

# LONG BRANCH PUBLIC SCHOOLS



## HIGH SCHOOL PROGRAM OF STUDIES

2022-23

SCHOOL OF LEADERSHIP  
SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS  
SCHOOL OF VISUAL AND PERFORMING ARTS  
SCHOOL OF SOCIAL JUSTICE

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# Program of Studies

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LONG BRANCH PUBLIC SCHOOLS  
"*Together We Can, Juntos Nós Podemos, Juntos Podemos*"  
2022

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# Long Branch High School

## Academies

The Academy structure at the Long Branch High School will allow students individualized attention and direction in their career paths. Every academy will offer the student the core curriculum requirements that they will need to receive their diploma. Part of the curriculum will include elective studies to help students develop their career pathways.

### Academy of Sciences, Technology, Engineering & Mathematics

The Academy of Sciences, Technology, Engineering and Mathematics will provide opportunities of study for students whose areas of interests are mathematics, scientific and/or technologically-oriented curricula. In the science strand the students will explore and study all facets of science including physics, biology, and chemistry. In the technology strand the students will be exposed to curricula designed to familiarize them with all phases of computer applications and usage.

### Academy of Leadership

The Leadership Academy provides the students the opportunity to explore the areas of civics, business and education. The Civics strand will focus on Law and Public Service. Students will learn about local and state government and participate in activities that impact the community in which they live. The Business and Law strand will help students become talented managers, leaders and future administrators with business skills and knowledge needed for the 21<sup>st</sup> century. The Education Strand will provide course offerings to students with a realistic understanding of teaching and encouraging students to think seriously about the teaching profession.

### Academy of Visual and Performing Arts

The Visual and Performing Arts Academy will be the balance between artistic development and academic preparation. Students will explore multi-media careers along with the creative aspects of the tech and business world along with educational pursuits.

### School of Social Justice

The School of Social Justice located in the Long Branch Historic High School provides students the opportunity to study the traditional curricular content areas of English, mathematics, science and social studies in a new and intellectually engaging context. Through the incorporation of a thematic approach to each of the courses offered in the program, student instruction is focused on the exploration and discussion of relevant societal issues that impact our world today as they relate to each of the specific content area disciplines. Student instruction also focuses on developing key 21<sup>st</sup> century learning skills that prepare students for college and career readiness such as effectively researching a subject, critically evaluating the pertinent aspects of a specific topic and synthesizing information in order to develop a compelling argument. Elective course selections designed for students in the School of Social Justice program currently include: Introduction to Social Justice; Race, Gender and Ethnicity; Introduction to Debate; Advanced Debate; Marketing; Entrepreneurship; Law and Equity; Economics and Social Justice in Music & Art. The overall purpose of the School of Social Justice program is to “Empower students to advocate for the individual, the community, and the world.”

## **PROGRAM OPTIONS**

Long Branch High School offers a variety of program options. Descriptions for these program offerings are listed below.

### **Advanced Placement Program**

AP courses are college level courses, with a higher level of expectation than Honors courses. Upon completion of these courses, students should plan to take the appropriate AP Exam. A score of a 3 or more on a scale of 1-5 may result in placement and/or credit at the college level. There is summer preparation work required for many of the AP courses. AP courses are granted additional weight in the GPA calculation.

<b>AP Courses offered at Long Branch High School</b>			
AP Literature Composition	AP Language Composition	AP US History	AP Human Geography
AP World History: Modern	AP American Government	AP Macro-Economics	AP Psychology
AP Biology	AP Chemistry	AP Physics I	AP Physics II
AP Environmental Science	AP Computer Science	AP Statistics	AP Calculus
AP Studio Art			

### **Honors Program**

Honors courses often include an in-depth study of particular subjects accompanied by rigorous demands upon students in terms of study skills, homework, and independent projects. Honors level courses are granted additional weight in the GPA calculation. Placement in Honors level courses is based in part on students meeting appropriate prerequisites, previous grades earned in the subject area and teacher recommendation. Parental input also plays a role in the placement of students into the Honors program.

### **Special Education**

Long Branch High School provides special education and/or related services to eligible students. The special education programs are designed to meet the individual needs of each student as prescribed in their Individual Education Plan (IEP). The IEP is developed by a multidisciplinary team which includes but is not limited to parents/guardians, students (age 14 and older), special education teacher, general education teacher, related service providers (speech, counselor, etc).

Each year a continuum of services is planned for each classified student, which includes both departmentalized and non-departmentalized classes, the continuum includes in-class resource replacement (ICRP), pull-out resource replacement (PORRP) in all core courses. We also offer special class programs (SC) for students with learning disabilities, intellectual disabilities, or Autism. Related services are offered based on recommendations made through the IEP, these include but are not limited to speech, occupational therapy, physical therapy, behavioral support, adaptive physical education, and transportation.

Course offerings are in the core areas for graduation requirements in the areas of English, math, science, and history. The curricula used in each of the special education programs are the same as those in the general education classes with a variety of accommodations and modifications made within the special education program. Vocational opportunities are available to students eligible for special education and related services through Monmouth County at the Freehold Career Center.

For special education students eligible to remain in school until 21 at which time they become eligible for adult services through Division of Developmental Disabilities (DDD) will participate in the School to

Work program to ensure a continuation of the program as outlined in their IEP. The School to Work program provides an IEP driven program and utilizes assessment driven instruction to provide students with an individualized program to prepare them for post graduate life. Students will participate in Structured Learning Experiences where they will have the opportunity to explore career/job opportunities with job coaching. The Transition to Work portion of the program provides students with opportunities to explore career/job opportunities through in-school experiences where they have the opportunity to learn skills necessary to be successful on a job site in a supported environment.

### **ESL/Bilingual Education**

These are intensive language acquisition courses offered to all ELL students' grades 9-12 according to their language proficiency levels. These courses develop four basic language skill areas: listening, speaking, reading, and writing. They integrate basic proficiencies from the English Department courses adapting the English curriculum such as the study of literature, paragraph development, and job skills. Study skills and learning strategies are taught for test preparation. The courses prepare students to enter content area academic subjects and give them credit for English I, II, III and IV.

### **Changing or Dropping Courses**

#### **Procedures for Requesting a Schedule Change**

A parent may request a schedule change after the assigned deadline for administrative approval by submitting a Request for Schedule Change Form to the Guidance Counselor. Changes to a student's schedule after the deadline will only be approved for extenuating circumstances. Any schedule changes made after the deadline could result in a failed grade for the marking period and might adversely affect determining National Honor Society, class rank, and athletic eligibility. It may also result in loss of credits. In the event of extenuating circumstances, the parent will submit a Request for Schedule Change Form found on the guidance webpage at [www.longbranch.k12.nj.us](http://www.longbranch.k12.nj.us) to the Guidance Counselor. Once the request is reviewed, a conference will be held with the student, parent, teacher, counselor, director of guidance, and principal when necessary. The principal must approve all changes. Any approved schedule change request after the 1st marking period will appear on a student's transcript as Withdraw Pass (WP) or Withdraw Fail (WF).

#### ***Examples Extenuating Circumstances***

An example of extenuating circumstances would be a medical issue that would necessitate a change to a student's schedule in the interest of their personal health and well-being. Documentation from the student's physician would be required prior to adjusting a student's schedule.

#### ***Examples of Schedule Change Denials***

Examples of requests that are made for non-compelling reasons are a change of mind, lack of motivation, failure to seek extra help/tutoring, unsatisfactory academic performance, medical reasons not documented by a physician, request for different teacher, or requests to change periods.

#### **Course Change Request**

Prior to requesting removal from a course with the principal's approval after the deadline, the student and parent must have a conference with the teacher to put a plan for success in place. If the teacher and the student can demonstrate that the plan has been followed, the student has completed all assignments, and made an effort to seek all additional help available, a request may be made for a conference to discuss removal from the course. The request can be made by submitting the Request for Schedule Change Form.

#### **Dropping Down From: AP to Honors; Or Honors to a Regular Section**

Students may drop down from an honors section to a regular section of a course only after the first quarter of a new semester. At the end of the first term of the course, students may drop down with administrative approval if they have a grade of "D" or lower in the higher-level class and a plan for success was put in place & completed prior to submitting the request. The student may only drop down to a lower section of the same course. The student's grade in the lower section class will be determined by combining the grades earned in both the higher level and lower level class. The principal's approval is required for this schedule change to be processed.

## **GRADUATION REQUIREMENTS**

The Board of Education of the Long Branch School District has established high school graduation requirements with state and district goals. In order to graduate from Long Branch High School and receive a state-endorsed Board of Education diploma, a pupil must:

Successfully complete a program of studies in grades nine through twelve, which shall include, but are not limited to:

<b>Core Curriculum Content</b>	<b>Minimum Courses and Credit Requirement</b>
<b>English Language Arts (LAL)</b>	<b>20 Credits</b>
<b>Mathematics (MA)</b>	<p><b>Fifteen (15) credits including:</b></p> <ul style="list-style-type: none"> <li>• Algebra I or the content equivalent</li> <li>• Geometry or the content equivalent</li> <li>• Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers</li> </ul>
<b>Social Studies (HIS)</b>	<p><b>15 credits including:</b></p> <ul style="list-style-type: none"> <li>• 5 credits in world history</li> <li>• Integration of civics, economics, geography and global content in all course offerings</li> <li>• N.J.S.A 18A:35-1 and 18A:35-2</li> </ul>
<b>Science (SC)</b>	<p><b>15 credits with at least 5 credits in each:</b></p> <ul style="list-style-type: none"> <li>• Laboratory biology/life science or the content equivalent</li> <li>• Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics)</li> <li>• Laboratory/inquiry-based science course</li> </ul>
<b>World Language (WL)</b>	<b>5 credits</b>
<b>Visual and Performing Arts (VPA)</b>	<b>5 credits</b>
<b>21st Century Life and Careers (CCS)</b>	<b>5 credits</b>
<b>Financial, Economic, Business &amp; Entrepreneurial Literacy (FEBE)</b>	<b>2.5 credits</b>
<b>Health, Safety and Physical Education (PE)</b>	<p><b>15 credits over four years including:</b></p> <ul style="list-style-type: none"> <li>• 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year</li> <li>• N.J.S.A. 18A:35-5, 18A:35-7 and 18A:35-8</li> </ul>
<b>Technology</b>	<b>Integrated throughout all courses</b>
<b>General Electives (GE)</b>	<b>No minimum required</b>

Current graduation requirements are subject to change by the state and/or local Board of Education.

