grades:** 9-10

**Credits:** 6.0

**The level of rigor suggests the following prerequisites: A or B average in previous Science course, teacher recommendation, NJASK Proficiency**

**Description:** This course is designed for academically talented students who plan to continue their education beyond high school, particularly in academic/career areas involving science. Content is essentially the same as Biology but is presented at an accelerated pace. Students will be expected to work well independently. Topics include: cell biology, biochemistry, and genetics. During the second half of the year anatomy and physiology of the human body will be studied, with concentration on how cells form tissues, organs and eventually organ systems. This is a laboratory course that meets six times per week.

## **PHYSICAL SCIENCE (#4201)**

**Grades:** 10-12

**Credits:** 6.0

**Prerequisite:** Biology

**Description:** This course utilizes an interactive approach where Chemistry and the Physical Sciences are intermixed and sequenced so that what is learned in one discipline can be applied to the next. This course places emphasis on practical solutions to problems we face in the natural world. While knowledge of content is being developed, students will be engaged in real-life, hands-on and cooperative activities that encourage problem solving, critical thinking, and decision-making.



**HONORS PHYSICAL SCIENCE (#4251)****Grades: 10-12****Credits: 6.0****Recommended Prerequisite: A or B average in Biology, A, B, or C in Honors Biology, Teacher recommendation**

**Description:** This course presents the same concepts as Physical Science, but at an accelerated pace and in additional depth of analysis. Select additional concepts are also introduced. As with Physical Science, this course utilizes an interactive approach where the Earth Sciences and Physical Sciences are intermixed and sequenced so that what is learned in one discipline can be applied to the next. This course places emphasis on practical solutions to problems we face in the natural world. While knowledge of content is being developed, students will be engaged in real-life, hands-on and cooperative activities that encourage problem solving, critical thinking, and decision-making.

**CHEMISTRY (#4400)****Grades: 10-12****Credits: 6.0****Prerequisite: Physical Science, Geometry A or B average**

**Description:** This course is designed to prepare the student for chemistry courses offered at college, nursing school, or related technical school. The properties of matter, its structure, its composition, and the changes it undergoes will be studied. Major topics covered are: atomic theory, the Periodic Table of the Elements, chemical reactions, acid-base theory, chemical bonding, kinetic molecular theory, and solutions. A double lab period is provided once a week to support the topics that are studied. This is a laboratory course that meets six periods per week.

**HONORS CHEMISTRY (#4450)****Grades: 10-12****Credits: 6.0****The level of rigor suggests the following prerequisites: A or B average in Honors Physical Science or recommendation from Honors Biology teacher**

**Description:** This course is designed to prepare the student for chemistry that will be encountered in college. It will deal with all the concepts taught in Chemistry but in greater depth and with greater rigor. Additional lab work will be completed and analyzed. Students must be able to work independently in lab situations and out of class. This is a laboratory course that meets six periods per week.

**ADVANCED PLACEMENT CHEMISTRY (#4455)****Grades: 11-12****Credits: 6.0****Prerequisite: A or B average in Honors Chemistry, or teacher recommendation**

**Description:** A.P. chemistry is a college level program, using first year college level texts and laboratory experiments. It is designed to give the science major a more extensive chemical background than is possible from a regular chemistry course alone. The course content will cover concepts such as acid-base and solution equilibrium, thermochemistry, electrochemistry, oxidation-reduction, and organic chemistry. This course is designed such that a student, who is interested in science as a career, may receive advanced placement at the college level upon successful performance on the Advanced Placement Examination. This is a laboratory course that meets six times per week.

