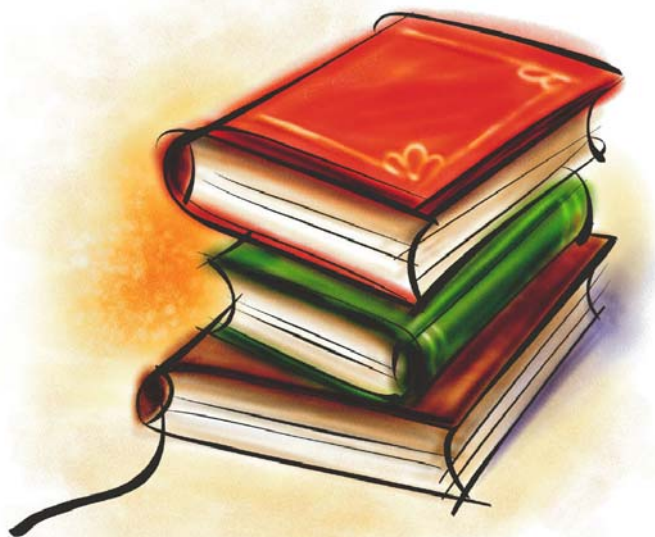


**WAYNE HILLS HIGH SCHOOL**

**WAYNE VALLEY HIGH SCHOOL**



**PROGRAM OF STUDIES  
2010 - 2011**

**IF FOUND, PLEASE RETURN TO**

**NAME** \_\_\_\_\_ **HOMEROOM** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_

# **WAYNE TOWNSHIP PUBLIC SCHOOLS**

## **HIGH SCHOOL PROGRAM OF STUDIES – 2010 - 2011**

### **INTRODUCTION**

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

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

### **CIVIL RIGHTS COMPLIANCE**

Discrimination based on race, ethnicity, color, national origin, gender, religion and/or disability is prohibited in the Wayne Township Public Schools. The Board of Education has implemented policies and procedures to ensure that all Wayne students have equal education opportunities (Policy No. 2224 [Affirmative Action]; Policy No. 5154.4 [Nondiscrimination]; Policy No. 6121 [Equal Education opportunities]) and ways to protect themselves against discriminatory harassment (Regulation No. 2224 [Discriminatory Harassment]). In addition, the Board of Education has designated its School Nurse Supervisor (Suzanne Koransky - 973-633-3051) as its Section 504 coordinator in charge of developing education plans to accommodate non-classified students with disabilities. The Board of Education has also designated its Compliance Coordinator (Naomi Conklin - 973-317-2165) as its Affirmative Action Officer in charge of monitoring and enforcing non-discrimination and equity policies and practices in the school district. If you have any questions or problems related to equal access or discrimination, please feel free to contact either individual.

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## **GUIDANCE SERVICES**

The Guidance Departments at both high schools consist of a department supervisor, school counselors and clerical staff all dedicated and trained to provide counseling and educational services to students and their parents/guardians. These services can be categorized into three major functions: 1) Counseling; 2) Consulting; and 3) Information Management.

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

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

We welcome your questions and opinions concerning our programs and services. Appointments with counselors may be made by calling the Guidance Department throughout the school day.

**WAYNE HILLS HIGH SCHOOL  
GUIDANCE DEPARTMENT  
973-317-2029**

**WAYNE VALLEY HIGH SCHOOL  
GUIDANCE DEPARTMENT  
973-317-2216**

### **DIRECTORY OF SUPERVISORS OF CURRICULUM AND INSTRUCTION**

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

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

Mrs. Virginia S. Mahr .....	GUIDANCE.....	Mrs. Kate Kay
Mrs. Angela Mancinelli.....	ENGLISH.....	Mr. Karl Eid
Mrs. Dawn Auerbach .....	MATHEMATICS .....	Mr. John Gross
Dr. Anthony De Fina .....	SCIENCE.....	Mr. Frederick Vafaie
Mr. Benjamin Grieco.....	WORLD LANGUAGES.....	Mr. Carmine Picardo
Mr. Benjamin Grieco.....	SOCIAL STUDIES.....	Mr. Carmine Picardo
Mr. Brad Smith.....	PHYSICAL EDUCATION.....	Mr. Dan Kilday
Mr. Brad Smith.....	FINE/PERFORMING ARTS .....	Mr. Dan Kilday
Ms. Judith Faley.....	*APPLIED TECHNOLOGY .....	Mr. John Maiello
	* Technology Education, Business Education, Family and Consumer Science	

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

### **DIRECTORY OF COUNSELORS**

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

Ms. Gina Galiano  
Mrs. Cynthia Gorkowski  
Mr. Bruce Keogh  
Mrs. Joyce Savastano  
Mrs. Erin Strathern

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

Mrs. Joanne Ciriello  
Ms. Simone´ Edwards  
Mr. Anthony Giordano  
Ms. Julie Kester  
Mrs. Rosemarie O´Shea  
Ms. Donna Santangelo

**HIGH SCHOOL GRADUATION REQUIREMENTS**  
**SUBJECT REQUIREMENTS**

Physical Education and Health for each year of attendance  
4 Years of Language Arts Literacy (English)  
3 years of Mathematics  
3 years of Science  
2 years of United States History  
2 years of a World Language  
1 year of Visual and Performing Arts and 1 year in Career Education, and Consumer, Family and Life Skills  
1 year of World History  
1 year of Humanities  
**½ year of Financial, Economic, Business and Entrepreneurial Literacy (beginning with students entering Grade 9 in 2010-2011)**  
Freshman Seminar  
Technological Literacy (infused into the curriculum)

**The following is a list of courses which fulfill the requirements for: Visual or Performing Arts, Career, Consumer, Family and Life Skills, and Humanities. Please note that courses may not be used to fulfill more than one requirement**

**VISUAL OR PERFORMING ARTS**

All Art Courses  
Theater Arts  
All Music Courses except for  
Materials of Music  
All TV Production Courses  
CAD  
Graphic Arts  
Photography

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

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

**HUMANITIES**

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

**TEST REQUIREMENTS**

**Please note that it is required that students demonstrate proficiency in all sections of the HSPA or AHSA process applicable to the class graduating in the year they meet all other graduation requirements.**

**CREDIT REQUIREMENTS**

**135 CREDITS FOR GRADUATION**

## GRADING SYSTEM

Effective with the class of 2013, the Wayne School District is phasing in a new grading system, using plus grades.

**For the classes of 2013 and 2014, the following grade scale is in effect:**

		Unweighted	Weighted
A	90+	4.0	5.0
B+	85-89	3.5	4.5
B	80-84	3.0	4.0
C+	75-79	2.5	3.5
C	70-74	2.0	3.0
D+	65-69	1.5	1.5
D	60-64	1.0	1.0
F	59.99	0.0	0.0

**For the class of 2011 and 2012, the previous grade scale stays in effect:**

		Unweighted	Weighted
A	90+	4.0	5.0
B	80-89	3.0	4.0
C	70-79	2.0	3.0
D	60-69	1.0	1.0
F	59.99	0.0	0.0

**WAYNE TOWNSHIP HIGH SCHOOL- COURSE OFFERINGS 2010-2011 LEGEND**  
**H - Offered at Wayne Hills Only V - Offered at Wayne Valley Only**  
**X's INDICATE SUBJECTS THAT CANNOT BE TAKEN IN THAT GRADE LEVEL**