## **REQUIREMENTS FOR PROMOTION**

Credits will clarify a student's grade level status. In order for a student to move on to the next grade level, each student must acquire the following credits:

Grade	Minimum Credits Earned
10	25
11	55
12	85
	120 credits needed to graduate

### **GRADING**

The following numeric grades are utilized for assessing students. It is the responsibility of the students to meet all academic and attendance obligations related to grades. Grades in the ranges listed are described by the comments indicated.

A+ (97-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)	F (55-64)
A (93-96)	B (83-86)	C (73-76)	D (67-69)	
A- (90-92)	B- (80-82)	C- (70-72)	D- (65-55)	
I (Incomplete)	WF (Withdrawal Fail)	WP (Withdrawal Pass)	P (Pass)	F (Failure)

### **Grade Weighting (Honors/AP Courses)**

Grade Weighting for Advanced Courses Both Honors and Advanced Placement courses will be weighted.

- For Advanced Placement courses, a multiplier of 1.12 will be used to calculate the actual grade. For example, in an A.P. Chemistry class a grade of 90 would be multiplied by 1.12. The final grade would be a  $90 \times 1.12$  which equals 100.8.
- For Honors courses, a multiplier of 1.06 will be used to calculate the actual grade. For example, in an Honors Geometry class a grade of 90 would be multiplied by 1.06. The final grade would be a  $90 \times 1.06$  which equals 95.4.

The weighted grade will be used to determine class rank and will appear on the final transcript.

### **CLASS RANK**

Class rank is determined by placing the cumulative grade average of the students in descending order.

### **HONOR ROLL CRITERIA**

To be eligible for honor roll, High School students must have grades as follows:

- High Honor Roll will be (A and A+) average of 93 and above – With no grade below an 83 and only one grade can be between an 83 to 92
- Honor Roll will be (A-, B+ and B) average of 83 and above – With no grade below an 80 and only one grade can be between an 80 to 83

An incomplete grade in any subject or a dropped subject will render a student ineligible for any honor roll.



## English Courses

### English 9 Honors

NCAA 5.0 Credits

LAL

This accelerated course is designed for the student who has displayed advanced critical reading, writing, speaking, and reasoning skills as well as the independent work ethic necessary for high academic achievement. Students are challenged to think critically through a study of various authors and genres, such as short stories, mythology, novels, information texts, drama, and poetry. Emphasis is placed on close reading, annotation, and participation in the writing process, refining analytical skills. Writing styles such as narrative and literary analysis are reinforced throughout the curriculum.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### English 9

NCAA 5.0 Credits

LAL

This course continues the development of critical reading and writing skills building upon the eighth grade standards. Students are challenged to think critically through a study of various authors and genres, such as short stories, mythology, novels, informational texts, drama, and poetry. Emphasis is placed on close reading, annotation, and participation in the writing process, refining analytical skills. Writing styles such as narrative and literary analysis are reinforced throughout the curriculum.

### English 10 Honors

NCAA 5.0 Credits

LAL

This accelerated course is designed for the student who has displayed advanced critical reading, writing, speaking, and reasoning skills as well as the independent work ethic necessary for high academic achievement. Students further develop their critical thinking and analytical skills. Standards based instruction features an in-depth analysis through the exploration of various authors and genres including short stories, novels, informational texts, drama, and poetry. Students engage in the writing process through explanatory, analysis, narrative, and argumentative writing tasks. Students continue to develop speaking and listening skills as they participate in debates, Socratic Seminars, and delivery of formal presentations.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### English 10

NCAA 5.0 Credits

LAL

In this course students further develop their critical thinking and analytical skills. Standards based instruction features an in-depth analysis through the exploration of various authors and genres including short stories, novels, informational texts, drama, and poetry. Students engage in the writing process through explanatory, analysis, narrative, and argumentative writing tasks. Students continue to develop speaking and listening skills as they participate in debates, Socratic Seminars, and delivery of formal presentations.

### English 11 Honors

NCAA 5.0 Credits

LAL

This accelerated course is designed for the student who has displayed advanced critical reading, writing, speaking, and reasoning skills as well as the independent work ethic necessary for high academic achievement. English 11 explores American literature alongside the historical and social themes that define this nation. Students explore how the texts studied reflect a variety of human experiences within classes, regions, and generations. Accompanying works allow students to investigate the relationship between our literary past and modern perspectives, as well as to examine the notion of the American Dream. Students engage in research techniques and close reading to connect the text to a broader understanding of its place in our literary history. An interdisciplinary approach to education encourages critical thinking, evaluation,

analysis and synthesis. As a 21st century citizen, you will be expected to hone skills with mixed media, public speaking, and critical consumption in order to demonstrate proficiency in communication. Activities and lessons are designed to help you develop the 21st century skills necessary to meet the demands of education for success in college and careers.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **English 11**

NCAA 5.0 Credits

LAL

English 11 explores American literature alongside the historical and social themes that define this nation. Students explore how the texts studied reflect a variety of human experiences within classes, regions, and generations. Accompanying works allow students to investigate the relationship between our literary past and modern perspectives, as well as to examine the notion of the American Dream. Students engage in research techniques and close reading to connect the text to a broader understanding of its place in our literary history. An interdisciplinary approach to education encourages critical thinking, evaluation, analysis and synthesis. As a 21st century citizen, you will be expected to hone skills with mixed media, public speaking, and critical consumption in order to demonstrate proficiency in communication. Activities and lessons are designed to help you develop the 21st century skills necessary to meet the demands of education for success in college and careers.

### **Advanced Placement English Language and Composition (Grade 11)**

NCAA 5.0 Credits

LAL

The AP English Language and Composition course is designed for the student who has displayed advanced critical reading, writing, speaking, and reasoning skills as well as the independent work ethic necessary for high academic achievement. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. You will strengthen your writing skills by developing essays focused on rhetorical analysis, argument and synthesis. You will evaluate, synthesize, and cite research to support your arguments. You will learn to read informational, persuasive texts and evaluate the rhetorical process of the writer. You will read and analyze rhetorical elements and their effects in nonfiction texts - including images as forms of text - from a range of disciplines and historical periods.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **English 12 Honors**

NCAA 5.0 Credits

LAL

This accelerated course is designed for the student who has displayed advanced critical reading, writing, speaking, and reasoning skills as well as the independent work ethic necessary for high academic achievement. British Literature is a survey of works from England from the Anglo-Saxon period to the modern era. Students analyze major literary topics and themes through reading, listening, presenting, speaking, and writing. Students strengthen their critical thinking skills by engaging closely with the text by questioning and reflecting. Students expand vocabulary in their writing and speaking and gain important organizational skills. They learn to read informational texts objectively, by evaluating the credibility of the source and author. Students learn how to conduct meaningful research to avoid accidental plagiarism in their writing. Learning activities emphasize 21st century skills necessary for success in college or the workplace.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **English 12**

NCAA 5.0 Credits

LAL

British Literature is a survey of works from England from the Anglo-Saxon period to the modern era. Students analyze major literary topics and themes through reading, listening, presenting, speaking, and writing. Students strengthen their critical thinking skills by engaging closely with the text by questioning and reflecting. Students expand vocabulary in their writing and speaking and gain important organizational skills. They learn to read informational texts objectively, by evaluating the credibility of the source and author. Students learn how to conduct meaningful

research to avoid accidental plagiarism in their writing. Learning activities emphasize 21st century skills necessary for success in college or the workplace

### **Advanced Placement English Literature and Composition (Grade 12)**

NCAA 5.0 Credits

LAL

The AP English Literature and Composition course is designed for the student who has displayed advanced critical reading, writing, speaking, and reasoning skills as well as the independent work ethic necessary for high academic achievement. The course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. You will engage in close reading and critical analysis of imaginative literature to deepen your understanding of the ways writers use language to provide both meaning and pleasure. As you read, you will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Creative Writing I**

NCAA 5.0 Credits

GE

Writing opens up a wide variety of topics and genres to write and explore. Students will be introduced to techniques (like dialogue, scene, and characterization) that are found in key genres of writing (prose, playwriting, and poetry). The goal is to develop a portfolio of writing ranging from fiction to nonfiction to better prepare students to become better, well-rounded writers. Students will create their own stories based on the genres studied and workshop those stories with the class. Students will create their craft and produce work that reflects them.

### **Creative Writing II**

NCAA 5.0 Credits

GE

*Prerequisite: Successful completion of Creative Writing I*

Writing allows students to open their mind to new worlds of storytelling. This course will introduce students to the publishing process and what happens once a story is written. Students will research publishing agencies and create summaries of their work to market themselves. Genres will be studied from nonfiction to fiction and how different genres are treated differently in the publishing world.