**PHYSICS (#4500)****Grades: 11-12**

**Credits:** 6.0

**Prerequisite:** Chemistry, Algebra II

**Description:** The major concept of this course is the study and analysis of the interaction of nature and energy with mathematics used in describing phenomena. Major topics include: motion, solid and fluid mechanics, energy, heat, light and sound, electricity, magnetism, the atom, and nuclear physics. Students are expected to develop competency in laboratory techniques. This is a laboratory course that meets six periods per week. Students will plan and conduct investigations, analyze data, use math to support claims, and apply scientific ideas to make sense of phenomena in nature. Major topics include force and motion, fundamental forces, Kepler's laws, energy, physics of the geosphere, wave properties, electromagnetic radiation, and electricity and magnetism. Students are expected to demonstrate proficiency in asking questions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. This is a laboratory course that meets six periods per week.

### **ADVANCED PLACEMENT BIOLOGY (#4355)**

**Grades:** 11-12

**Credits:** 6.0

**Prerequisite:** This course is taught and proceeds at a college-level pace. Therefore, the following prerequisites are required: A or B in previous science and math courses or AP Biology instructor approval.

**Description:** AP Biology is an introductory-level college biology course that utilizes the instruction of four big ideas and inquiry-based labs to prepare students for the college experience in a high school setting and to sit for College Board's AP Biology Exam in May. The four big ideas encompass evolution and cellular process - genetics, energy, communication, information transfer, ecology, and interactions; competent math skills are a vital component to being a successful student scientist. In this course, one or more long-term labs (longer than one month) may be carried out, as determined by the instructor and the students. Taking Anatomy & Physiology prior to or concurrently with this course is highly recommended as these topics are part of the course but only a few body systems are covered due to time constraints. After the exam, students will participate in a variety of interesting projects, such as writing a children's book and completing dissections.

### **ADVANCED PLACEMENT PHYSICS: MECHANICS (#4561)**

**Grades:** 11-12

**Credits:** 6.0

**Prerequisite:** Chemistry, Algebra II

**Description:** A.P. Mechanics is a college level program that is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. It is designed to enhance the scientific maturity of the students through a vigorous emphasis on the fundamentals of physics.

### **ADVANCED PLACEMENT PHYSICS: ELECTROMAGNETISM (#4560)**

**Grades:** 11-12

**Credits:** 6.0

**Prerequisite:** Chemistry, Algebra II

**Description:** A.P. Electromagnetism is a college level program that is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. It is designed to enhance the scientific maturity of the students through a vigorous emphasis on the fundamentals of physics.

### **ENVIRONMENTAL SCIENCE (#4625)**

**Grades:** 11-12

**Credits:** 6.0

**Prerequisite:** Physical Science or Biology

**Description:** This course provides an in-depth study of the environment in our country and on our planet. The students will learn the basics of ecology and the various characteristics of ecosystems and then apply these concepts through participation in recycling and environmental awareness activities. Current issues, including population growth, pollution, land use, energy use and water quality will be explored and analyzed. Our overall goal is to learn to live sustainably to ensure future generations have the resources they need in order to survive.

### **ANATOMY AND PHYSIOLOGY (#4635)**

**Grades:** 11-12

**Credits:** 5.0

**Prerequisite:** Student must have completed the required three lab courses needed to graduate prior to taking this class. Student should have an interest in the course material.

**Description:** Anatomy and Physiology will provide students with fundamental concepts in human anatomy and physiology. This course is designed to help students prepare for higher education, to further their studies in an area of biological interest, or to enter a health-related profession. Students will master structural names and locations, physiological contributions associated with these structures, and the impact disease and aging has on these contributions. In addition, medical terminology, diagnostic tools, current research, and clinical advances will be addressed and related to how disease can be avoided and controlled. The units covered will provide an in depth study of the eleven body systems.

### **COMPUTER SCIENCE (#4636)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** Algebra I

**Description:** In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Major topics include the internet, computational thinking, mobile app development, programming using Scratch and Python, and physical computing. Students are encouraged to apply creative processes while using computer software and other technology to explore questions that interest them. Students will also develop effective communication and collaboration skills while discussing and writing about the importance of problems that impact their community, society, and the world.