**All Courses are 5 Credits Unless Indicated in Parenthesis**

	9	10	11	12		9	10	11	12
<b>ART</b>					<b>FAMILY &amp; CONSUMER SCI. (CON'T)</b>				
Visual Foundations					Foods IV Culinary Arts	X	X	X	
Drawing and Painting					Fashion Clothing Design I				
Adv. Drawing & Painting	X	X			Fashion Clothing Design II	X			
Design	X				Fashion Merchandising				
3 Dimensional Design	X				The Family (V)	X			
Fashion Figure Drawing	X				Child Development I	X			
AP Studio Art	X	X	X		Child Development II	X	X		
Survey of Art History					Child Development III - Project Teach	X	X	X	
AP Art History	X	X			Interior Decorating				
<b>BUSINESS</b>					<b>FRESHMAN SEMINAR</b>		X	X	X
Computer Applications					<b>MATHEMATICS</b>				
Principles of Business					Fundamentals of Math I				
International Business	X	X			Fundamentals of Math II	X			
Marketing	X				Fundamentals of Math III	X	X		
Marketing II	X	X			Algebra I				
Business Law (2.5)	X				Algebra I (Over 2 years)				
Accounting Fundamentals	X				- Algebra 1A				
College Accounting I	X				- Algebra 1B	X			
College Accounting II	X	X			Geometry				
Managing Your Personal Finance	X	X			Algebra II				
Be Your Own Boss/Entrepreneurship	X				Precalculus	X			
					Unified Math III Honors		X	X	X
<b>ENGLISH</b>					Unified Math IV Honors	X		X	X
English 9		X	X	X	AP Calculus AB	X			
Honors English 9		X	X	X	AP Calculus BC	X	X		
English 10	X		X	X	Multivariable Calculus	X	X	X	
Honors English 10	X		X	X	College Algebra & Discrete Math	X	X	X	
English 11	X	X		X	P.S.A.M. (1.25)	X			
Honors English 11	X	X		X	Visual Basic (2.5)				
English 12	X	X	X		AP Statistics	X			
AP English 12	X	X	X		AP Computer Science A	X			
AP Language and Composition	X	X			Adv. Computer Science Using Java	X	X		
Theater Arts I					Programming in Java (5)				
Theater Arts II	X				Calculus Honors	X	X	X	
Intro. Philosophy (2.5) (H)	X				Web Development	X			
Verbal SAT Prep. (1.25)	X				Programming in C++ (2.5)				
Journalism (2.5)									
Writing Workshop (2.5)					<b>MUSIC</b>				
Advanced Reading Techniques (V)					Music Perspectives				
The Reel Deal (2.5) (H)	X				Chorus				
Contem. American Drama (2.5) (V)	X				Chamber Choir	X			
Publication Seminar (V)	X	X			Band				
					Woodwind Ensemble				
<b>FAMILY &amp; CONSUMER SCI.</b>					Instrumental Instruction				
Foods I Intro				X	Brass Ensemble				
Foods II International	X				Percussion Ensemble				
Foods III Regional	X				Jazz/Rock Improvisation				6

H - Offered at Wayne Hills only V - Offered at Wayne Valley Only  
 "X'S" INDICATE SUBJECTS THAT CANNOT BE TAKEN IN THAT GRADE LEVEL

	9	10	11	12		9	10	11	12
<b>MUSIC (CON'T)</b>					<b>TECH EDUCATION (CON'T)</b>				
Materials of Music I					Photography (5)				
Materials of Music II	X				Advanced Photo (5)	X			
Materials of Music III	X	X			Robotics I				
Materials of Music IV	X	X			Robotics II	X			
AP Music Theory	X	X			TV Production I				X
					TV Production II	X			
<b>PHYSICAL EDUCATION</b>					TV Production III	X	X		
Physical Education (3.75) 9-12									
					<b>WORLD LANGUAGE</b>				
<b>HEALTH</b>					French I				
Health 9 (1.25)		X	X	X	French II				
Health 10 (1.25)	X		X	X	French III	X			
Health 11 (1.25)	X	X		X	French IV Honors	X	X		
Health 12 (1.125)	X	X	X		French V Honors	X	X	X	
					Italian I				
<b>SCIENCE</b>					Italian II				
General Science in Living World (H)	NA	NA	NA	NA	Italian III	X			
General Science in Physical World (H)	NA	NA	NA	NA	Italian IV Honors	X	X		
Biology		X	X	X	Italian V Honors	X	X	X	
Chemistry (6)	X				Latin I				
Physics (6)	X	X			Latin II				
Biology for Allied Health (5)	X	X			Latin III	X			
Environmental Science	X	X			Latin IV Honors	X	X		
Anatomy & Physiology	X	X			Latin V Honors	X	X	X	
Space Science (2.5)	X	X			Spanish I				
Geology (2.5)	X	X			Spanish II				
Forensic Science (2.5)	X	X			Spanish III	X			
Science Research (2.5)	NA	NA	NA	NA	Spanish IV Honors	X	X		
Science, Technology & Society	NA	NA	NA	NA	Spanish V Honors	X	X	X	
AP Biology (6)	X	X							
AP Chemistry (6)	X	X			<b>SOCIAL STUDIES</b>				
AP Environmental Science (6)	X	X			World History		X	X	X
AP Physics B (6)	X	X			World History Honors		X	X	X
AP Physics C (6)	X	X			United States History I	X		X	X
					United States History II	X	X		X
<b>TECHNOLOGY EDUCATION</b>					AP United States History I	X		X	X
Introduction to Design - CAD 1 (5)				X	AP United States History II	X	X		X
Architectural & Eng. Design - CAD II	X				AP American Government	X	X		
Adv. Design/Portfolio Prep. - CAD III (10)	X	X			AP Human Geography	X	X		
Design Experience - CAD IV (5)	X	X	X		Dev. Middle East Studies (2.5)	X	X		
Intro. to Automotive Systems (5)				X	American Gov't. & Politics (2.5)				
I Know My Car (2.5)	X	X	X		Introduction to Economics (2.5)	X	X		
Auto Occ.: Suspension & Brakes (V)(10)	X				Psychology (2.5)	X	X		
Auto Occ.: Heat/Air/Electrical (V)(10)	X				Sociology (2.5)	X	X		
Auto Occ.: Engine Performance (V)(10)	X				World Geography				
Wood Technology I				X	Intro. to Philosophy (V)	X	X		
Advanced Woods	X				Legal Studies (2.5)	X	X		
Graphic Design I				X	International Relations (2.5)				
Graphic Design II	X								
Graphic Design Occupations (5)	X	X							
Graphic Design Layout/Pub. (H)	X								
					Revised 12/01/2009				7

## WHAT IS A GRADE POINT AVERAGE (GPA)?

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

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

For example:

The grade value of the letter grade is multiplied by the number of credits in the course. The total is called mark points or quality points.

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

The total mark points from all of your courses are then divided by the number of credits taken during the year to determine your GPA.

**Students are permitted to take a maximum of 40 credits during the school year.**

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

## **PROMOTION**

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

**1) 30 credits are required to become a Sophomore (including passing English 9).**

**2) 65 credits are required to become a Junior (including passing English 10).**

**3) 100 credits are required to become a Senior (including passing English 11 and United States History I).**

## **ATTENDANCE POLICY**

### **Minimum Days of Attendance**

The local Regulation (No. 5110) for the minimum number of days in attendance in order to receive course credit is a **160 day** requirement. A student absent for **21 or more** days of school may be liable for the penalties of this policy if the absences are unexcused. Class periods missed through absence from school or early dismissal will be counted as absences. School approved absences will not count. Every **four (4)** lates to any class will be counted as an absence.

## **INDEPENDENT STUDY**

Provision exists for Independent Study only in areas where there is an approved Board of Education Curriculum existing for the desired course.

## CURRICULUM COURSE DESCRIPTIONS

### ART

#### VISUAL FOUNDATIONS 5 CREDITS 9-12

This course develops student art skills in a variety of media through exploration of the art elements and the principles of art and design. It builds a greater understanding of art, not only through the student's production of art work, but also through study of a variety of visual art works from different periods and cultures. Students with special interests or abilities will be encouraged to realize and develop their talent. **This course is the pre-requisite for all other art courses, except 3-D Design.**

#### 3-DIMENSIONAL DESIGN 5 CREDITS 9-12

In this exploratory 3-D design course students will have the opportunity to work three dimensionally in design and construction. From basic methods of slit/slot construction to advanced design in paper, cardboard, found objects, wood, ceramics, jewelry, and weaving, students will experience the process of creating 3-dimensional art and sculpture. **To continue in art after 3D, students must select Visual Foundations.**

#### DESIGN 5 CREDITS 10-12

This course surveys the elements and principles of visual communication in the areas of lettering, printmaking, textiles, cartoons, product design, industrial and environmental design. Activities in these areas will invite students to experience commercial design, advertising and graphic arts as well as fine arts.

**\*Pre-requisite - visual foundation or graphic arts.**

#### FASHION FIGURE DRAWING 5 CREDITS 10-12

In this full year course, students will learn to develop and draw fundamental fashion figures including figure proportion, movement, fashion attitude and garment details through analysis of photographs and figure research as a basis for the creation of fashion design sketches. Accurate rendering of fabrics and technical flat drawings of garments in correct proportion will further enhance their drawing communication skills. Students will develop a collection of designs from conception rendering and presentation of a 2D capsule collection for a season from day to evening wear.

**\*Pre-requisite - visual foundations or sewing.**

#### DRAWING AND PAINTING 5 CREDITS 10-12

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

**SURVEY OF ART HISTORY****5 CREDITS****9-12**

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

**ADVANCED PLACEMENT ART HISTORY****5 CREDITS****11-12**

The Advanced Placement Art History course is intended to prepare students for the AP Art History Exam. This chronological study of art history from Stone Age to Post Modern provides students with a college level experience. AP Art History will allow students to examine European/western images and non-western cultural art from past to present. By developing an understanding of art in its context students will be able to address issues of patronage, gender, politics, ethnicity and religion to interpret, critique and give meaning to art. Pre-requisite - Survey of Art History.

**ADVANCED DRAWING AND PAINTING****5 CREDITS****11-12**

The Advanced Drawing and painting course will be a continuation of media, skill, and compositional elements, with the study of 20<sup>th</sup> Century Western Art. The concentrated study in these areas will help students define and develop a portfolio needed for AP art and college applications.