### **Journalism**

NCAA 5.0 Credits

CCS

Americans today are constantly surrounded by the news due to the various ways in which we consume it. Understanding the ways in which we consume the news and how to become an effective participant in news telling can help create a more reflective society. This course will expose students to journalistic writing, print journalism, news broadcasting, and a wide variety of news dissection elements: understanding bias, rhetoric and persuasion, political correctness, ethics, etc. Students engage in a variety of news writing, editing, and revision processes, reporting on current events and local news stories in the surrounding community. Through the learning activities, students become a more critical and active member of society through newfound media and news literacy.

### **Yearbook Journalism**

5.0 Credits

CCS

This course focuses on the construction of the yearbook. Students learn the basics in yearbook design, layout planning and implementation, spatial planning and basic photography. Students utilize journalistic writing skills to create tags, storylines and small blurbs for the yearbook pages. Students learn the basics of advertising, marketing and sales. Students are responsible for producing the school's yearbook.

## ESL/BILINGUAL

### **ESL/English Level 1**

10.0 Credits

LAL

Introduce yourself and greet others in English! In this class, you will create academic sentences to describe classroom objects, rooms in the home, cities and nationalities, and places around town. Learning how to conjugate verbs, ask and answer questions, and respond orally are essential objectives in this course. Everyday activities, family members, holidays, clothing, weather forecasts, and occupations are topics discussed in the present, present continuous, and past tenses. You will learn research skills to enhance your writing. You will create a digital family tree and present it to your classmates. You will also learn about the days of the week, U.S. money, body parts, food, restaurant items, and emotions. Work, school, bus, and train schedules are analyzed. In this class, you will create an autobiographical and a biographical writing piece.

### **ESL/English Level 2**

10.0 Credits

LAL

Engage with the English language by using a variety of narrative & non-fiction reading, writing, listening, pronunciation, role-playing, and discussion activities to reinforce grammatical structures. Topics will encourage conversation and promote life skills. You will conduct research and write a personal narrative. You will work in flexible groups to complete a mapping project about the city of Long Branch and a comparison activity about two U.S. cities. You will create personal resumes while learning how to describe job interests, skills, and work history. Mock job interviews will be conducted in flexible groups. You will become aware of emergency preparedness, safety procedures, reporting accidents, and renting an apartment. Students will design a floor plan for an apartment/house and write a descriptive housing advertisement. Dialogue practice features doctor's appointments, household and vehicle maintenance, describing future plans, and telephone conversations will be conducted in flexible groups. You will learn about health, nutrition, recipes, medicine safety tips, leaving and taking phone messages, offering help, and friendships.

### **ESL/English Level 3**

10.0 Credits

LAL

Develop your critical thinking skills, learn active reading strategies, and evaluate language in a variety of contexts in level 3 ESL. You will engage in many writing structures and formals and communicate orally for multiple purposes and audiences. Texts include novels, short stories, and non-fiction. You will study about immigration, unique jobs around the world, making important decisions, traditions, and customs. Collaborative projects will give you the skills to interact with peers, become an active listener, and share your ideas via discussion protocols. Grammar points include, but are not limited to, the present perfect tense, the present perfect continuous tense, the past perfect tense, the past perfect continuous tense, infinitives, and idiomatic expressions.

### **ESL/English Level 4**

10.0 Credits

LAL

During this course you will process, understand, read and evaluate language in a variety of situations. You will engage in oral communication and written communication. Texts include fictional short stories ranging from different time periods and locations. Analysis of literature elements, characters, narrative structure, and author's purpose will be embedded in your studies. You will gain perspective on the concept of the American Dream. You will research current events focusing on social justice topics and evaluate their significance in today's society. Dramatic literature is introduced through analysis of Shakespeare's *Julius Caesar*. Grammar points include, but are not limited to, modal verbs, the passive voice, the conditional tenses, and relative pronouns.

## Science Courses

### **Biology Honors**

NCAA 5.0 Credits SC

Honors Biology is an advanced investigative laboratory course examining the structural and physiological characteristics of life from the molecular to the organism level. Further detail will focus on analyzing and constructing patterns of biological interactions within ecosystems. Students will be using critical thinking skills to formulate arguments based on scientific data to explain natural phenomena and design solutions to current global problems.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Biology**

NCAA 5.0 Credits SC

The next generation science classroom focuses on learning the essential ideas of science and connecting this knowledge to everyday life experiences. Biology is an investigative laboratory course that examines the structural and physiological characteristics of life from the molecular to the organism level. Further detail will focus on analyzing and constructing patterns of biological interactions within ecosystems. Students will be using critical thinking skills to formulate arguments based on scientific data to explain natural phenomena and design solutions to current global problems. By taking a guided-inquiry approach to learning that builds on prior knowledge, students will engage as an active participant in the classroom to collaborate, discuss and evaluate scientific information through laboratory investigations, research projects, and small group collaborations. Scientific literacy is a unifying venture, one that brings us together to collaborate, solve problems, fuel our sense of wonder, and understand our place in the world.

### **Advanced Placement Biology**

NCAA 6.0 Credits SC

AP Biology helps students understand the living world and the way its species interact. It is an intensive course designed to be the equivalent of an introductory biology course taken in college. Students will understand biological concepts rather than an accumulation of facts. This course is aligned to the College Board AP Biology Curriculum Framework and is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Topics for this class include cell processes, genetics, evolution, fungi, invertebrates and vertebrates. This course also prepares students to take the AP exam given in May. In order to earn a qualifying score on the AP test, students must be highly motivated and driven to excel in this challenging course. The format for this class will be primarily lecture and lab, supported by interactive labs, hands-on activities, and review.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Chemistry Honors**

NCAA 5.0 Credits SC

Honors Chemistry is an advanced investigative laboratory course examining our world which is smaller than the microscopic level. This includes atoms, bonding, and chemical interactions. Further detail will focus on analyzing and constructing patterns of chemical interactions within the world and in the lab. Students will be using critical thinking skills to formulate arguments based on scientific data to explain natural phenomena and design solutions to current global problems.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Chemistry**

NCAA 5.0 Credits SC

Everything in the world in which we live can be described in terms of chemistry. Chemistry is a physical science that lays a foundation into the chemical and physical aspects of everyday life.

Students will become a part of a science community where it is encouraged to explore a natural curiosity behind chemical reactions, reaction rates, and the forces that hold atoms together. Through hands-on NGSS activities, labs, and data analysis, the opportunity to explore how the natural world works and how to use the principles of chemistry to think more intelligently about current issues will be created. Students will actively participate in uncovering the chemistry in the laboratory and in the world around them. By taking a guided-inquiry approach to learning that builds on prior knowledge, students will engage as an active participant in the classroom to collaborate, discuss and evaluate scientific information through laboratory investigations, research projects, and small group collaborations.

### **Advanced Placement Chemistry**

NCAA 6.0 Credits SC

Given the speed with which scientific discoveries and research continuously expand scientific knowledge, many educators are faced with the challenge of balancing breadth of content coverage with depth of understanding. The AP Chemistry course addresses this challenge by focusing on a model of instruction which promotes enduring conceptual understandings and the content that supports them. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and it helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Chemistry. This framework encourages student development of inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, creating models and representations, applying mathematical routines, developing a scientific argument, and connecting concepts in and across domains. Students who receive a qualifying score on the AP Chemistry Exam may be able to take second-year chemistry coursework in their first year at their undergraduate institution.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Physics**

NCAA 5.0 Credits SC

Physics is the most fundamental of all sciences; everything we know about the universe is based on discoveries made in physics. The thrill of discovery and making sense out of natural events drove scientists to be the first to explain the truth as revealed from their investigations. In physics, students will investigate events from the real world and attempt to make sense of them using ideas from physics. This course focuses on the mechanics of movement. The order of the topics has been geared to use and reinforce the mathematics that students are currently studying. While vectors are introduced, they are only added and subtracted in one dimension at a time. Connections are also developed between the analysis of motion and graphical analysis. Students will explain what limits the acceleration a car can create by analyzing data and linking it to Newton's famous equation of force equals mass times acceleration. Students will make sense of how sports balls move and finish the year exploring the mystery of waves.

### **Physics Honors**

NCAA 5.0 Credits SC

Honors Physics is an advanced investigative laboratory course examining the natural laws that make up the universe. Further detail will focus on analyzing and constructing patterns of mechanics in the world around us. Students will be using critical thinking skills to formulate arguments based on scientific data to explain natural phenomena and design solutions to current global problems.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Advanced Placement Physics I**

NCAA 6.0 Credits SC

The AP Physics 1 course reflects a commitment to what physics teachers, professors, and researchers have agreed is the main goal of a college-level physics course. This goal is to help students develop a deep understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as explaining relationships, applying and justifying the use of

mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course. Students will practice reasoning skills used by physicists by discussing and debating the physical phenomena investigated in class. Students will also practice reasoning skills by designing and conducting inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis, and interpretation. The result is a course that prepares students for college credit and placement.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Advanced Placement Physics II**

NCAA 6.0 Credits SC

*Prerequisite: AP Physics I*

The AP Physics 1 course reflects a commitment to what physics teachers, professors, and researchers have agreed is the main goal of a college-level physics course. This goal is to help students develop a deep understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course. Students will practice reasoning skills used by physicists by discussing and debating the physical phenomena investigated in class. Students will also practice reasoning skills by designing and conducting inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis, and interpretation. The result is a course that prepares students for college credit and placement.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Environmental Science**

NCAA 5.0 Credits SC

Environmental science is the center of all global conversations, from climate change to the dwindling supply of resources. Environmental science is a life science course that gives students an understanding of environmental principles and a deeper appreciation for the complex interactions between humans and the environment. This is an interdisciplinary science using concepts from biology, chemistry, physical science, and the social sciences. Through the use of hands-on learning, laboratory activities, and community service projects students will learn topics that include biodiversity, earth systems, population, and human interactions. Students will study the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems – both natural and human-influenced – to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will acquire a greater appreciation and understanding of the environment through analyzing the relationships of the impacts on the natural world.