# SOCIAL STUDIES

## **FRESHMAN SEMINAR (#3106)**

**Grade:** 9  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** Are you worried about making the transition to high school? Freshman Seminar is a course designed to help. In this class, you will learn the ins-and-outs of being a successful high school student. You'll learn how what LHS can offer you and decide how best you can get involved. Over the course of the year you will learn skills that will help you throughout life: how to study better, work in groups, set goals, and be an active member of the community. Because this is a class all about how to be a highly effective teenager, it is required for all incoming freshmen.

## **UNITED STATES HISTORY 1 (#3200)**

**Grade:** 9-10  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** US History 1 is the history of the United States from the Age of Discovery through the Civil War; a survey of U.S. History to the post-Civil War period. The course focuses on the geographical, intellectual, political, economic and cultural development of the American people, and places U.S. events in the context of world politics. It fulfills one of the two required years of American History in New Jersey public schools. The course presents the forces that shaped the political, economic, and social institutions of the United States. Students will demonstrate their competency in a variety of social studies skill areas.

## **UNITED STATES HISTORY 1 HONORS (#3251)**

**Grade:** 9-10  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course will progress at an accelerated pace. It requires students to demonstrate self motivation, self discipline, and a high degree of ability to comprehend Historical concepts. This course is characteristically heavy in factual content and requires analytical skills needed to deal critically with the rapidly changing interpretation of history. This is a comprehensive course in American History organized chronologically, beginning with exploration and ending circa 1900. It fulfills one of the two required years of American History in New Jersey public schools. The course presents the forces that shaped the political, economic, and social institutions of the United States. Students will demonstrate their competency in a variety of social studies skill areas.

## **UNITED STATES HISTORY 2 (#3300)**

**Grade:** 11  
**Credits:** 5.0  
**Prerequisite:** United States History 1

**Description:** US History 2 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History 2 examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

## **UNITED STATES HISTORY 2 HONORS (#3351)**

**Grade:** 11

**Credits:** 5.0

**Prerequisite:** United States History 1

**Description:** Honors US History 2 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. This Honors level section will have a heightened focus on reading and writing inside the content area. There will also be an additional focus on the use of primary documents and other authentic historical documents. Honor students will be expected to complete readings on their own and respond through rigorous writing tasks. United States History 2 examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

## **WORLD HISTORY (#3100)**

**Grade:** 12

**Credits:** 5.0

**Prerequisite:** United States History 2

**Description:** World History is the study of the historical development of people, places, and patterns of life from ancient times until roughly 1600 AD. Students will use skills of historical and geographical analysis to explore the early history of the world and its people.

## **WORLD HISTORY HONORS (#3151)**

**Grade:** 12

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: Honors United States History 2, an A or B average in United States History 2, and/or Teacher Recommendation**

**Description:** World History is the study of the historical development of people, places, and patterns of life from ancient times until roughly 1600 AD. Students will use skills of historical and geographical analysis to explore the early history of the world and its people. This Honors level section will have a heightened focus on reading and writing inside the content area. There will also be an additional focus on the use of Primary Documents and other authentic historical documents. Honor students will be expected to complete readings on their own and respond through rigorous writing tasks.

## **ADVANCED PLACEMENT UNITED STATES HISTORY (# 3252)**

**Grade:** 11

**Credits:** 5.0

**The level of rigor suggests the following prerequisites: Honors United States History 1 and Honors United States History 2**

**Description:** The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. All students enrolled in the course are expected to take the AP exam given in May.

**BEHAVIORAL SCIENCES (#3400)**

**Grades:** 9-12  
**Credits:** 2.5  
**Prerequisite:** None

**Description:** Behavioral Sciences is an introductory course in the fascinating world of Psychology. If you've ever wondered why you act a certain way, then this course is for you! Students will study the "how & why" of human behavior. This course is a great head start if you are planning on continuing your education at the college level. Covers topics such as Sleep & Dreaming, Addiction, Optical Illusions, Memory, & Intelligence.