**\*Pre-requisite - drawing and painting.**

**ADVANCED PLACEMENT STUDIO ART****5/10 CREDITS****12**

The Advanced Placement Program in Studio Art enables highly motivated students to perform at the college level while still in high school. It is intended for students who wish to pursue serious study in the arts. The AP Studio Art portfolio is a performance-based exam rather than a written exam. The College Board offers three performance-based exams: Drawing Portfolio, the 2D Design Portfolio, and the 3D Design Portfolio. Students select one exam/portfolio to focus on per year. The Advanced Placement portfolio should be viewed as the culminating experience in a student's secondary visual arts training. This course requires a more significant commitment of time and effort than most high school art courses. Students who score well on the AP exam may be eligible for credit from their college or university. **Pre-requisite – three studio courses in art, must be a senior**

**BUSINESS****INTERNATIONAL BUSINESS****5 CREDITS****11-12**

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

**COMPUTER APPLICATIONS****5 CREDITS****9-12**

Computer Applications is a full year course for all students who wish to develop competency in the use of computer software using Microsoft Word, Excel, Access and PowerPoint. It will include word processing, database reporting, spreadsheet calculations and creating a presentation. Projects include standard format business letters and memos, budgeting, inventory databases, and business presentations.

**PRINCIPLES OF BUSINESS****5 CREDITS****9-12**

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

**MARKETING****5 CREDITS****10-12**

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

**MARKETING II****5 CREDITS****11-12**

This advanced marketing course develops student understanding and skills in distribution, financing, marketing-information management, pricing, product/service management, promotion, and selling. Opportunities are provided to apply scientific problem solving when engaged in marketing information gathering, processing and reporting. Emphasis will be placed on the impact that customer behavior has on the implementation of marketing function. Financial considerations, as they relate to business profit, will also be explored. Throughout the course, students are presented with problem solving situations for which they must apply academic and critical thinking skills.

**BUSINESS LAW (One Semester)****2.5 CREDITS****10-12**

This course provides students with the knowledge needed to understand their rights and responsibilities as parties to everyday personal and business contracts. An in-depth study of the formation and use of contracts is the focus of this half-year offering. Students enter contracts every day placing a great practical value on the knowledge obtained from this class. The course content also provides an excellent introduction for students majoring in business on the college level.

**ACCOUNTING FUNDAMENTALS****5 CREDITS****10-12**

This course is for all students who wish to understand basic accounting principles and applications using standard bookkeeping practices. Accounting will prepare the college bound student for any of the business majors colleges offer. Students will also be prepared for entry into the business world as well as develop skills needed in personal finances. Applications will be reinforced by student use of computers. Accounting Fundamentals is the required introduction to College Accounting I.

**COLLEGE ACCOUNTING I****5 CREDITS****10-12**

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

**COLLEGE ACCOUNTING II****5 CREDITS****11-12**

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

**BE YOUR OWN BOSS: Entrepreneurship,  
Franchise, and Innovative Practices****5 CREDITS****10-12**

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

**MANAGING YOUR PERSONAL FINANCE****5 CREDITS****11-12**

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

**ENGLISH****ENGLISH 9****5 CREDITS****9**

In this full-year course, students are introduced to the major types of literature, including the story, drama, poetry, and the novel. Composition in the ninth grade stresses spelling, vocabulary building, punctuation, grammar and paragraph structure, with emphasis on the techniques of writing literate

essays. Students develop editing skills and self reflective analysis. The research process continues as students develop skills in finding and evaluating information.

**HONORS ENGLISH 9**

**5 CREDITS**

**9**

To further develop thinking skills and creativity, this accelerated course focuses on literary genres and themes with creative writing as an outgrowth of the study of literature. In addition to employing basic principles of grammar in their writing, the students will be responsible for close reading and in-depth analysis. Registration in this course is through departmental recommendation based on the student's previous academic performance.

**ENGLISH 10**

**5 CREDITS**

**10**

This course is primarily devoted to a survey of American literature, from the colonial period to the modern, involving a number of related paperback supplements. Vocabulary development and library skills are also essential parts of this program. Composition work in the sophomore year includes sentence variety, transitions, emphasis and principles of paragraph development. Continuing attention is given to grammar and mechanics. Students also write a documented research paper and/or a career paper.

**HONORS ENGLISH 10**

**5 CREDITS**

**10**

The honors program focuses on in-depth analysis of classics in American Literature. It also includes a survey approach to the cultural, intellectual movements in our history. Students are encouraged to think critically, thinking on abstract, psychological and universal levels, and will demonstrate these levels in oral and written work. Registration in this course is through departmental recommendation based upon the student's previous academic performance. Students also write a documented research paper and/or a career paper.

**ENGLISH 11**

**5 CREDITS**

**11**

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

**HONORS ENGLISH 11**

**5 CREDITS**

**11**

The study of English literature from the Anglo-Saxon period to the twentieth century is supplemented by additional English works and critical readings. A comprehensive poetry unit, covering connotation, imagery, figurative language, allusion, tone, rhythm, meter and pattern, is a major part of the eleventh grade experience. A variety of multicultural texts are read, and a unit on Shakespearean comedy supplements the study of tragedy. Students write a minimum six-page research paper related to the study of British literature. Patterns of exposition and elements of style form the basis for the study of writing skills. Continuing attention is given to usage and mechanics. Registration in this course is through departmental recommendation based upon the student's previous academic performance.

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

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

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

The senior honors course offers a challenging program in world literature from the ancient classics to contemporary readings, showing the development of human thought and imagination. The works are analyzed through close, inferential study, and these analytical skills are demonstrated in frequent critical essays and in the research paper. Students in this course are prepared to take the Advanced Placement Test in English Literature and Composition. Registration in this course is through departmental recommendation based upon the student's previous academic performance.

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

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

**INTRODUCTION TO PHILOSOPHY (H) (One Semester)****2.5 CREDITS****10-12**

This course is an examination of the lives and opinions of several representative Eastern or Western philosophers. Major attention will be given to the attitudes these philosophers have toward government, justice, truth, equality, freedom and the nature of reality. Also emphasized will be the continuing importance of philosophy as the individual searches for and finds meaning in his/her existence.

**VERBAL SAT PREP  
**(One Marking Period)******1.25 CREDITS****10-12**

The course consists of preparation for the verbal portion of the Scholastic Aptitude Test. Students develop an understanding of the scope and form of the SAT, set goals, analyze their needs, and chart their progress. They learn strategies and through practice, gain proficiency in verbal skills, with



**THEATER ARTS I****5 CREDITS****9-12**

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

**THEATER ARTS II****5 CREDITS****10-12**

This course is designed for the advanced drama student. The focus will be on making a character come to life through empowering individual expression. Students will participate in exercises designed to encourage and enhance development of acting techniques.

**PUBLICATION SEMINAR (V)****5 CREDITS****11-12**

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

**THE REEL DEAL: A Study in Film (H) (One Semester)****2.5 CREDITS****10-11**

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

**FAMILY AND CONSUMER SCIENCES****FOODS I - INTRODUCTION TO FOODS AND NUTRITION****5 CREDITS****9-11**

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

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

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

**FOODS III - REGIONAL FOODS****5 CREDITS****10-12**

Our most advanced level of food studies offers students the chance to explore the foods service industry and its related employment opportunities. Class activities will focus on planning, preparation,

service and storage of a variety of food products, including cooking for special occasions and entertainment. Emphasis on the study of regional US foods will build upon the Foods II curriculum, connecting International Foods, our immigrant ancestors and our popular American diet. Recommendation by the instructor is required.

**FOODS IV: CULINARY ARTS** **5 CREDITS** **12**

This course is designed to provide advanced foods students the opportunity to showcase their specialty skills, as well as to encourage the pursuit of the commercial study and practice of food preparation and presentation. Students will learn about the food service industry, including food, nutrition, marketing, sanitation, food costing, and methods of food preparation and presentation. A study of the commercial foods industry and related employment opportunities will be provided, with specific emphasis on post-secondary training, franchising and/or ownership responsibilities, marketing and other day-to-day operations required of a restaurateur.

**FASHION CLOTHING DESIGN I** **5 CREDITS** **9-12**

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

**FASHION CLOTHING DESIGN II** **5 CREDITS** **10-12**

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

**FASHION MERCHANDISING** **5 CREDITS** **9-12**

Fashion Merchandising is an introductory course that brings to life the business aspects of the fashion world. It presents the basics of market economics, textiles, design, and promotion. This year-long course will explore the entire textile/apparel/retail soft goods chain. It also offers a comprehensive study of retail fundamentals and strategies for retail success. The scope of the course covers the latest concepts of manufacturing, marketing, new computer technologies, new retail trends, and fashion industry globalization. Throughout the course of the year, students will be exposed to the many career opportunities related to fashion and how to prepare for them including entrepreneurship.