### **Advanced Placement Environmental Science**

NCAA 6.0 Credits SC

AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of contexts, including geology, biology, environmental studies, environmental science, chemistry, and geography. Through performing laboratory experiments, designing experiments, using simulations, manipulating hands-on activities and many other critical thinking activities students will develop an understanding of the process environmental scientists undergo to quantify and qualify the world around them, as well as obtain a deeper appreciation of the environment. This course will cover a variety of topics such as overpopulation, land and water use, and climate change. In this course students will use mathematics to calculate human impact on the environment as well discuss social impacts that are related to changing environments.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Forensic Chemistry**

NCAA 5.0 Credits

SC

Eye witnesses are notoriously bad at identifying criminals and, often, there isn't even anyone who can testify that they saw the crime being committed. Enter forensic science. Whether it is a partial fingerprint found on a partially burned piece of note paper used to start a warehouse fire or a piece of partially digested pineapple found in the stomach of a murdered little girl, circumstantial evidence discovered by the crime scene investigation team and analyzed by forensic scientists is critical to catching the bad guy and convincing the jury to find him guilty. In this course, students will analyze and debate famous true crime cases and use them to demonstrate their grasp on the fundamentals of forensic science. Students will learn how to photograph a crime scene. Students will learn how to sketch a crime scene and apply those skills to solving a mystery. Most of the scientific ideas students will learn here are applications of more fundamental ones from biology (DNA), chemistry (toxicology), and physics (ballistics).

### **Comparative Anatomy**

NCAA 5.0 Credits

SC

Anatomy involves studying the systems of the body and understanding the structure and function of each system. Students will gain an understanding of how the body systems are integrated to work together to maintain life. Through hands-on NGSS real-world applications, labs, case studies and data analysis students will be provided with the foundation to pursue a career in medicine. Students will develop knowledge about what anatomy and physiology is, understand the levels of organization, explain the characteristics of life, understand homeostasis, identify body cavities, regions and sections and finally know anatomical terminology. An exploration of the body systems that are involved in support, movement and protection of the body will be covered. Students will learn how specific systems transport important fluids through the body, how the body absorbs these important fluids and secretes what is not needed. Learning all of this will provide students with a foundation for any medical profession.

## **Mathematics Courses**

### **Algebra I**

NCAA 5.0 Credits

MA

Algebra I provides the foundation for all future high school mathematics courses. Students will explore math concepts through an inquiry based approach. The following concepts in Algebra I will be studied: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Working cooperatively with peers, students will make sense of math problems and persevere in solving them.

### **Algebra I Lab**

5.0 Credits

GE

As an elective course, this lab is designed to support students in the foundations of Algebra. To provide real time support, students will take this course alongside Algebra I, which will provide assistance in mastering the algebraic concepts that will be required in future math courses. Small group instruction is utilized to provide support, remediation and personalized instruction.

### **Algebra I Honors**

NCAA 5.0 Credits

MA

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the Algebra I program.

*\*This course will follow the Honors grade weighting procedures found on page 8.*



**Geometry**

NCAA 5.0 Credits

MA

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts such as interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, or designing a sewing pattern for the most efficient use of material. Students explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Through hands-on explorations and computer based geometry software, students are challenged to develop clear, logical, creative thinking through the study of the basic structure of geometry, geometric relationships, and formal deductive proofs. Areas of study include tools and language of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, polygons and quadrilaterals, similarity, right triangles and trigonometry, transformations, area, surface area and volume, circles and probability.

**Geometry Honors**

NCAA 5.0 Credits

MA

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the Geometry program.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

**Algebra II**

NCAA 5.0 Credits

MA

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

**Algebra II Honors**

NCAA 5.0 Credits

MA

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the Algebra II program.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

**Precalculus**

NCAA 5.0 Credits

MA

Weaving together the previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus, Precalculus focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include fundamental concepts of algebra, functions and graphs, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, topics in trigonometry, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction, probability, and an introduction to Calculus.

**Precalculus Honors**

NCAA 5.0 Credits

MA

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the Algebra II program.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

**Advanced Placement Calculus**

NCAA 5.0 Credits

MA

Building upon algebra, geometry, trigonometry, work with functions, AP Calculus explores the concepts, methods, and applications of differential and integral calculus. Emphasis is placed on a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of the unifying

themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. This course will follow a syllabus approved by the College Board that is designed to prepare students to take the AP Calculus examination.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Financial Algebra**

5.0 Credits

MA or FEBE

Financial Algebra builds on concepts studied in Algebra I and Geometry to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives. Connecting algebraic concepts to real world application, Financial Algebra furthers the development of functions, which include linear, exponential, piece-wise, quadratics, and step functions. Other topics studied include measures of center and spread, graphical representations of data, principles of finance economics, amortization, supply and demand, revenue and profit functions, loans, compound interest and continuous interest, credit card debt, car ownership, and budgets. Strong review of Algebra I formulas with variables, equations, functions, systems of equations, graphs, statistics, and more within a financial context. Algebra is translated into powerful, financially focused, real world problems. Projects are completed to include the most critical areas of finance. Discussion and problem solving around investments, credit, automobile expenses, insurance, income tax, and household budgeting, bring relevance to common algebraic functions.

### **Statistics**

NCAA 5.0 Credits

MA

Decisions or predictions are often based on data. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account. Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Students will engage in hands-on projects and class discussions in order to explore the following concepts: statistics and probability, data descriptions, different distributions of data, confidence intervals, hypothesis testing, testing between means, proportions, and variances, and correlation and regression.

### **Honors Statistics**

NCAA 5.0 Credits

MA

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the Statistics program.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Advanced Placement Statistics**

5.0 Credits

MA

AP Statistics is an Advanced Placement course, which is equivalent to a one-semester introductory, non- calculus based college course in statistics. An introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore statistics through discussion and activities, and design surveys and experiments. This course will follow a syllabus approved by the College Board that is designed to prepare students to take the AP Statistics examination.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Integrated Math I**

5.0 Credits

MA

The first of a two course sequence begins to explore concepts of Algebra. The fundamentals of algebraic problem-solving are explained. Explorations include foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions and systems of equations and inequalities. Students who successfully complete this course will move into Integrated Math II to further their study in Algebra.

## **Integrated Math II**

5.0 Credits

MA

This course is the second in a two course sequence, building upon the algebraic concepts mastered in Integrated Math I. The fundamentals of algebraic problem-solving are expanded upon. Students will explore: foundations of Algebra, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Students who successfully complete this course will have met all requirements for Algebra I. At the end of this course, students will take the NJSLA Algebra I.

## **History Courses**

### **World History**

NCAA 5.0 Credits

HIS

The world's rich history helps us paint a detailed picture of where we stand today. Topics studied include the historical development of people, places, and patterns of life, from the Renaissance (1300 AD) to the present day. Students are exposed to a multicultural development of art, religion, science, literature, philosophy, politics, and the impact of the individual on various societies of the world. Students engage with different methods of historical thinking and build a foundation for understanding human history across different cultures and civilizations in both Western and non-Western societies.

### **World History Honors**

NCAA 5.0 Credits

HIS

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the World History course.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **U.S. History I**

NCAA 5.0 Credits

HIS

Study the development of the United States from the early settlement and colonization through the end of the Civil War and the start of Reconstruction. Using primary sources, documents, visual analysis, artifacts, film, and texts, students will explore all that has made the country into what it is today. Through class activities and discussions, students engage with different methods of historical thinking and build a foundation for understanding the cultural, economic, political, and social developments that have shaped the United States.

### **U.S. History I Honors**

NCAA 5.0 Credits

HIS

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the U.S. History I course.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **U.S. History II**

NCAA 5.0 Credits

HIS

Students continue to study the development and growth of the United States from the Age of Imperialism to the modern-day. US II provides students with a framework for studying political, social, economic, and cultural issues and analyzing the impact these have had on American society. Students will learn the importance of examining multiple historical perspectives by analyzing primary sources, real-world documents, and current events. The contemporary nature of the content allows students to learn from various multimedia sources and develop a diverse perspective on our nation's recent history and its role in the world.

## **U.S. History II Honors**

NCAA 5.0 Credits

HIS

This course provides advanced students with an in-depth level of instruction and an accelerated pace with an intense approach to the requirements of the U.S. History II course.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

## **Advanced Placement United States History**

NCAA 5.0 Credits

HIS

AP U.S. History is the equivalent of a two-semester introductory college or university U.S. history course. The course merges US History I and US History II, and students will investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students will employ a wide range of critical thinking skills, practices, and methods employed by historians: analyzing primary and secondary sources, developing historical arguments, making historical comparisons, and utilizing reasoning about contextualization, causation, continuity, and change over time. The course also provides seven themes to explore to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

*\*This course will follow the AP grade weighting procedures found on page 8.*

## **Advanced Placement United States Government and Politics**

NCAA 5.0 Credits

HIS

A.P. U.S. Government and Politics is a college-level year-long course that seeks to prepare students for success on the A.P. exam in May and provides students with the political knowledge and reasoning process needed to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the connections between the different parts of America's political system and the behaviors and attitudes that shape this system and result from this system. By the end of the course, students will analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

*\*This course will follow the AP grade weighting procedures found on page 8.*

## **Advanced Placement World History: Modern**

NCAA 5.0 Credits

HIS

Study significant events, individuals, developments, and processes from 1200 CE to the present. The course is designed to spotlight human societies and behavior across the last millennia and study diverse peoples from six continents. The course offers six themes to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Expect to conclude your course studies with a more well-rounded perspective of people, progress, and our shared planet! Students will enhance a wide range of critical thinking skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.