**AFRICAN AMERICAN STUDIES (#3461)**

**Grades:** 9-12  
**Credits:** 2.5  
**Prerequisite:** None

**Description:** In the past few decades, historians and others have begun to uncover a history that was largely discarded, overlooked, and ignored – the history of America from the African American perspective. This course will examine the origin of African American people in continental Africa and trace the black experience in America to the present; emphasis will be placed on: African roots, transition to slavery, the realities of slavery, opposition to slavery, the Civil War, Reconstruction and its aftermath, the period of Jim Crow, black nationalism, African American participation in the World Wars, institutional development, and the modern Civil Rights movement. We will study the evolution of this experience throughout the history of the United States as well as the complicated racial problems that still continue to this day.

**CRIMINAL JUSTICE (#3462)**

**Grades:** 9-12  
**Credits:** 2.5  
**Prerequisite:** None

**Description:** Intro to Criminal Justice is an exploration of the historical development, current operation, and future trends of criminal justice. Emphasis will be placed on contemporary problems in the definition of law, the enforcement of law, strategies of policing, judicial systems, sentencing strategies, correctional practices, and emerging forms of justice. While the focus of the content will be practices in the United States, we will also look at other cultures and their systems of justice. This course will provide students with an introduction and overview of the system of criminal justice operated in the United States today. Beginning with a survey of the sources, philosophies, and role of law in society, this course will provide a brief examination of those factors that distinguish civil, criminal and social justice from one another.

**POP CULTURE (#3463)**

**Grades:** 9-12  
**Credits:** 2.5  
**Prerequisite:** None

**DESCRIPTION:** In recent decades, popular culture has become increasingly central to social life in America. In fact, popular culture plays a vital role in shaping not only how we think about ourselves and each other, but also about the larger world around us. Throughout this quarter, you will learn how to analyze popular culture from a sociological perspective. Some of the key questions we will examine are: What makes culture “popular?” Who are the creators of popular culture? How does popular culture impact our lives? What can we learn about who we are as a people by studying popular culture? By the end of the quarter, you should be able to critically analyze popular culture by placing it within a broader social context. You will learn how to “read” popular culture much like a text. We will touch upon a wide range of popular culture “texts,” from commodities and advertisements to movies and television to music and fashion.

**SENIOR SEMINAR HONORS (#3701)**

**Grade** 12

**Credits:** 5.0

**Prerequisite:** Administrative recommendation only

**Description:** Do you want to be a true leader at LHS? A select number of seniors who apply will become senior mentors – the most important and responsible student position in the school. Throughout the year, mentors will work with the freshmen as guides, helpers, and role-models. All mentors attend several training events throughout the year, including a three-day training camp in September.

# VISUAL & PERFORMING ARTS

## *ART*

### **ART I (#9510)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** Art 1 is first course in the high school art sequence. It is primarily an exploration of the fundamental elements and principles of art (line, color, value, shape/form, texture, space, balance, pattern, contrast, movement/rhythm, proportion, emphasis, and unity) through experiences in drawing, painting, critique, and art appreciation. Art 1 provides opportunities to increase understanding and appreciation of the creative process in self and to increase appreciation of all creative efforts of others. Students are given the opportunity to exhibit their work during the school year.

### **ART II (#9520)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** Art I

**Description:** Art II builds on the student's technical skills and foundations developed in Art I but with much of the emphasis on developing their skills and techniques learned in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II but with more emphasis on problem solving, independent choices, and personal solutions. The approach to art experiences is less experimental and based more on informed choices. Students are given the opportunity to exhibit their work during the school year.

### **ART III (#9540)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** Art II

**Description:** Art III builds on the student's technical skills and foundations developed in Art I but with much of the emphasis on developing their skills and techniques learned in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II & III but with more emphasis on problem solving, independent choices, and personal solutions. The approach to art experiences is less experimental and based more on informed choices. Students are given the opportunity to exhibit their work during the school year.