**CHILD DEVELOPMENT I** **5 CREDITS** **10-12**

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

**CHILD DEVELOPMENT II** **5 CREDITS** **11-12**

Child Development II prepares students to work in various child care positions, such as day care aide, home day care provider, nursery school facilities aide and those students who choose to further their career in Early Childhood Education. Students will utilize their knowledge of education philosophies,

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

**CHILD DEVELOPMENT III - PROJECT TEACH**

**5 CREDITS**

**12**

This senior level course is designed to give academic rigor and credit to the culminating experience of Future Teachers Academy. Following the strand which has been established for the Future Teachers Academy - Child Development I & II, Psychology, Sociology, and the evening seminar for underclassmen, this culminating experience will serve as a practical application facilitated in the Wayne Public Schools. Students enrolled in Project Teach will experience activities in special grade level and subject area classrooms, at elementary and middle schools of their choice.

**THE FAMILY (V)**

**5 CREDITS**

**10-12**

Young men and women will be given the opportunity to broaden their understanding of marriage and family life. All stages of the family life cycle are studied including singles, marriage, parenthood and the elderly. Emphasis is placed on the changes affecting the family structure and its individual members.

**INTERIOR DECORATING**

**5 CREDITS**

**9-12**

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

**FRESHMAN SEMINAR**

**FRESHMAN SEMINAR**

**5 CREDITS**

**9**

Freshman Seminar is a multidisciplinary full year course required for all ninth grade students. It is designed to bridge the transition from middle school to high school. It was introduced as a result of concerns from parents and students. In surveys conducted among our eighth grade students, four recurring themes emerged: balancing schoolwork with extracurricular activities and sports, building and maintaining friendships, fitting into high school, and performing to higher academic standards. The solution was the creation of a multidisciplinary course designed to address social-emotional, academic and career orientation issues.

Freshman Seminar is the realization of almost three years of planning by a team of teachers and administrators across the curriculum. There is a growing volume of research that supports the reinforcement of academic and affective skills as students leave the somewhat sheltered environment of middle school and find out that suddenly everything they do counts for their futures. The Freshman Seminar curriculum includes units on Introduction to the High School Environment, Media Literacy, Study Skills, Learning Styles, Communication and Presentation Skills, Testing Strategies, Career Exploration, Civic Awareness and Community Responsibility, and Character Development. Additionally, at both high schools, upper class students have been selected to work collaboratively with the Freshman Seminar teachers in implementing a character development and peer mentoring program for all ninth grade students.

## **FUTURE TEACHER ACADEMY**

**10-12**

Future Teacher Academy is the first small learning community in the Wayne high schools. It provides opportunities for students to explore meaningful activities related to a career in education. Future Teacher Academy develops a sense of membership within a community that shares common career goals and bonds. The mission of the Future Teacher Academy is to provide embedded career experience opportunities in education through authentic training in teaching. It includes an instructional program and field experiences incorporating community service opportunities. Student potential is maximized by providing individualized attention, building group identity and individual strengths, utilizing problem based learning, and differentiated instruction.

Through a sequence of course offerings, evening seminars, portfolios and actual hands-on educational experiences, selected students in grades 10-12 will gain valuable workplace skills, options for earning college credits while in high school, and paid and volunteer community service opportunities. Successful FTA graduates will be guaranteed student teaching placement in the Wayne schools, and an interview for a position in their field, if available. Graduates will receive certificates of recognition upon satisfactory completion of the Future Teacher Academy program in Senior year.

Several of our courses, including Child Development I and II, psychology and sociology, as well as "Child Development III - Project Teach," will have priority registration for FTA members. These courses are part of the program sequence for fulfilling the requirements of the Future Teacher Academy. Admission to the program is through an application process and recommendations. Academic criteria is also evaluated.

**For further information, please contact Ms. Judith Faley, Supervisor, FTA at 973-317-2035.**

## **MATHEMATICS**

### **FUNDAMENTALS OF MATH I**

**5 CREDITS**

**9-12**

Fundamental principles and skills of mathematics, Pre-Algebra and Pre-Geometry are stressed in this course. Students who have experienced difficulty with mathematics should consider this course. Fundamentals of Math I can be considered a preparatory course for Fundamentals of Math II or Algebra I.

### **FUNDAMENTALS OF MATH II**

**5 CREDITS**

**10-12**

This course is designed for those students who desire applications of mathematics in modern society. Attention will be given toward the skills necessary for the 11<sup>th</sup> grade New Jersey High School Proficiency Assessment in mathematics. The successful completion of this course might serve as preparation for Algebra I or Fundamentals of Math III.

### **FUNDAMENTALS OF MATH III**

**5 CREDITS**

**11-12**

This course is designed to provide a third year mathematics course for the student who has successfully completed two years of Secondary Mathematics. Attention will be given toward preparation for the 11<sup>th</sup> grade New Jersey High School Proficiency Assessment in mathematics. The course objectives are to provide the student with meaningful life skills through "hands-on" math related activities. Emphasis will be placed on problem solving through computer-based activities and hand-held calculators. In addition to units related to finances, logical reasoning, basic probability,

elementary statistics, practical geometry, and mini-projects, special attention toward options for career oriented skills will be included.

**ALGEBRA I** **5 CREDITS** **9-12**

This is a required college preparatory course that is usually selected as a ninth grade mathematics option. It extends the students ideas and skills gained in pre-high school mathematics into a more sophisticated structure. Basic principles and concepts will be developed in a systematic manner using modern fundamental mathematical principles. **Students may not double up in Algebra I and Geometry.**

**ALGEBRA I (\*Over 2 Years)**

**ALGEBRA 1A**

**5 CREDITS**

**9-12**

**ALGEBRA 1B**

**5 CREDITS**

**10-12**

**\*TWO YEARS EQUALS ONE COLLEGE UNIT**

A two year program of elementary algebra developed for students whose learning styles will benefit from material presented at a slower pace and using diverse teaching modalities. The development of successful work habits and study skills is an integral part of the curriculum. HSPA topics are addressed over the two year course.

**GEOMETRY** **5 CREDITS** **9-12**

Geometry utilizes the skills developed in Algebra to study the relationships among points, lines and planes through transformations and traditional Euclidean techniques. Properties of triangles and circles are investigated, generalized, and then extended to other geometric shapes. Geometry should be selected by every student who plans to attend college. Ninth grade students are eligible for this course upon successful completion of Algebra I taken in grade 8 and teacher recommendation.

**ALGEBRA II** **5 CREDITS** **9-12**

This, as the course title implies, is a required college preparatory mathematics course following successful completion of Algebra I and Geometry. Algebra II reviews and extends some of the material studied in the first year Algebra course. New topics will include the study of systems of equations, conic sections, logarithms, radical equations, sequences, the binomial theorem and complex numbers. The student who wishes to accelerate and who has demonstrated ability and interest in mathematics may take Algebra II concurrently with Geometry.

**PRECALCULUS** **5 CREDITS** **10-12**

Precalculus is necessary to continue with higher mathematics and is exceedingly useful in various branches of the physical sciences. The material of trigonometry from a functional point of view is coupled with a precalculus study of polynomial, circular, exponential and logarithmic functions. This course is recommended for the student who plans to emphasize mathematics and/or science in college. Students electing this course should have maintained grades of "C" or better in Algebra I, Algebra II and Geometry.

**COLLEGE ALGEBRA AND DISCRETE MATH** **5 CREDITS** **12**

College Algebra and Discrete Math is a fourth year math course to be offered to seniors as an alternative to taking Precalculus. The goal of this course is to prepare students for any first year math

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

**UNIFIED MATHEMATICS III HONORS**

**5 CREDITS**

**9**

Unified Mathematics III is the third course in our sequential honors program that expands the student's insight into the nature of mathematics. Polynomial and Rational Functions are studied in detail. A comprehensive study of geometry is completed. Exponential and Logarithmic Functions are introduced. All topics are explored from a numerical, graphical and analytical perspective. Students entering unified Mathematics III should have successfully completed Unified Mathematics I and II with grades of "B" or better.

**UNIFIED MATHEMATICS IV HONORS**

**5 CREDITS**

**10**

Unified Mathematics IV is the fourth course in our sequential honors program. A rigorous and comprehensive study of the elementary functions - polynomial, rational, exponential and logarithmic - and circular functions with numerical, graphical and analytical investigations is completed with an emphasis placed on the background needed to successfully transition to calculus. The complex number field is explored. Sequences and series with an introduction to limits and the derivative complete the preparation. Successful completion of Unified Mathematics III is expected, with grades of "B" or better.