*\*This course will follow the AP grade weighting procedures found on page 8.*

## **Advanced Placement Psychology**

NCAA 5.0 Credits

CCS

Advanced Placement Psychology is designed as a rigorous course that provides an overview of current psychological theory and practice. Students will explore the systematic and scientific study of behavior and mental processes. Throughout the course, students will be exposed to the principles, concepts, and phenomena associated with major subfields within psychology, including biological bases of behavior, cognitive and emotional processes, and diagnosis and

treatment of psychological disorders, in accordance with the driving principles of current psychological practice. This course will emphasize on scientific method procedures, ethical standards in research, critical thinking skills, and infuse cultural diversity into understanding human behavior and interactions. Academic performance is expected to meet or exceed the challenging requirements of this introductory-level college course.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Law**

NCAA 2.5 Credits

CCS

Law is a one-semester elective course that provides a foundational understanding of the legal system of the United States and the rule of law as a whole. The course begins by reviewing the organization of the U.S. government and legal system, including an in-depth analysis of the legislative and judicial branches. Constitutional law, criminal law, and tort law are also studied. Students will also be given the opportunity to analyze the law's effects on various financial and societal issues. Students will explore these varying legal structures and procedures by participating in mock mediations, criminal and civil trials, and contract negotiations and analyzing famous lawyers and cases, and drafting their own bills.

### **Economics**

NCAA 2.5 Credits

CCS

Economics is a one semester survey course that addresses the fundamental issues of scarcity and economic decision-making skills. Students will study essential economic principles such as marginal analysis, supply and demand, factors of production, and product possibilities. The course will expose students to the basic tenets of micro and macroeconomics, from business structures and markets to fiscal and monetary policy. Students will also learn core personal financial literacy and economic decision-making skills like borrowing, saving, and personal budgeting. Students will then apply these critical thinking skills using economic concepts to evaluate the costs and benefits of economic issues on a global scale, as well, culminating in an overview of the international economy. Essential skills used and learned within this course will include problem-solving, graphic and model creation/analysis, decision-making, and personal reflection.

### **Criminal Justice**

NCAA 5.0 Credits

CCS

The primary goal of this course is to develop a general understanding of the criminal justice system's response to crime in society. At its most basic level, a "crime" is a violation of a law, however, there are several different considerations within that violation that factor into the legal system. Take a deep dive into crime in the United States by analyzing statistical breakdowns of crimes, exploring trends in data and criminal behavior while considering criminal psychology. Students will be exposed to various hands-on learning assignments to stimulate law enforcement scenarios and better understand the state of crime in the United States.

### **Psychology**

NCAA 2.5 Credits

CCS

This one-semester course offering will focus on individual behavior and why individuals think, feel and react to certain stimuli. Students will explore fundamental principles of psychology and be introduced to the systematic and scientific study of human behavior and mental processes. Students will learn how their brains form perceptions and how easily they can be tricked. Explore the brain's functions on intelligence and motivation while also learning the differences between learned and unlearned behavior. Midway through the term, students will delve into the hidden world of unconscious emotion and find out if individuals can trust their memories. The course concludes with the analysis of primary causes, symptoms, treatments, and prognoses of various psychological disorders, including but not limited to anxiety, depression, schizophrenia, OCD, and multiple personality disorder. This course will ultimately allow students to view the world through a new lens and learn more about themselves.

**Sociology**

NCAA 2.5 Credits

CCS

This half-year course serves as an introduction to the discipline of Sociology. Students will examine the different forms and structures of societies and the reasons for these differences, including behavior patterns. Students will study the sociological perspective and explain how this point of view brings the world to life in a new and exciting way. Students will also explore how individuals are socialized and learn about themselves and their world. An exploration of national and global societal inequalities will further develop that sense of sociological perspective. Lastly, an examination of various sociological topics such as family, sexuality, education, deviance, and religion are essential parts of the sociology curriculum.

**African American Studies**

NCAA 5.0 Credits

GE

Explore the rich and diverse history and culture of African Americans. Students will examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa to enslavement and to current event issues. As is consistent with the interdisciplinary nature of African American Studies, the course will chronologically explore the black experience from a number of perspectives: history, politics, economics, sociology, psychology, religion, and culture. We also will study the progression of black political and social thought, engagement and protest, and the struggle to enact change. In doing so, we will investigate the intersections of race, class, and gender. Students will leave this course with a better understanding of African-Americans' history, development, and culture.

**AP Macroeconomics**

NCAA 5.0 Credits

CCS

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole: the issue of scarcity, unlimited wants, and limited resources, and how governments deal with this issue when making fiscal and monetary policy decisions. Students will learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students will learn how economists use these principles and skills to examine aggregate economic behavior. Students will learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course also recognizes the global nature of economics and examines the impact of international trade and finance on national economies.

*\*This course will follow the AP grade weighting procedures found on page 8.*

**AP Human Geography**

NCAA 5.0 Credits

GE

AP Human Geography will forever change the way students view themselves in the world. This introductory college-level course deals with the systems, patterns, and processes responsible for shaping human life across the globe. Students will employ spatial concepts and landscape analysis to understand how our societies are organized and how they interact with cultures, environments, economics, politics, and much more. Students will learn about the methods and tools geographers use in their research and how to apply them. Emphasis is placed on case studies from around the world which highlight our class's themes at local, regional, and national scales. In addition to more traditional style classwork, this course will send students out into the field to observe and practice geography in the real world. The ultimate goals of the course include building students up as global citizens who are more engaged in contemporary global issues, more informed about multicultural viewpoints, and a steward of our shared environment.

*\*This course will follow the AP grade weighting procedures found on page 8.*

# WORLD LANGUAGE

## **French I**

## **Italian I**

## **Spanish I**

NCAA 5.0 Credits

WL

Level I language (*French, Italian, Spanish*) is an introduction to the language and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. Activities focus on the development of interpretive, interpersonal, and presentational and communication skills. Vocabulary and grammatical structures are taught and communication and correct pronunciation are emphasized. The main goal of the course is to prepare students to be future-ready, well-rounded global citizens who can communicate effectively in the language and are aware of the cultural influences and heritage at home and abroad. Students in this course will learn language specific phonemes and basic vocabulary including numbers, colors, and greetings. Students will be expected to master proper sentence constructions, articles, adjectives, subject-verb agreement, and regular and irregular verb conjugations. As part of the course, students will be provided opportunities to read, write, listen, and speak while they work towards becoming linguistically and culturally literate. Additionally, students will be introduced to the culture of the people whose language is being studied as well as evolving climate issues in various geographical areas.

## **French II**

## **Italian II**

## **Spanish II**

NCAA 5.0 Credits

WL

Level II offers the student the opportunity to further develop mastery of the basic skills-listening, reading, comprehension, speaking and writing as well as focuses on improving interpretive, interpersonal, and presentational and communication skills. Level I vocabulary is expanded through thematic units (e.g. travel, shopping, Careers). Students acquire a greater flexibility in expressing themselves and improve their comprehension skills through varied activities. Students will expand their knowledge and understanding of the culture of the people whose language is being studied as well as evolving climate issues in various geographical areas.

## **French III**

## **Italian III**

## **Spanish III**

NCAA 5.0 Credits

WL

These courses combine vocabulary, grammar, reading and conversation. Emphasis is placed upon building literacy proficiency in the domains of reading and writing and building proficiency in interpretive, interpersonal, and presentational and communication skills. The material acquired in Level I and II is reviewed and the study of vocabulary and grammar continued. Varied supplemental options such as newspapers, magazines and media further develop listening and speaking skills, as well as cultural awareness. Students will apply their knowledge and understanding of the culture of the people whose language is being studied as well as evolving climate issues in various geographical areas.

## **French IV**

## **Italian IV**

## **Spanish IV**

NCAA 5.0 Credits

WL

The level IV courses stress a mastery of reading, writing, speaking, and listening domains as well as interpretive, interpersonal, and presentational and communication skills. A general grammar review is included in order to increase the student's proficiency

in the language. The students are encouraged to express themselves without difficulty in spoken and written forms. Selections of literature are studied and students are assigned specific projects pertaining to the culture and history. Students will analyze the culture of the people whose language is being studied as well as evolving climate issues in various geographical areas.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **AP Spanish Language and Culture**

NCAA 5.0 Credits

WL

The AP Spanish Language and Culture course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. The AP Spanish Language and Culture Exam itself will assess students' proficiencies in the Interpersonal, Interpretive, and Presentational modes of communication. The exam is 3 hours long and includes both a multiple-choice section and free-response section. The multiple choice section accounts for half of the student's exam grade, and the free-response section for the other half. The AP Spanish Language course will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication]), Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (Communication, Cultures, Connections, Comparisons, and Communities).