### **CERAMICS I (#9507)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course is intended for those studying ceramics for the first time and is a comprehensive introduction to the art of pottery and clay work with equal emphasis given to the skills of designing and constructing. In Ceramics, students will extend the study of the visual arts through a ceramic medium using introductory pottery skills. In doing so, students will expand their artistic skills analytically, conceptually, and technically and will further develop their visual arts vocabulary. Students will explore hand-construction as well as working on the potter's wheel to produce works in clay; as well as learn to create ceramic works as both functional pieces and as aesthetic sculptural forms. Students are given the opportunity to exhibit their work during the school year.



**CERAMICS II (#9508)****Grades: 9-12****Credits: 5.0****Prerequisite: Ceramics I**

**Description:** This course is geared to the student who is motivated to undertake very ambitious work in clay and further their understanding of ceramic art as a means of artistic expression. Ceramics II students begin to consider the possibility of art as a college major or future profession. Considerable freedom is afforded students who have demonstrated proficiency in working with clay (a mastery of essential ceramic skills is assumed). The goal for this course is to provide students the opportunity to grow thru expressing their thoughts, ideas, feelings and attitudes in clay that utilize higher order thinking. Student work must reflect a maturing process and become works of art. Students will explain or justify themes and aesthetic decisions, making connections to art history and current events (local as well as global) whenever possible.

**CERAMICS III (#9509)****Grades: 9-12****Credits: 5.0****Prerequisite: Ceramics II**

**Description:** This course is geared to the student who is motivated to undertake very ambitious work in clay and further their understanding of ceramic art as a means of artistic expression. Ceramics III students begin to consider the possibility of art as a college major or future profession. Considerable freedom is afforded students who have demonstrated proficiency in working with clay (a mastery of essential ceramic skills is assumed). The goal for this course is to provide students the opportunity to grow thru expressing their thoughts, ideas, feelings and attitudes in clay that utilize higher order thinking. Student work must reflect a maturing process and become work. Students will explain or justify themes and aesthetic decisions, making connections to art history and current events (local as well as global) whenever possible.

**ADVANCED PLACEMENT STUDIO ART 2-D DESIGN (#9646)****Grades: 9-12****Credits: 5.0****Prerequisite: Art II or III with portfolio review**

**Description:** This is advanced level course that is designed for students who want to further develop mastery in their art making skills. The course is developed as a college level course completed at the high school level. Requirements for the final portfolio are developed by the College Board Advanced Placement Program; including a Quality, Concentration, and Breadth Section that consists of approximately 24 different advanced level artworks. Portfolios are submitted in digital picture format to the AP Board for scoring in a 1-5 range. Students who receive a 3, 4, or 5 on the portfolio are often given credit(s) for their efforts when they enter their Undergraduate Program at the College or University of their choice.

Students who complete this course will have not only created an excellent portfolio, but will have:

- Become independent critical thinkers
- Emphasized art making as an outlet of personal expression and voice
- Developed sophisticated technical versatility and skill within the Elements and Principles of Design
- Learned how art making/creative solutions can be an integral part of daily life

### **ADVANCED PLACEMENT STUDIO ART 3-D DESIGN (#9647)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** Ceramics II or Ceramics III with portfolio review

**Description:** This is advanced level course that is designed for students who want to further develop mastery in their art making skills. The course is developed as a college level course completed at the high school level. Requirements for the final portfolio are developed by the College Board Advanced Placement Program; including a Quality, Concentration, and Breadth Section that consists of approximately 24 different advanced level artworks. Portfolios are submitted in digital picture format to the AP Board for scoring in a 1-5 range. Students who receive a 3, 4, or 5 on the portfolio are often given credit(s) for their efforts when they enter their Undergraduate Program at the College or University of their choice.