**CALCULUS HONORS**

**5 CREDITS**

**12**

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

**AP CALCULUS AB**

**5 CREDITS**

**10-12**

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

**AP CALCULUS BC**

**5 CREDITS**

**11-12**

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

**MULTIVARIABLE CALCULUS HONORS****5 CREDITS****12**

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

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

The purpose of the Advanced Placement Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students who successfully complete this course and the AP examination may secure college credits or advanced status. **Prerequisite Algebra II or Unified Math 3.**

**\*Only students with accelerated status in Mathematics are eligible at this grade level.**

**PROBLEM SOLVING IN ADVANCED MATHEMATICS (Quarter Course)****1.25 CREDITS****10\*, 11-12**

This junior-senior quarter course will deal with solving verbal problems as they relate to advanced algebra and analytic geometry. The material presented and discussed will serve as excellent preparation for the Scholastic Aptitude Test. The student should have successfully completed Algebra I, II and Geometry in preparation for this course.

**\*Only students with accelerated status in Mathematics are eligible at this grade level.**

**VISUAL BASIC (One Semester)****2.5 CREDITS****9-12**

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

**PROGRAMMING IN C++ (One Semester)****2.5 CREDITS****9-12**

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

**PROGRAMMING IN JAVA****5 CREDITS****9-12**

This is an introductory programming course in Java using Visual Basic and/or C++. Java is an object-oriented programming language that can be used for a wide variety of applications particularly writing for the Internet. Students will be able to design Java applets and applications at the end of this course. Prior knowledge of Visual, Basic and/or C++ is recommended. This language is the vehicle needed to study Advanced Placement Computer Science.

**AP COMPUTER SCIENCE A****5 CREDITS****\*10-12**

This course is designed for students who wish to take the AP Computer Science A Exam. Knowledge and programming skills in the Java language are necessary to pursue AP Computer Science. Algorithms and programming in Java will be the emphasis of this course, including all the topics prescribed by the College Board for the AP A exam, and also graphics programming, with an

opportunity to create a graphical game. Upon completion, students who take the AP Exam may be eligible for college credit. This course should be of interest to students who are considering college work in computer science, engineering, statistics, and some business fields.

**\* Only students with accelerated status in Mathematics are eligible at this grade level.**

**ADVANCED COMPUTER SCIENCE WITH JAVA Honors 5 CREDITS \*11-12**

This course follows AP Computer Science A. It is designed for students who wish to continue their computer science education and take the AP Computer Science AB exam. The emphasis of the course is on development and use of standard data structures, developing algorithms, and improving programming skills. Upon completion, students who take the AP Exam may be eligible for college credit. The course should be of interest to students who are considering college work in computer science, engineering, statistics, and some business fields.

**\* Only students with accelerated status in Mathematics are eligible at this grade level.**

**WEB DEVELOPMENT 5 CREDITS \*10-12**

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

**\*Only students with accelerated programming in mathematics and computer science are eligible at this grade level.**

**MUSIC**

**MUSIC SURVEY COURSES**

**MUSIC PERSPECTIVES 5 CREDITS 9-12**

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

**VOCAL MUSIC COURSES**

**CHORUS 5 CREDITS 9-12**

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

## **CHAMBER CHOIR**

**5 CREDITS**

**10-12**

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

## **INSTRUMENTAL MUSIC COURSES**

### **SYMPHONIC BAND**

**5 CREDITS**

**9-12**

Minimum requirement of three years experience on a wind or percussion instrument, or approval of the band director is necessary. Music is chosen to appeal to a wide variety of interest and ability levels. Activities include concerts, parades and ceremonies and after school time is required. Though not mandatory, it is strongly encouraged that all students enrolled in "Symphonic Band" also participate in marching band. ***Due to space and equipment limitations, enrollment for certain instruments (i.e. Percussion) may be limited and will be determined by audition.***

### **INSTRUMENTAL INSTRUCTION**

**1 CREDIT**

**9-12**

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

### **WOODWIND ENSEMBLE**

**5 CREDIT**

**10-12**

This course is clearly not for the novice musician. A minimum of six years of playing experience or approval of the director is required. This course is designed for players of woodwind instruments who enjoy small group and individual performance, solos, duets, trios, and quartets are performed with thought toward playing a variety of chamber music and improving technique. Class members may perform at various concerts and community functions. Students should have one year of Band/Instrumental Instruction as a prerequisite.

### **BRASS ENSEMBLE**

**5 CREDITS**

**10-12**

This course is clearly not for the novice musician. A minimum of six years playing experience or approval of the director is required. This is a course designed for players of brass instruments who enjoy small group or individual performance. Solos, duets, trios, and quartets are performed with thought toward playing a variety of chamber music and improving technique. Class members may perform at various concerts and community functions. **Students should have one year of Band/Instrumental Instruction as a prerequisite.**

### **PERCUSSION ENSEMBLE**

**5 CREDITS**

**10-12**

This course is clearly not for the novice musician. A minimum of six years or approval of the director is required. This course is designed for students who enjoy playing percussion instruments. This class offers the percussion player something different at all aspects of performance - keyboard percussion, timpani, snare drum, drum set, and accessories - will be included. A variety of music for soloists, duets, trios, and quartets suitable to the ability level of the class will be played. Class

members may perform at selected concerts and community functions. Students should have one year of Band/Instrumental instruction as a prerequisite.

### JAZZ COURSES

#### JAZZ/ROCK IMPROVISATION 5 CREDITS 9-12

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

**Prerequisite: Materials of Music I or permission of instructor.**

### MUSICIANSHIP COURSES

#### MATERIALS OF MUSIC I 5 CREDITS 9-12

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

#### MATERIALS OF MUSIC II 5 CREDITS 10-12

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

#### MATERIALS OF MUSIC III 5 CREDITS 11-12

Areas included in Materials of Music III are acoustics, form, composition, and advanced theory. **Prerequisite is Materials of Music I and II.**

#### MATERIALS OF MUSIC IV 5 CREDITS 12

Materials of Music IV addresses advanced arranging and composition. This course is also available as independent study. Prerequisite is materials of Music I, II, and III.

#### AP MUSIC THEORY 5 CREDITS 11-12

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

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION

**3.75 CREDITS**

**9-12**

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

## HEALTH

### HEALTH 9 (One Marking Period)

**1.25 CREDITS**

**9**

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

### HEALTH 10 (Driver Education Theory - One Marking Period)

**1.25 CREDITS**

**10**

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

### HEALTH 11 (One Marking Period)

**1.25 CREDITS**

**11**

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

### HEALTH 12 (One Marking Period)

**1.25 CREDITS**

**12**

This course is designed to address, analyze, reflect and develop the student's personal attitudes and core values toward contemporary social issues. It will enable the students to design and implement a plan of action for appropriate decision making. Topics for instruction include value clarification, affects of relationships, sexual health, dating, marriage, family and parenting and issues and concerns of substance abuse.

### DRIVER EDUCATION

**NO CREDIT**

**10-12**

A six hour behind-the-wheel driver education course is sponsored through the Wayne Adult Education Program.

## **SCIENCE**

### **GENERAL SCIENCE IN THE LIVING WORLD**

**5 CREDITS**

**9-10**

The central theme of this course is to orient students to the study of general science within the context of the living world and environment as well as the importance of science in everyday life. General Science in the Living World incorporates the world of living organisms and aspects of the life and environmental sciences to include topics in microbiology, botany, zoology, genetics, evolution, human biology, and ecology. Organisms share a common building block, the cell. Students are introduced to cells and basic life processes. As the course progresses, it builds on these basic concepts as students are exposed to more complex life processes and the relationships among and between organisms while stressing the theme of interdependence. The course emphasis will be on experimentation and deductive thinking. The course is designed for students with special learning needs, and for those who would benefit from a more individualized approach rather than a more traditional classroom environment. The course will be offered in alternate years so those students recommended for a second year of General Science might take the physical science version of the course. Note: This course may not be offered as a regular education science course option next year.

### **GENERAL SCIENCE IN THE PHYSICAL WORLD**

**5 CREDITS**

**9-10**

The central theme of this course is to orient students to the study of the physical sciences, and the importance of science in everyday life. Science is the process of discovery, and technology is the application of the process. Many physical science concepts relating to matter and energy are abstract, but applications of the concepts are familiar to most individuals. The course will present content and activities that focus on the nature of science; properties of matter; forms of energy; force and motion; heat; light; sound; work; mechanics; and technology. Throughout this course, students will be made aware of how technology affects the environment and how, as citizens, they each can help maintain a healthy planet. The course emphasis will be on experimentation and deductive thinking. The course is designed for students with special learning needs, and for those who would benefit from a more individualized approach rather than a more traditional classroom environment. The course will be offered in alternate years so those students recommended for a second year of General Science might take the living world version of the course. Note: This course may not be offered as a regular education science course option next year.