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Spanish for Heritage Speakers I/II**

NCAA 5.0 Credits

WL

Spanish for Heritage Speakers offers Spanish-speaking students opportunities to study formally in an academic setting in the same way the native-English-speaking students study English language arts. These may include a desire to reactivate the Spanish they have learned in the past and develop it in the future. Students are given an opportunity to learn more about their language and culture heritage, to acquire skills in Spanish, to develop or augment academic language skills in Spanish, or to fulfill a foreign language requirement. In this context students can learn how to critically analyze a text, write poetry, or acquire new information in different academic content areas. Activities will include a review of grammar and syntax based on student need, participation in varied topical conversations, internet research and presentation of written and oral reports.

## **BROOKDALE DUAL ENROLLMENT OPTION**

**Dual Enrollment courses receive AP weighting for GPA calculations purposes**

### **PORT 101 Elementary Portuguese I**

**4.0 Credits**

**WL**

This course is designed for students with no previous knowledge, or very limited knowledge, of the Portuguese language. Strong emphasis will be placed on acquiring conversational and comprehension skills, using practical and interesting situational materials that will stress both language and culture. Grammatical patterns and syntax will be stressed with the aim that students read and write what they have learned to say and understand. This course is not open to native speakers.

*\*This course will follow the AP grade weighting procedures found on page 8.*

### **Elementary Portuguese II**

**4.0 Credits**

**WL**

*Prerequisite: Grade of a C or better in PORT 101 or permission of the instructor*

Students will build upon skills acquired in the first semester course and will be able to express themselves in a variety of more complex situations in Portuguese. This course is not open to native speakers.

*\*This course will follow the AP grade weighting procedures found on page 8.*



## PHYSICAL EDUCATION

Physical Education is a New Jersey State requirement for graduation. The state mandates all students demonstrate proficiency in a variety of skills and physical education/academic areas for the successful completion of this requirement. Every student must participate in physical education while enrolled in the high school. Comprehensive Health & Physical Education focuses on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. The grades 9-12 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes of the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education for life (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities which may lead to lifelong fitness and wellness. \*All Health courses grades 9-12 include education in bullying prevention and awareness, dating violence prevention, and suicide prevention.

### **Grade 9 Physical Education and Health**

5.0 Credits

PE

Physical Education is a New Jersey State requirement for graduation. The program is designed to provide students with opportunities for mental, physical and social growth and development through physical activities. Students will participate in a wide variety of team and individual sports along with lifetime and leisure experiences. The Physical Education portion of this course includes a variety of activities selected from among the following: football, soccer, volleyball, basketball, softball, weight training, badminton, tennis, pickleball, floor hockey, ultimate Frisbee and personal fitness/nutrition. Written and performance assessments are used to determine mastery in this course.

The health component of this course includes concepts in the areas of alcohol, drugs and tobacco use and misuse, human growth and development, reproduction, human sexuality, A.I.D.S., S.T.D's and interpersonal communications.

### **Grade 10 Physical Education and Drivers Ed**

5.0 Credits

PE

Physical Education is a New Jersey State requirement for graduation. The program is designed to provide students with opportunities for mental, physical and social growth and development through physical activities. Students will participate in a wide variety of team and individual sports along with lifetime and leisure experiences. The Physical Education portion of this course includes a variety of activities selected from among the following: football, soccer, volleyball, basketball, softball, weight training, badminton, tennis, pickleball, floor hockey, ultimate Frisbee and personal fitness/nutrition. Written and performance assessments are used to determine mastery in this course.

The health component of this course involves the study of the automobile in modern life and aims to develop mature attitudes, an understanding of NJ Motor Vehicle laws and proper habits for safe driving. Written and performance assessments are used to determine mastery in this course.

### **Grade 11 Physical Education and Safety/First Aid**

5.0 Credits

PE

Physical Education is a New Jersey State requirement for graduation. The program is designed to provide students with opportunities for mental, physical and social growth and development through physical activities. Students will participate in a wide variety of team and individual

sports along with lifetime and leisure experiences. The Physical Education portion of this course includes a variety of activities selected from among the following: football, soccer, volleyball, basketball, softball, weight training, badminton, tennis, pickleball, floor hockey, ultimate Frisbee and personal fitness/nutrition. Written and performance assessments are used to determine mastery in this course.

The health component of this course includes concepts in the areas of Safety/First Aid/Treating Specific Injuries/CPR and Rescue Breathing/Drugs, Alcohol, and Performance Enhancer Prevention will be taught throughout this course. Upon completion of the eleventh grade health course you will have a greater understanding of the human reproductive systems, diseases associated with the reproductive systems, personal relationships, and issues related to sexual harassment. Selected topics related to drug abuse, alcohol abuse, and addiction will also be studied. Additionally, you will receive instruction in the theories and techniques of First Aid and Cardiopulmonary resuscitation (CPR) as established by the American Red Cross.

### **Grade 12 Physical Education and Health**

5.0 Credits

PE

Physical Education is a New Jersey State requirement for graduation. The program is designed to provide students with opportunities for mental, physical and social growth and development through physical activities. Students will participate in a wide variety of team and individual sports along with lifetime and leisure experiences. The Physical Education portion of this course includes a variety of activities selected from among the following: football, soccer, volleyball, basketball, softball, weight training, badminton, tennis, pickleball, floor hockey, ultimate Frisbee and personal fitness/nutrition. Written and performance assessments are used to determine mastery in this course.

The focus of Health Education throughout senior year is to reinforce material covered in previous years. Topics including, wellness, nutrition, social and emotional health, interpersonal communication, decision making, goal setting, sexual harassment and relationships will be reviewed. Information pertaining to interpersonal relationships, human sexuality, pregnancy, birth, parenting, genetics and contraception will be presented. Additionally, relevant topics related to the use/abuse of alcohol, tobacco, and drugs will be studied. The course will include an understanding of New Jersey content-specific mandated topics that include: abstinence, sexual assault prevention, bullying prevention and domestic violence education.

### **Physical Education and Health OPTION II**

5.0 Credits

PE

Option II establishes alternate pathways for students of the Long Branch High School to satisfy graduation requirements and meet Common Core State Standards in accordance with New Jersey Administrative Code {NJAC 6A: 8-5.1(a)lii}. Option II alternative experiences are voluntary. Students may fulfill the requirements for graduation by pursuing credits earned through the traditional classroom environments, alternative learning experiences availed through Option II or through a combination of both programs. Option II permits students to engage in a variety of alternative learning experiences which are stimulating and intellectually challenging, enabling them to fulfill or exceed expectations set forth by the Common Core State Standards. Students may take part in Option II alternatives for Health and Physical Education by participating in the following: independent study, and online and distance learning opportunities.

### **Adaptive Physical Education (All levels)**

5.0 Credits

PE

This course is designed for students who require a modified program to meet the physical education and health requirements. The course integrates health and physical education concepts to allow maximum participation in a supportive and safe environment. The program activities include fitness activities, lifetime sports and inclusion in regular physical education activities within the capability of the student. Instruction and activities are individualized, based on the activities incorporated in 9-12 grade physical education.

**Teen Pep**

5.0 Credits

GE

*Prerequisite: Application, interview, teacher recommendations, mandatory attendance at summer retreat.*

*Restrictions: Grade 12 only*

The Teen Prevention Education (Teen PEP) is a comprehensive, sexual health program that utilizes peer-to-peer education to increase students' knowledge, attitudes, skills, and behaviors associated with healthy decision-making. Topics will include drug and alcohol use, refusal and communication skills, gender, bullying and conflict resolution as it relates to human sexuality. You will have the opportunity for peer-to-peer education to increase your knowledge, attitudes, skills, and behaviors associated with healthy decision-making.

<b>ELECTIVES</b>
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**Dance:****Dance I/II**

5.0 Credits

VPA

Students will explore the origins and development of dance. Hip hop, jazz, ballet and modern dance techniques will be introduced and reinforced. Techniques in composition will also be discussed and demonstrated. All students will be required to perform in the end of the year recital.

**Dance III/IV**

5.0 Credits

VPA

*Prerequisite: Dance I/II and/or Audition with Instructor*

Students continue specialized training in dance techniques given previously in Dance I/II. Students concentrate on increasing skill level, technique, flexibility, perfection of style and performance quality. All students will be required to perform in the end of the year recital.

**Performance Dance**

5.0 Credits

VPA

*Prerequisite: Dance I/II and/or Audition with Instructor*

Extensive techniques and dance proficiency with more difficult dance pieces and/or projects are explored. Special emphasis is placed on performance, style, technique and choreography. All students will be required to perform in the end of the year recital. Note: Performance dance is open to students in grades 9-12 and will require an audition and interview by the instructor during the spring of the previous year

**Advance Performance Dance**

5.0 Credits

VPA

*Prerequisite: Audition*

The curriculum concentrates on technique, style, performance, and choreography in jazz, ballet, tap, modern and lyrical dance. Performances during and after school are required as a means of assessment. Note: Performance dance is open to students in grades 11-12 and will require an audition and interview by the instructor during the spring of the previous year.

**Band:****Marching Band/Symphonic Band**

7.5 Credits

VPA

*Prerequisite: Reasonable proficiency on a band instrument*

This instrumental music class will focus on mastery of technique, musicianship and ensemble performance on standard band instruments. Students will perform current and classic band literature while maintaining an online portfolio of their progress. -Marching Band will be taught

during quarter 1. Symphonic Band will be taught during quarters 2, 3, and 4. Rehearsals and performances after school hours are required as a means of assessment. Examples of required performances include band competitions, football games, parades, and concerts. Students are encouraged to audition for leadership positions and to participate as student mentors in this ensemble. **Students enrolled will participate in all activities of the band except for students participating in Fall Season High School Sports. Those students will be exempt from the competitive field show and assessed on an individual basis.**

### **Musical Theater Instrumentals**

2.5 Credits VPA

Participants learn and perform licensed Broadway Musical scores. Students gain exposure to standard Broadway literature and participate in the entire production process. Students will perform for adjudication and receive feedback from a panel of professionals. Rehearsals after-school hours and participation in all performances are required. Membership is limited to the instrumentation of the musical produced by the Drama Department.