Students who complete this course will have not only created an excellent portfolio, but will have:

- Become independent critical thinkers
- Emphasized art making as an outlet of personal expression and voice
- Developed sophisticated technical versatility and skill within the Elements and Principles of Design
- Learned how art making/creative solutions can be an integral part of daily life

## ***MUSIC***

### **INTRODUCTION TO INSTRUMENTAL MUSIC (#9118)**

**Grades:** 9-12

**Credits:** 2.5

**Prerequisite:** None

**Description:** This course would cover the basic fundamentals of music performance. During the two quarter class, the students would learn to read and perform music on several contemporary instruments.

Students will explore instruments including piano/keyboard, guitar, drums/percussion, wind instruments, and will also experience group performance. The students would learn to play each of these instruments at a basic level. The students would learn to read and understand basic musical notation. For the students who find interest in these instruments, and would like to continue playing, this course could serve as a stepping-stone to the concert band, or the percussion ensemble.

This course is intended for students with little or no experience in instrumental music.

### **INSTRUMENTAL MUSIC – BAND (#9120)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** Ability to read music AND previous experience on a musical instrument: Flute, Oboe, Clarinet, Saxophone, Bassoon, Trumpet, French Horn, Trombone, Euphonium, Baritone, Tuba, Bass, Guitar, Piano or Percussion – or director recommendation

**Description:** Band will provide an ensemble experience for the instrumental students. The development of techniques, intonation, interpretation, and general musicianship will be emphasized. An aim of the course is to build a musical organization that will be a credit to the individual, the school, and the community. This course is open to any student who is proficient

on a traditional concert band instrument. Public performance is a requirement for this course and will be included when determining the student's grade.

### **JAZZ IMPROVISATION (#9216)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** Admission by audition or recommendation of middle or high school band director

**Description:** Students will study jazz music as an art form through performance in a small ensemble setting. Emphasis will be placed on learning the theory and skills of improvising melodies over chord changes. Student enrolling in this course must be proficient on a standard concert band wind instrument, guitar, bass guitar, piano, or drum set. This course is co-curricular and will involve public performances outside of the normal school day.

### **INSTRUMENTAL MUSIC – Percussion Ensemble (#9160)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** Ability to read music AND previous experience on a percussion instrument, or director recommendation

**Description:** Percussion will provide an ensemble experience geared to percussion students. The development of techniques, rudiments, interpretation, and general musicianship will be emphasized. An aim of the course is to build a musical organization that will be a credit to the individual, the school, and the community. This course is open to any student who is proficient on a traditional percussion instrument. Public performance is a requirement for this course and will be included when determining the student's grade.

### **VOCAL MUSIC – CHOIR (#9140)**

**Grades:** 9-12

**Credits:** 5.0

**Prerequisite:** None

**Description:** This course will incorporate vocal technique through proper posture and breathing, good diction, notation, reading clefs and meter signs, and basic Italian terminology as it pertains to the interpretation of music. Students will be expected to sing the required class material alone or in an ensemble. Public performance is an extension of the class. Rotating lessons are also offered in order to advance the individual's technique. Various size groups may be formed from the chorus as the program develops.

## ***THEATER***

### **INTRODUCTION TO THEATER ARTS (#9801)**

**Grades:** 9-12  
**Credits:** 2.5  
**Prerequisite:** None

**Description:** This course will introduce students to the world of theatre and serve as a prerequisite for Theatre Arts 2 and 3/4 or Technical Theatre courses. During the two quarter course, the students will be exposed to a variety of theatrical elements including, but not limited to performance. Topics will include an introduction to the language and vocabulary of theatre, the history of theater, concepts of modern theatre, Improvisation and Pantomime, and acting with a script.

### **THEATER ARTS II (#9810)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** Theatre Arts I or teacher recommendation

**Description:** This course more deeply explores and analyzes the styles and types of theater and playwriting. The student will also become involved in more extensive play production, applying technical skills and training in acting, directing, and production design, using scene work, one act and full-length plays. The utilization of the arts elements and arts media to produce artistic products and performances will be emphasized.