### **BIOLOGY**

**5 CREDITS**

**9**

This is the recommended course for incoming freshmen. Biology means the study of life - a fascination that has occupied the minds of individuals for centuries. In this course, important biological questions and concepts are examined that include the origin and evolution of life; genetic continuity and principles of heredity; the relationships between structure and function in living organisms; biochemical processes; behavior; and the preservation of life in changing ecosystems. These topics serve as unifying themes along with an emphasis placed on the unique position of man to his environment. Laboratory experiences aid the student to learn and practice science as a system of inquiry. This course includes laboratory work and experiments that are both qualitative and quantitative in nature to provide students with opportunities to gather and interpret data. Most students will experience a rigorous presentation suitable as preparation for further study in college. Prerequisite: Students should have successfully completed a Middle School Science curriculum program or have a comparable science background.

**CHEMISTRY****6 CREDITS****10-12**

Chemistry deals with the vast realm consisting of all of the substances that make up our material environment - living and non-living. The high school chemistry course attempts to provide some of this excitement and pleasure of learning about the ultimate structure of matter and how knowledge of this structure allows us to interpret the wide variety of behavior observed during physical and chemical changes.

Less stress is placed upon memorization of chemical facts, while more emphasis is given to a study of how important chemical ideas have evolved. Laboratory experiments are nearly all of a quantitative nature and provide students with opportunities together some of the data upon which the theoretical framework of chemistry rests.

Beginning chemistry students should have mathematical capability that include reasonable skills in handling problems of ratio and proportion, percent, elementary algebraic equations, and exponential arithmetic (scientific notation). Prerequisite: Minimum requirement is successful completion of Biology and Algebra I (or equivalent).

**CHEMISTRY (CONCEPTUAL)****5 CREDITS****10-12**

This is a lower-level chemistry course. In this course basic concepts of chemistry are examined that include the structure and interactions of matter. Chemistry (Conceptual) will be offered to accommodate students with below average computation skills primarily in their sophomore and junior year. While mathematical aspects of the subject are de-emphasized, students should have some skill in handling problems of ratio proportion, per cent, elementary equations and exponential arithmetic (scientific notation). Students should have foundational knowledge relative to the calculator, the scientific method, systems, graphs and interpretation of data. Hands-on activities will be a primary focus for the course presentation. Prerequisite: Minimum requirement is an appropriate math background and successful completion of Biology or a comparable science background.

**PHYSICS****6 CREDITS****11-12**

Physics should be taken by all students headed for careers in science, engineering, medicine, dentistry and science teaching. The program consists of closely interrelated parts including a general introduction to the basic concepts of time, space, and matter. This is followed by a study of the properties and theories of light, and a return to a study of motion from a dynamical point of view and finally a study of electricity and magnetism and the relevant physics of the atom. Fundamental concepts evolve via lecture, discussion and laboratory investigation, all of which are enriched by integrated teaching films. Mathematical background must include algebra, geometry, trigonometry and elementary functions. Prerequisite: Students should have completed Biology, Chemistry, and Algebra II, and should be concurrent with Precalculus or have a comparable science and math background.

**BIOLOGY FOR ALLIED HEALTH****5 CREDITS****11-12**

This course is designed to benefit students interested in biomedical and health related careers. Students are introduced to biosciences, and skills utilized in biomedical research. Anatomy and physiology and medical terminology are emphasized as well as topics that include cells, biochemistry, disease, microbiology and pathogenic organisms, infections, metabolism and nutrition, development and birth, and body defenses and immunity. In addition, students will consider topics in bioethics and medical genetics. The course format focuses on lecture, discussion, and relevant class activities.

Note that clinical laboratory experiences in community health facilities such as hospitals, long term care facilities, day care centers and special needs facilities are no longer included in the course curriculum. Prerequisite: Students should have completed Biology and Chemistry or have a comparable science background. Note: Seniors have registration priority in this course.

### **ENVIRONMENTAL SCIENCE**

**5 CREDITS**

**11-12**

The course in environmental science recognizes the importance and social significance of environmental issues. The topics and presentation provide opportunities for students to understand and analyze the current environmental condition of the planet as well as the local community and metropolitan area. The subject incorporates interdisciplinary information to enhance the view that the environment is the concern of related fields of study. There is an effort to focus the impact of technology and development on our daily life and community. In addition, topics offer discussions on the ecological balances of nature and the environment quality for the future. Emphases of environmental science include the development of awareness of current environmental issues; the development of greater appreciation and concern for the natural world; the development of knowledge and understanding of our natural resources; the development of positive attitudes and sensitivity regarding the significance of ecological interactions; and the development of an awareness of social and political mechanisms available for conservation, restoration, and preservation of the environment. The course in Environmental Science will involve teacher directed presentations of content areas through class lecture, class discussion, student reports, investigations, and class group activities. In addition, laboratory exercises will supplement and enhance topics dealing with both ecosystem functions and species interactions. Instruction will involve incorporation of current topics through reading and audiovisual presentations. the course will be classroom, laboratory and project based instruction. Prerequisite: Students should have completed Biology and Chemistry or have a comparable science background.

### **ANATOMY & PHYSIOLOGY**

**5 CREDITS**

**11-12**

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

### **SPACE SCIENCE**

**2.5 CREDITS**

**11-12**

The Space Science course is an extension of the introductory earth science curriculum. The semester course is offered as an elective science course for students who have successfully completed basic Earth Science, Biology and Chemistry courses or have a comparable science

background. This course integrates principles of astronomy and space exploration. The student will investigate developments in the space sciences. To gain a wider understanding and a greater appreciation of the world in which we live, the student will engage in a variety of activities, project work and research within the framework of a highly structured interdisciplinary approach. In addition, the student will be exposed to career opportunities in these related science disciplines. Prerequisite: Students should have completed Biology and Chemistry or have a comparable science background.

### **GEOLOGY**

**2.5 CREDITS**

**11-12**

The Geology course is an extension of the introductory earth science curriculum. The semester course is offered as an elective science course for students who have successfully completed basic Earth Science, Biology and Chemistry courses or have a comparable science background. This course integrates principals of Geology and Oceanography. The student will investigate the earth and its changes; rocks and minerals; the oceans; and geologic eras and the fossil record. To gain a wider understanding and a greater appreciation of the world in which we live, the student will engage in a variety of activities, project work and research within the framework of a highly structured interdisciplinary approach. In addition, the student will be exposed to career opportunities in these related science disciplines. Prerequisite: Students should have completed Biology and Chemistry or have a comparable science background.

### **FORENSIC SCIENCE**

**2.5 CREDITS**

**11-12**

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

### **SCIENCE RESEARCH**

**2.5 CREDITS**

**11-12**

The Science Research course applies the scientific method and the use of technology to design, complete, and present experimental projects that involve biological and physical science topics of interest. Science Research is offered as a half-year elective course to students who have successfully completed biology and chemistry or have a comparable science background. Science Research provides students with opportunities to gain scientific knowledge and understanding. The course focuses on the processes of doing science, and the development of critical thinking as students plan and conduct investigations, as well as analyze original data. Science Research provides students with opportunities to develop and use the skills of observing, hypothesizing, experimenting, and communicating. The course involves presentations and discussions, and is primarily project-based. Students will gain experience in conducting a literature search of a specific science topic as well as complete projects, and present a formal scientific research paper. Prerequisite: Students should have completed Biology and Chemistry or have a comparable science

background. Note This course may not be offered as a regular education science course option next year.

### **SCIENCE, TECHNOLOGY & SOCIETY**

**5 CREDITS**

**11-12**

Science, Technology, and Society is a course that integrates multiple science disciplines. The class is a full year course that is intended for students who require reinforcement of cognitive and process skills in Science. The program focuses upon application of science principles and technology within society. Cognitive topics within areas of life science, earth science and physical science provide the framework for student-centered activities and learning. Content from the fields of genetics, ecology, and organization of living things, matter, energy, forces, motion, geological systems, astronomy, and the universe will supply the fabric to strengthen student science proficiency in the process areas of decision making, problem-solving and inquiry. The broad range of topics allows for individual tailoring of learning rate, topic selection and sequence based on student need. Student projects, reports, hands-on activities, and assessments will become part of a student portfolio. Prerequisite: Students should have completed Biology and Chemistry or have a comparable science background. Note This course may not be offered as a regular education science course option next year.

### **ADVANCED COURSES AND ADVANCED PLACEMENT**

Advanced Placement Science courses are offered to juniors and seniors on an elective basis and may be taken in addition to but not instead of any of the three core Biology, Chemistry and Physics courses. This may be accomplished if the student can “double up” in science during his/her freshman, sophomore, junior and senior year. Students serious about science as a possible career choice should seek advice and assistance from the science department supervisor at program planning time.

While the scope of the advanced high school programs in Biology, Chemistry and Physics is not as fully inclusive as it might be in similar freshman college courses, the level of treatment in the areas of concentration should provide ample challenge, useful background, and a feeling for what is expected in attitude and responsibility from mature students preparing themselves for careers in science. College texts, laboratory guides, reference materials and testing procedures are used throughout the advanced course. All AP science courses have been approved by the College Board through their AP Audit Program. With additional home study and preparation, many of our students achieve success on the CEEB Advanced Placement Examinations in Biology, Chemistry, Environmental Science and Physics, thereby qualifying them for advanced standing (earned credit) at colleges and universities of their choice.