### **Jazz Band**

2.5 Credits VPA

Students will perform music orchestrated for standard jazz band with an emphasis on performance, style, improvisation and ensemble playing. Advanced musicianship is required of participants. Students will maintain an on-line portfolio of their progress as they prepare for required performances that include concerts, adjudicated festivals and community events. Membership is limited to provide balanced instrumentation. This course meets after school hours, November through May.

### **Chamber Ensemble**

2.50 Credits VPA

Musicians gain acceptance into Chamber Ensembles based on auditions in November. Once selected, students will work cooperatively in small groups while performing standard HS/College chamber literature. Musicianship, listening and technical ability will be the focus during group rehearsals. Individual home practice is essential for this course. Out of school performances and recital participation are a course requirement. This course will meet after school hours, November through May.

### **American Popular Music**

5.0 Credits VPA

The four major areas of American contemporary music: jazz, rock, country, and musical theater are analyzed. Each genre is approached chronologically with the emphasis on the socio-cultural aspects of the music. Students will come away with the fundamental skills needed to listen critically to a variety of popular music styles and they will gain exposure to career pathways in the arts. Attention is given to changes in American Music in the new millennium with special attention to cross-genre music, hip-hop, technological developments and the influence of media on popular music.

### **Music Theory**

5.0 Credits VPA

*Prerequisite: Piano I/II or 1 year of Marching Band/Symphonic Band*

Music scales, intervals, chords, triads, and harmonic rhythms are introduced to students. There is opportunity to learn how to harmonize a given part of music, as observed in previous musical compositions. Students will analyze harmonic trends throughout music history. Vocal, instrumental and piano students will find this course very practical. Musical knowledge is essential for those continuing music studies or seriously interested in any aspect of music.

### **Music Technology**

5.0 Credits VPA

Students will be exposed to engineering and recording music and will gain exposure to music software, notation programs, sequencing, marketing, and copyrighting. Opportunities will be

given to create and record original music. Online programs will aid in the students' understanding of basic recording proficiencies.

## **CHORUS**

### **Concert Chorus**

5.0 Credits VPA

The Concert Chorus is open to all students with an interest in singing. Students enrolled in concert chorus will gain a greater appreciation for breathing and vocal technique when singing songs from a variety of genres. This course is designed to assist students in the development of basic skills needed for strong vocal performances. Developing choral singing skills, sight singing, ear training, independence on a part and expressive ensemble performances are the focus of this class.

New members are always welcome after a successful voice placement audition with the director. Full attendance at all public performances and their respective dress rehearsals is required of all members as summative assessments for this class. At the end of each semester, students are required to sing in concert for their mid-term and final exams.

### **Advanced Vocal Performance**

5.0 Credits VPA

*Prerequisite: Concert Chorus or Audition*

Advancing students' musicianship as a vocalist through developing a substantial and diversified solo repertoire will be the course focus. Vocal technique, performance practices, ear training, and sight singing will be essential elements that will contribute to student success. After school performances are required as part of the grade

### **A Cappella Singers**

2.5 Credits VPA

Students engage in vocals without music accompaniment. Selected students will demonstrate extensive technique and vocal proficiency with more difficult choral harmonic pieces. These students meet two afternoons per week from September through May.

## **PIANO**

### **Piano I/II**

5.0 Credits VPA

Students will learn to read grand staff music notation and apply it while learning the rudiments of the piano keyboard. They will learn how to listen to and critique music. Students will develop basic performance skills and gain poise and confidence through performance practices. Students will have the opportunity to expand their technical skills and be able to play music at a more advanced level during the second semester. Students will be required to perform simple pieces, solos and duets, in a piano recital at the end of each semester as their mid term and final exams.

### **Piano III**

5.0 Credits VPA

*Prerequisite: Piano I/II; Placement Audition; and/or Approval of advisor*

Piano III is a full year course designed to allow students the opportunity to further their technical skills on the piano while developing solid practice techniques and furthering their performance experience. Students in Piano III will learn to play 5 new major scales, they will study & compare the structure of major vs. minor modalities, and they will create their own repertoire book for performance purposes. Students in this advanced piano class must be self-directed and capable of working independent of the class. Students will have the opportunity to perform in various public forums during the school year as summative assessments and will be required to perform at the end of each semester in a piano recital as their midterm and final exams

## **Piano IV**

5.0 Credits

VPA

Prerequisite: *Piano III; Placement Audition; and/or Approval of advisor*

Piano IV is a full year course designed to allow students the opportunity to continue to develop their technical skills as pianists while developing solid practice techniques and furthering their performance experience. Students in Piano IV will learn to play all 15 major scales and at least 5 minor scales. They will receive individual and group instruction on the basics of harmonization and composition. Students in advanced piano classes must be self-directed and capable of working independent of the class. Students will have the opportunity to perform in various public forums during the school year as summative assessments and will be required to perform at the end of each semester in a piano recital as their midterm and final exams.

## **DRAMA**

### **Public Speaking (NCAA)/Stage Technology**

5.0 Credits

VPA

Public speaking is a life skill that with practice can help advance an individual's career. Students practice writing, delivering and listening to different types of speeches. Student presentations will be followed by group discussion and constructive analysis. In the second semester students will explore all aspects of technical theater. Students will explore the basics of sound, lighting, and operation of a fly system. Set construction and design will assist in exposing the student to various career pathways that are possible in the theater. After school and evening performances centered around the spring production are a part of this course.

### **Speech and Theater**

5.0 Credits

VPA

Students will examine acting techniques across various theater arts mediums. Students will have the opportunity to explore and perform techniques in acting such as mime, movement, stage direction, and technical theater.. Students taking this course will build confidence in theater performance, stage presence, articulation and expression . First year students interested in Drama should enroll in this class.

### **Advanced Performance**

7.5 Credits

VPA

Students will continue the specialized training in acting, technical theater, movement, and stage presence. Units include rehearsal techniques, acting, and analyzing the classics. This course will integrate music and dance with acting so that students are exposed to the elements of musical theater.

## **ART**

### **Foundational Art**

5.0 Credits

VPA

Fundamental studio practices and technical skills are taught in a structured progression to increase overall student development in the arts. Students will further examine two dimensional works leading to studio based projects that stress the key components of sketching, classic ink drawing styles, basic life drawing and rendering techniques, preliminary rough drafts and pictorial illustration. Further emphasis is placed on learning the guiding elements and principles of art, linear perspective, mixed media application, color theory/mixing, and basic painting methods. From the onset, Foundational Art scaffolds essential knowledge required to pursue advanced courses offered in the Visual Arts Program.

### **High Focus Drawing and Painting**

5.0 Credits

VPA

Students will pursue more advanced coursework with extended project duration. Expanding on both the media the proficiencies learned in Foundational Art, all students will develop portfolio ready fine art and illustration. Course work will hone accuracy in both figurative and anatomical drawing, strengthen proportional understanding, introduce sight size methodology, surface

preparation, increased palette and brush control, and advanced painting techniques from reference material. Further attention is placed on the study of strong composition with a continued emphasis on preliminary sketching. Additionally, students will begin working with controlled lighting scenarios and focused life drawing/painting approaches. Media use includes a range of drawing inks, graphite pencils, charcoal/pastel, mixed-media application and oil paint.

## **AP STUDIO**

5.0 Credits

VPA

The creative and systematic study of conceptual and formal issues relating to drawing and painting are studied at a collegiate level. Highly motivated students will be provided a focused environment that fosters artistic growth and work ethic, with the ultimate goal of understanding the ongoing artistic process. Students will be challenged to think both critically and conceptually, and commit significant time to achieve excellence in both preliminary and final artworks. Working simultaneously inside and out of class, students are expected to produce high calibre portfolios that will culminate in a body of fifteen works known as the Sustained Investigation. This portfolio is highly student driven, involving particular subject matter, personal topics, stylistic approach and preferred technique.

### **Graphic Design I: Principles**

5.0 Credits

VPA

Students actively explore the major components of graphic art and standard commercial art practices relating to still imagery. A range of topics will be covered to develop conceptual thinking, organizational habits and fundamental project planning as a means to visually communicate ideas successfully. Students will become proficient with traditional graphic art tools and drawing media in addition to computer generated designs using Adobe Photoshop®. An understanding of the guiding elements and principles of design will accompany the exposure to theory. Projects explore creative typography design, graphic icons and logotypes, poster art, digital collage, cover design, greeting cards, promotional swag, product branding and album art. Student designers will also expand on these topics and learn the practices of basic printing, project mounting and general construction.

### **Graphic Design II: Commercial**

5.0 Credits

VPA

Prerequisite: Graphic Design 1

Students are exposed to an industry relevant experience through client oriented assignments. Building on the proficiencies learned in Graphic Design I, students will pursue advanced Photoshop® applications and couple these skills with other computer based programs. Students will regularly engage in collaborative planning sessions to discuss company design strategies, conceptual mock ups, layout variations, cutting edge typography solutions, and final design presentations. Assignments are purposed for digital marketing and web graphics, product graphics and package design, traditional advertising, contemporary page spreads, information design and commercial logo design. The integration of digital.