### **THEATER ARTS III (#9820)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** Theatre Arts II or teacher

**Description:** An advanced level course where students will demonstrate proficiency in playwriting, directing, acting, and with technical skills through workshops and theatrical performances. Students may formulate a school-to-stage program by designing, producing, and presenting their work on tour to outside audiences. Writing and performance projects will be emphasized.

### **THEATER ARTS IV – HONORS (#9835)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** Theatre Arts III

**Description:** By the fourth year, the student should be fairly competent in acting and directing, and should now be able to apply production and technical elements to a major production, both in the school and in the community at large.

### **TECHNICAL THEATER (#9830)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course is offered to students interested in the Theatre Arts program. It is designed to expose the inner workings of the auditorium, the lighting system, sound system, backstage working areas and the manner in which the physical plant provides the area in which the actors perform. Sets are constructed, the props for the Lindenwold High School musicals and dramatic presentations are created and the systems “behind the scenes” of any show are studied, applied and made a part of each student’s experience.

Students will work in both classroom and in the stage facilities. Some work will be done in the wood lab, outside, in the storage facilities, on stage, in the stage construction room, etc. The control room, catwalk, rigging areas, lighting bars, backdrop rigging rails and other specific areas will be part of the working environment. This is a hands-on class and students will work closely with the theatre department in most areas of the curriculum. Deadlines for productions play a major part of the discipline required in taking the course.

# WORLD LANGUAGES

## FRENCH

### **FRENCH 1 (#1117)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course is designed to build upon skill development in listening, speaking, reading and writing in French. This course is primarily taught in French and students are expected to produce language. Study units will include basic grammar, pronunciation, intonation, vocabulary, and culture. France and other countries where French is spoken will be studied. This course is designed for students not having studied French.

### **FRENCH 2 (#1112)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** French Level I

**Description:** This course continues skill development from previous courses. It aims to provide students with conversational ability and expand grammatical skills. Listening comprehension and speaking reading and writing continue to be the focus of the course. French culture will continue to be studies throughout the year.

### **FRENCH 3 (#1113)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** French 2

**Description:** This course stresses the spontaneity and fluency in French. After reviewing the fundamental structures of language, students will read and write essays, short stories and poems. French culture and customs will be examined more closely through literature. Speaking and listening comprehension will continue to take an important role in this class.

### **FRENCH 4 (#1114)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** French 3

**Description:** This course will continue to develop fluency in spoken French and improved listening comprehension skills. Reading and written texts provide an overview of historical, literary and cultural topics designed to enhance the appreciation of the French speaking world and its contribution to society. This course will include the continued study of advanced grammatical concepts of the French language.

# SPANISH

## SPANISH 1 (#1316)

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This introductory course is designed to develop skills in listening, speaking, reading and writing in Spanish. Study units will include grammar, pronunciation, intonation, vocabulary and culture. Spanish-speaking US cities, Latin American countries and Spain will be studied. This course is designed for students not having studied Spanish.

## SPANISH 2 (#1302)

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** Spanish 1

**Description:** This course continues to develop skills acquired from previous courses. It aims to provide students with conversational ability and expand grammatical skills. Listening comprehension, speaking, reading and writing continue to be the focus of the course. Cultures of the Spanish speaking world will continue to be studied throughout the year.