### **AP ENVIRONMENTAL SCIENCE**

**6 CREDITS**

**11-12**

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

Prerequisite: Students should have the recommendation of their current science teacher and have successfully completed core science courses in Biology, Chemistry, and Physics (or may be concurrent with Physics), or have a comparable core science background. Note: Seniors have registration priority in this course. Students who have completed Environmental Science are not eligible to register for Advanced placement Environmental Science.

### **AP BIOLOGY**

**6 CREDITS**

**11-12**

Building on a foundation provided by first year Biology and Chemistry, the course in advanced Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Heavy content emphasis is placed on biochemistry, cytology, energy transformations, molecular genetics, heredity, and evolution. AP Bio labs equate to the types of practical work done by college freshmen. Prerequisite: Students should have the recommendation of their current science teacher and have successfully completed core science courses in Biology, Chemistry, and Physics (or may be concurrent with Physics), or have a comparable core science background.

### **AP CHEMISTRY**

**6 CREDITS**

**11-12**

This course is planned to meet the objectives of a general chemistry course on the college level. The emphasis is on rigorous training in fundamental concepts required as preparation for future study in chemistry or in related fields. Atomic structure, chemical bonding, reaction kinetics, equilibrium, oxidation-reduction, electrochemistry and acid based relationships are thoroughly treated. All laboratory work stresses mastery of quantitative laboratory techniques. Prerequisite: Students should have the recommendation of their current science teacher, successfully completed Algebra II, and have successfully completed core science courses in Biology, Chemistry, and Physics (or may be concurrent with Physics), or have a comparable core science background.

**Note:** Students who request Advanced Placement Physics are registered according to their mathematics background. Students completing one year of Calculus are registered in Advanced Placement Physics C, and students completing one year of Precalculus are registered in Advanced Placement Physics B.

### **AP PHYSICS B**

**6 CREDITS**

**11-12**

The advanced physics course is designed to complement and supplement the beginning physics course pursued by accelerated students in grade 11. Increased depth and intensity of treatment in difficult topical areas like angular momentum, quantum mechanics, relativistic changes in speed mass, and time, nuclear physics, etc., should provide ample academic challenge for serious science students interested in building confidence through success with college level study during their senior year in high school. Prerequisite: Students should have the recommendation of their current science teacher, successfully completed Precalculus (or be concurrent with Calculus AB), and have successfully completed core science courses in Biology, Chemistry, and Physics, or have a comparable core science background. This course is NOT a prerequisite for AP Physics C.

### **AP PHYSICS C**

**6 CREDITS**

**11-12**

Advanced placement Physics C is a college-level class offered to juniors and seniors on an elective basis. The Advanced Placement Physics C course is designed to complement and supplement the beginning Advanced Placement Physics B course pursued by accelerated students in grade 10, as well as students following the traditional path through the science curriculum. The topical content is

more intensive and analytic than that in the Advanced Placement Physics B course. Strong emphasis is placed on solving a variety of challenging problems, most requiring calculus. The subject matter of the Advanced Placement Physics C course is principally mechanics, electricity and magnetism. Prerequisite: Students should have the recommendation of their current science teacher, successfully completed Calculus AB (or be concurrent with Calculus BC or Multivariable Calculus), and have successfully completed core science courses in Biology, Chemistry, and Physics, or have a comparable core science background. AP Physics B is not required before taking this course.

## TECHNOLOGY EDUCATION

### INTRO TO DRAFTING DESIGN AND PROBLEM SOLVING - CAD 1

**5 CREDITS**

**9-11**

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

### ARCHITECTURAL AND ENGINEERING DESIGN - CAD II

**5 CREDITS**

**10-12**

During this course, the student will assume the role of an architect or industrial designer to develop a series of projects from the conceptual design phase to final presentation for critique. This course expands on the material presented in CAD I by continuing to introduce students to the engineering and aesthetic aspects of design. Students begin the course working in groups on projects at a broad scale. They then transition to scales that require increasing levels of detail. This work is continuously documented as a part of the student's ongoing college admissions portfolio development program.

**Prerequisite is CAD I.**

### ADVANCED DESIGN/PORTFOLIO PREPARATION - CAD III

**10 CREDITS**

**11-12**

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

### INDEPENDENT DESIGN EXPERIENCE - CAD IV

**5 CREDITS**

**12**

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

**INTRODUCTION TO AUTOMOTIVE SYSTEMS****5 CREDITS****9-11**

An introduction to the basics of the automobile are covered. These include ignition, carburetor, cooling system, lubrication, electrical circuits, starter generator circuits, transmission of power, suspension systems, steering and brakes. Also covered are four cycle engines used in power mowers.

**\*Pre-requisite for all subsequent auto occupation classes.**

**AUTO OCCUPATIONS - SUSPENSION AND BRAKES (V)****10 CREDITS****10-12**

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

**AUTO OCCUPATIONS - HEATING/AIRCONDITIONING AND ELECTRICAL/ELECTRONICS (V)****10 CREDITS****10-12**

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

**AUTO OCCUPATIONS - AUTOMOTIVE ENGINE PERFORMANCE (V)****10 CREDITS****10-12**

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

**I KNOW MY CAR****2.5 CREDITS****12**

This is a half year, introductory, consumer oriented auto course. It is designed to give the students a basic understanding of the automobile. This course is not designed to make the student an automotive technician, but rather to help them get the most out of their cars. At the conclusion of this course, students will have an understanding of how one of the biggest investments they will make operates and needs to be maintained. They will also learn to deal with and prevent roadside emergencies.

**WOOD TECHNOLOGY I****5 CREDITS****9-11**

This course is designed to include planning, layout, problem solving and measuring skills, use and identification of wood, safe use of hand and power tools, basic joinery and finishing operations.

Emphasis is placed upon preparing students for life long learning, insights and understanding of our technological society.

**ADVANCED WOODS**

**5 CREDITS**

**10-12**

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

**GRAPHIC DESIGN I**

**5 CREDITS**

**9-11**

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

**GRAPHIC DESIGN II**

**5 CREDITS**

**10-12**

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

**GRAPHIC DESIGN OCCUPATIONS**

**10 CREDITS**

**10-12**

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

**GRAPHIC DESIGN LAYOUT/PUBLICATIONS (H)**

**5 CREDITS**

**10-12**

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

**PHOTOGRAPHY**

**5 CREDITS**

**9-12**

This is a course designed to explore and apply photographic principles as a vital form of creative expression and communication. Subject matter covers the artistic, technical and practical aspects of contemporary photography. Emphasis is placed on techniques of both 35 mm and digital photography. The student will create images representing a variety of challenging subjects and visual concepts. Techniques utilizing film and digital format cameras will explore photography as a contemporary art form.

**ADVANCED PHOTOGRAPHY****5 CREDITS****10-12**

This full year course is designed to encourage and facilitate artistic and technical skills for the advanced photography student. The emphasis of this course is on fine art photography as a contemporary art form, utilizing creative ability, imagination and experimentation. Students will also develop their portfolio, and acquire presentation and exhibition skills. **Basic Photo is a prerequisite.**

**ROBOTICS I****5 CREDITS****9-12**

This course is designed to introduce concepts of Robotics and Control Technology to students through in-depth discussion and hands-on activities. The impact of robots and automated control on industry and society will be stressed. Students will have the opportunity to design and build a series of "solutions" to a variety of control related "problems" using the design/problem solving process. This course would be valuable to those students considering an engineering career or have an interest in greater applications of math and science.

**ROBOTICS II****5 CREDITS****10-12**

A full year course offered to students who have successfully completed Robotics and Control. Students will be presented with opportunities to explore new concepts using their previous learning experiences. Open-ended problem solving activities will be solved using the technological design loop model. In addition, students will explore robotic programming software, time and materials management, daily documentation, and presentation techniques. Upon completion of the course, students will have both an audio-visual and hardcopy portfolio of their work.

**TELEVISION PRODUCTION I****5 CREDITS****9-11 WH  
10 - WV**

This full year elective is designed to be a complete study in television production from the original production concept to the actual telecast. The course will focus on broadcast journalism as well as the studio production. Emphasis will be on production principles including script talent. Students will be taught how to produce and direct basic one-man shows and larger, more complicated productions.