## SPANISH 3 (#1303)

**Grades:** 10-12  
**Credits:** 5.0  
**Prerequisite:** Spanish 2

**Description:** This course stresses the spontaneity and fluency in Spanish. After reviewing the fundamentals of Spanish grammar, students will read and write essays, short stories and poems. Spanish culture and customs will be examined more closely through literature. Speaking and listening comprehension will continue to take an important role in this class. **This course is taught primarily in Spanish and students are expected to speak in the target language.**

## SPANISH 4 (#1304)

**Grades:** 11-12  
**Credits:** 5.0  
**Prerequisite:** Spanish 3

**Description:** This course will continue to develop fluency in spoken Spanish and improved listening comprehension skills. Reading and written texts provide an overview of historical, literary and cultural topics designed to enhance the appreciation of the Spanish speaking world and its contribution to society. This course will include the continued study of advanced grammatical concepts of the Spanish language. **This course is taught primarily in Spanish and students are expected to speak in the target language.**

## SPANISH FOR HERITAGE SPEAKERS 1 (#1315)

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This college preparatory course is for students whose home language is Spanish. In this first level of the Spanish for Spanish-speakers program, the student will develop their reading, listening, writing, and speaking skills in Spanish. Students will study Hispanic history and culture, as well as the political and socio-economic issues facing the Spanish-speaking world. In this class, the student will be introduced to the study of grammar and literature of the Spanish

language. The student will be expected to participate orally through debates, oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course will focus on the advanced paragraph and the three paragraph essay. The differences between formal and informal language, both oral and written, will be stressed throughout the year.

**SPANISH FOR HERITAGE SPEAKERS 2 (#1317)**

**Grades: 9-12**

**Credits: 5.0**

**Prerequisite: None**

**Description:** This college preparatory course is for students whose home language is Spanish. In the second level of the Spanish for Spanish-speakers program, the student will continue to develop their reading, listening, writing, and speaking skills in Spanish. Students will study additional Hispanic history and culture, as well as the political and socio-economic issues facing the Spanish-speaking world. In Spanish for Heritage Speakers 2, the student will continue the study of grammar and literature of the Spanish language. The student will be expected to participate orally through debates, oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course build on the foundation of the advanced paragraph and the three paragraph essay, and will continue to move students to larger writing tasks. The differences between formal and informal language, both oral and written, will continued to be stressed throughout the year.



# ENGLISH AS A SECOND LANGUAGE (ESL)

## **ESL 1- Entering (#1900)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course is designed for students who have little or no background in English. Emphasis will be on the basic conversational skills, commonly used words and phrases, greetings, writing simple sentences, using simple tenses, and basic grammar. Students will be enriched in American culture through various experiences such as field trips, speakers and service learning projects.

## **ESL 2- Beginning (#1904)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course is designed for students who have achieved beginning level proficiency within English through some previous instruction. The student should be able to compose simple sentences and write on a simple level using description and narration. The student will begin to develop a stronger sense of sentence structure and a larger vocabulary to communicate and translate ideas from sentences into paragraphs. Students will also learn commonly used idiomatic expressions as used in American English. Students will be enriched in American culture through various experiences such as field trips, speakers and service learning projects.

## **ESL 3 – Developing (#1909)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course is designed for students who have a strong knowledge of English grammar and composition. The student can speak English in everyday situations but still has some difficulty reading newspapers, understanding radio programs, television programs, and movies. The curriculum will emphasize advanced paragraph development, essay composition, advanced vocabulary, and reading comprehension. Special attention will be paid to the writing process, including outlining, drafting, revising, and proofreading as well as basic reading comprehension strategies. Speaking skills for the academic and professional world will also be stressed through oral presentations. Students will be enriched in American culture through various experiences such as field trips, speakers and service learning projects.

## **ESL 4- Expanding (#1902)**

**Grades:** 9-12  
**Credits:** 5.0  
**Prerequisite:** None

**Description:** This course is designed for students who are comfortable speaking English in most settings, but need more instruction in essay development and reading comprehension. This is a literature driven-course as these students are bridging the gap between the ESL and English Language Arts (ELA) classroom. By the end of this level, the student should be able to write a well-organized, five paragraph essay with a clear thesis statement. The student will learn how to think critically, analyze readings, research methods, and compose complex essays. The course also places special emphasis on clarity of pronunciation. Students will explore American culture, commonly used slang terms, attend field trips, listen to speakers and participate in service learning projects.