**TELEVISION PRODUCTION II****5 CREDITS****9-11 WH  
11 - WV**

The goal of this full-year elective course is to take previous television experience and apply it toward the creation of student written, produced, and directed programming. Each class will develop its own individualized production format and a schedule of programming for weekly broadcast over Channel 20. Having already learned basic production principles, emphasis now will be placed on the problems of television production both in and out of the studio. **Prerequisite - TV Production I.**

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

The goal of this third year elective course in television production is to take previous television experience and apply it towards student produced and directed regular and special programming for cable television. Students will also document and produce in-house programs of special interest to their school and educational experience. Special attention will be directed toward the production of short magazine style pieces including planning, writing, shooting, and editing. The creation of appropriate graphics, the use of the computer as a tool for television production, and all elements of

non-linear editing will form the technical core of this curriculum. Reading, screenings, critiquing, guest speakers and field trips will complement the workshop environment. Students will also be responsible for keeping production logs and editing a tape of their work to be used as a resume. **Prerequisite - TV I & II. \*Based on teacher recommendation.**

## WORLD LANGUAGES

### FRENCH I

**5 CREDITS**

**9-12**

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

### FRENCH II

**5 CREDITS**

**9-12**

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

### FRENCH III

**5 CREDITS**

**10-12**

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

### FRENCH IV HONORS

**5 CREDITS**

**11-12**

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

### FRENCH V HONORS

**5 CREDITS**

**12**

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

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

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

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

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

**ITALIAN III****5 CREDITS****11-12**

The third year of Italian focuses on the refinement of the communication skills developed in the first two years. Vocabulary building, advanced grammar, conversation and writing practice will be treated within the literary framework. An introduction to basic Italian literature, history, culture and geography is presented.

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

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

**ITALIAN V HONORS****5 CREDITS****12**

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

**LATIN I****5 CREDITS****9-12**

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

**LATIN II****5 CREDITS****9-12**

The student continues to develop the skills learned during the previous year. He/she completes the study of grammar and enriches his/her vocabulary. Emphasis is placed on grammatical construction

specific to Latin and those similar in English. He/she increases word power through derivatives. Cultural background is enriched through translations in the text book, selected reading material, audio-visuals, and reports or projects.

### LATIN III

5 CREDITS

10-12

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

### LATIN IV HONORS

5 CREDITS

11-12

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

### LATIN V HONORS

5 CREDITS

12

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

### SPANISH I

5 CREDITS

9-12

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

### SPANISH II

5 CREDITS

9-12

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

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

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

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

Students in their fourth year of Spanish concentrate on improvement of communication skills and building of a greater working vocabulary. Students develop appreciation for Hispanic culture and civilization through authentic literary texts and authentic print material. They will be expected to express themselves at a more sophisticated level through the interpersonal, interpretive and presentational modes in accordance with the core content standards.

**SPANISH V HONORS****5 CREDIT****12**

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

**SOCIAL STUDIES****WORLD HISTORY****5 CREDITS****9**

The 9<sup>th</sup> grade course expands upon and continues the thematic approach to learning introduced in the 8<sup>th</sup> grade. Students will learn how to connect historical relevancy using multimedia, primary source documents, and digitized data bases. They continue the exploration of core concepts introduced in the 8<sup>th</sup> grade (conflict, power, change, social status, education, environment, justice, and belief). These concepts will be reinforced and integrated throughout the year into four (4) thematic units of study – Human Rights, Social Class/Class Struggle, Conflict and Resolution, and Cultural Interaction and Diffusion. Students will be exploring World History from various historical perspectives.

Each unit addresses the core content standards as they pertain to the study of World History at the secondary level. Teacher will be engaging students by asking three essential questions for each thematic unit; Where are we now? How did we get here? Where are we going in the future?

Each unit begins with a lesson pertaining to a current issue. Where are we now? After students have a basic understanding, then teachers explore with students key historical eras, events, issues, etc., that will help students to make historical connections. Finally, after students have explored the past, the teacher asks, “Now that we have studied the present, have reviewed the past, where are we going in the future? Students will be asked to complete a final culminating assessment/project in which they must make a prediction for the future based on their knowledge and understanding of the present and past.

**WORLD HISTORY HONORS****5 CREDITS****9**

The Honors World History course implements the same thematic approach as the regular 9<sup>th</sup> grade World History course. Honor students are challenged to expand upon the curriculum by conducting in depth analysis and critical research of current and past historical issues and events in World History. Students will be expected to be able to synthesize and evaluate information at high level of learning on the Blooms Taxonomy. In addition, they will be expected to write at least two analytical position papers throughout the term.

**UNITED STATES HISTORY 10<sup>TH</sup> GRADE****5 CREDITS****10**

The US History course for 10<sup>th</sup> grade implements a thematic approach to learning, connecting students to historical relevancy using multimedia, primary source documents, and digitized databases as a basis for delivery of information. Students are introduced to several core concepts that have been interwoven in the fabric of our society, and will continue to present challenges to future generations (freedom, conflict, beliefs, progress, diversity, power, equality, and justice). These concepts are reinforced and integrated throughout the year into five thematic units of study (Foundations of American Government, Industrialization, Race, Religion and Gender, Class Struggle, and Migration). Students will be exploring these thematic topics from various historical perspectives. Each unit addresses the core content standards as they pertain to the study of US History at the secondary level. Teachers will be engaging students by asking three essential questions for each thematic unit; Where are we now? How did we get here? Where are we going in the future? Each unit begins with a lesson pertaining to a current issue. Where are we now? After students have a basic understanding, then teachers explore with students key historical eras, events, issues, etc, that will help students to make historical connections. Finally, after students have explored the past, the teacher asks, "Now that we have studied the present, have reviewed the past, where are we going in the future? Students will be asked to complete a final culminating assessment/project in which they must make a prediction for the future based on their knowledge and understanding of the present and past.

**UNITED STATES HISTORY 11<sup>TH</sup> GRADE****5 CREDITS****10**

The 11<sup>th</sup> grade US History program continues the thematic approach to learning while addressing the core standards as they pertain to the study of US History at the secondary level. During this year, students are once again asked to consider the core concepts (freedom, conflict, progress, diversity, power, equality and justice) as they study American History. In the 11<sup>th</sup> grade, students will be introduced to five different thematic units of study (Civil Rights, American Culture, Conflict and Resolution, National Interest and Foreign Policy, and Globalization). The same pedagogical approach to engaging students in the learning process will be used in the 11<sup>th</sup> grade as was introduced in the 10<sup>th</sup> grade.

**AP UNITED STATES HISTORY I****5 CREDITS****10**

Using the basic course of study of American development, students are encouraged to look beyond historical facts and recognition of concepts. Emphasis is placed on developing analytical thinking skills, successful essay writing skills through the use of position papers and document based questions, and the opportunity to delve into philosophical, as well as practical application of knowledge through problem solving and role playing experiences. Through individual and collaborative research, students will analyze and interpret historical documents, and assess the validity of historical propositions in order to build an effective argument while also learning technological skills necessary for today's world. Approval is necessary from department chairperson

based upon teacher recommendations, test scores, and the completion of a successful writing sample. Students should plan a two-year program in AP History with the expectation that they will take the advanced placement exam at the end of the two year sequence.

**AP UNITED STATES HISTORY II**

**5 CREDITS**

**11**

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

**INTRODUCTION TO ECONOMICS (One Semester)**

**2.5 CREDITS**

**11-12**

This course will assist students to raise their level of economic literacy. The study of economic theory presents students with a framework as they attempt to resolve complex economic problems encountered in their daily lives. This course will also delve into the areas of supply and demand factors of production, wage and price theory, labor management and relations. Further discussion will include current economic problems as well as the role of the Federal Reserve in determining United States monetary policy.

**INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS (One Semester)**

**2.5 CREDITS**

**9-12**

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

**AP AMERICAN GOVERNMENT**

**5 CREDITS**

**11-12**

This course is the study of American Government, its structure and process. Course goals include student understanding of the development, functions and direction of American government and politics. In addition, the goal of the course is to provide students with substantive content, thinking skills, and writing practice to support success on the Advanced Placement American Government Examination. **Recommended for Level 1 or Honors level Students only.**

**AP HUMAN GEOGRAPHY**

**5 CREDITS**

**11-12**

The purpose of the Advanced Placement course in Human Geography is to introduce the students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers' use in their science and practice. Mathematical formulas and qualitative data will be applied to geographical concepts. Students will be trained to consider the interrelationships of the world's political, environmental and cultural climates. The dynamics of human population growth

and movement, patterns of culture, economic uses of the earth, political organization of space and human settlement patterns, particularly urbanization will be explored.

**LEGAL STUDIES (One Semester)**

**2.5 CREDITS**

**10-12 (V)**

**11-12 (H)**

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

**WORLD GEOGRAPHY**

**5 CREDITS**

**9-12**

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

**INTERNATIONAL RELATIONS (One Semester)**

**2.5 CREDITS**

**9-12 (V)**

**11-12 (H)**

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

**SOCIOLOGY (One Semester)**

**2.5 CREDITS**

**11-12**

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

**PSYCHOLOGY (One Semester)**

**2.5 CREDITS**

**11-12**

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

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

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

**INTRODUCTION TO PHILOSOPHY ( V) (One Semester)    2.5 CREDITS    11.12**

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