## **BUSINESS**

### **Marketing**

5.0 Credits

CCS

Explore the world of marketing and advertising from the view of both the consumer and the marketer. Students will learn about the early stages of marketing and consumer behavior and how time and the overall marketing experience have changed and morphed into what they are today. Students will be introduced to American business history, economic systems, marketing, advertising, consumer behaviors, and social media marketing. Other topics include marketing strategy, customer behavior, segmentation, market research, product management, pricing, promotion, sales force management, and competitive analysis. This course is open to those interested in studying any type of business or who want to understand the marketing process as an informed consumer.

## **Accounting**

5.0 Credits

CCS

Whether it's filing your taxes or working for one of the big four accounting firms, this course will introduce students to the double-entry bookkeeping system for a single proprietorship, partnership, and corporate forms of business. The activities will include journalizing business transactions, posting journal entries to a ledger account, preparing various reports and statements, and managing cash control systems. Students will also learn about fascinating case studies from the accounting world, career opportunities in accounting and bookkeeping, and how accounting is evolving in the twenty-first century. Students will also be introduced to an accounting simulation package that will be utilized to give students a realistic approach to problem-solving

## **Personal Finance**

2.5 Credits

FEBE

Learn about how making life choices now and in the future, will affect careers, schooling, relationships, and independent living. Students will recognize the importance of being financially literate; understand how they are affected economically by their decisions, and enhance their awareness of how building character contributes to becoming more well-rounded and responsible citizens. Students will engage in cooperative learning and peer discussion throughout each unit and participate in real-world application using technology, critical thinking, and problem-solving.

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## **Cooperative Marketing Education (CME)**

15.0 Credits

CCS

Cooperative learning experiences allow students to combine work and school. Students will be employed in grocery stores, retail stores, restaurants, and hotels. A daily class period will be devoted to instruction and consultation regarding problems experienced on the job, human relations skills, and job skills such as interviewing and completing applications.

## **Technology Applications**

Credits 5.0

CCS

Learn the latest techniques to create, edit, revise, enhance and manage documents using Microsoft Office Suite and Google Apps. Students will learn the necessary skills and knowledge to utilize computers throughout their personal life, educational career, and workplace. Through collaborative and independent tasks, students will actively engage through the completion of practice activities that will allow students to master skills that will enable students to design and create documents for personal and business use. Students will engage in cooperative learning and peer discussion throughout each unit and participate in real-world application through technology, critical thinking, and problem-solving

## **CONSUMER SCIENCE**

### **Foods for Healthier Living I**

5.0 Credits

CCS

Basic principles of nutrition, safety and sanitation regulations, and food preparation techniques are introduced. Students will learn how to interpret a recipe. The development of measuring



skills and wise consumer strategies will be covered through cook preparation and cooking meals. Students will analyze foods and cooking methods to better understand how to make healthy food choices. Work habits, kitchen organization and sanitary workspaces will be emphasized.

### **Foods for Healthier Living II**

5.0 Credits CCS

*Prerequisite: Foods for Healthier Living I*

Sports nutrition, food science and careers in the food industry will be the main focus of study. Lab experiences with recipes that are economical and nutritious will be continued from the foundation acquired in Food for Healthier Living I.

### **Early Childhood Development I/II**

2.5 Credits Per Semester CCS

Understanding childhood development through psychology and physical skills will help in providing proper care for parents, children, and caregivers. The first half of this course has students examine the developmental states of parenting readiness, pregnancy, fetal development, prenatal care, labor, delivery and caring for a newborn. In the second semester students study, analyze, and discuss physical, intellectual, emotional and social growth related to childhood development. Both levels are designed to educate students about children, their development, and good parenting skills to ensure the proper development of a child.

### **Tomorrow's Teacher**

5.0 Credits CCS

Tomorrow's Teachers is a 1 year innovative course designed for students who possess interpersonal and leadership skills to consider a career in teaching. The program seeks to provide high school students insight into the nature of teaching, problems of schools and issues affecting the quality of education. Students who take this course will experience 4 themes over the course of one year as well as participate in hands on activities, early childhood classroom observations and field experiences. Each theme is aligned with the NJ Core Curriculum Standards. (Experiencing Learning, Experiencing the Profession, Experiencing the Classroom and Experiencing Education.)

### **Creative Sewing**

2.5 Credits CCS

Students will develop a variety of skills related to the use of a sewing machine, related sewing tools, and equipment used to create common items such as stuffed animals, pillowcases, scarves and tote bags. Students will utilize safety protocols and procedures and be responsible for maintaining a sewing portfolio which documents and reflects growth and progress while enrolled in the class.

### **Carpentry I**

5.0 Credits CCS

This program is designed to immerse students in the craft and trade of carpentry. As an introductory course, students will be introduced to both techniques and tools of the trade including general work safety, identifying and utilizing various building materials and tools, writing and reading plan specifications, including codes and blueprints, and to create small scale carpentry projects.

### **Carpentry II**

5.0 Credits CCS

*Prerequisite: Carpentry I*

Carpentry II reviews the tools of the trade used in the previous course as well as safety on a jobsite. Students will continue to develop the skills and knowledge in preparation to become entry-level carpenters. Students will have the opportunity to explore careers in carpentry and work together on larger scale group carpentry projects such as a skateboard ramp and garden shed, as well as individual projects such as portable workbenches and an adirondack chair.

Students will further develop their training in reading blueprints, conducting detailed measurements, organizing cut-lists, and evaluating project performance.

## **WORKSTUDY**

### **Structured Learning**

GE

The primary focus of this course is to provide students with an opportunity to practice interview skills, learn how to fill out resumes and job applications, proper job site etiquette, and real life functional living skills. Lessons are taught through a multi-sensory approach utilizing the universal design for learning approach which incorporates real-life experiences that support students in learning these skills.

### **Transition to Work**

GE

The primary focus of this course is to provide students with an opportunity to explore various job sites within the local community with the guidance of a job coach. Lessons are taught through a multi-sensory approach utilizing the universal design for learning approach which incorporates real-life experiences that support students in learning these skills.

## **Project Lead the Way**

### **Pathway to Engineering**

Project Lead the Way (PLTW) offers a dynamic high school program that provides students with real-world learning and hands-on experience. Students interested in engineering, biomechanics, aeronautics, and other applied math and science arenas will discover PLTW is an exciting portal into these industries. PLTW's premier high school program, Pathway to Engineering, is a four-year course of study integrated into the students' core curriculum. The combination of traditional math and science courses with innovative Pathway of Engineering courses prepares students for college majors in engineering and E/T fields.

### **Engineering Design**

NCAA 5.0 Credits

CCS

Introduction to Engineering Design (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students will explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Through both individual and collaborative team activities, projects, and problems, students will apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability. Student-developed testing protocols drive decision-making and iterative design improvements. To inform design and problem solutions addressed in IED, students will apply computational methods to inform design by developing algorithms, performing statistical analyses, and developing mathematical models. Students will build competency in professional engineering practices including project management, peer review, and environmental impact analysis as part of a collaborative design team.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Principles of Engineering**

NCAA 5.0 Credits

CCS

*Prerequisite: Engineering Design*

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course will expose students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students will explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Students will have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Civil Engineering**

5.0 Credits

CCS

*Prerequisite: Engineering Design and Principles of Engineering*

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. Students will apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions. Building enthusiasm for and a real understanding of the role, impact, and practice of civil engineering and architecture as it relates to building design and development is a primary goal of the course.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Biomedical Science**

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of forensics, human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Each course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses.

### **Principles of Biomedical Science**

5.0 Credits

CCS

Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems. Students will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will explore concepts of biology and medicine as students take on roles of different medical professionals to solve real-world problems. Over the course of the year, students will be challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital. Students will also be exposed to stabilizing a patient during an emergency, and collaborating in groups with others to design solutions to local and global medical problems all to potentially become a great physician.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Human Body Systems**

NCAA 5.0 Credits

CCS

*Prerequisite: Principles of Biomedical Science*

Step inside the human body and explore the systems that help us move, protect us from disease or injury, and facilitate communication within the body and with the outside world. Solve a medical mystery. Analyze a medical case file and diagnose disease. Design experiments to explore structure and function of the human body. How do the systems of the body work together to keep us well? In the Human Body Systems (HBS) course, students will examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students will design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students will practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Medical Interventions**

NCAA 5.0 Credits

CCS

*Prerequisite: Principles of Biomedical Science, Human Body Systems*

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Students will practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Biomedical Innovation**

NCAA 5.0 Credits

CCS

*Prerequisite: Principles of Biomedical Science, Human Body Systems, Medical Interventions*

In this capstone course, students will apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students will design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students will have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. In the Biomedical Innovation course, students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Each problem is staged as a mission – a unique set of tasks students must work through to achieve their desired objective. Students will use what they learn in these missions as they develop and implement their independent project at the end of the year.

*\*This course will follow the Honors grade weighting procedures found on page 8.*

### **Computer Science**

At a time when computer science affects how we work and live, PLTW Computer Science empowers students in grades 9-12 to become creators, instead of merely consumers, of the technology all around them. The program’s interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking – not just how to code – and become better thinkers and

communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

### **AP Computer Science**

5.0 Credits

MA, SCI, GE

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Projects and problems include app developments, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP Computer Science (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

*\*This course will follow the AP grade weighting procedures found on page 8.*

## **Career Pathway**

### **TV & Film Production**

#### **TV Studio Production I**

5.0 Credits

CCS

Students will examine the fundamentals of producing, directing and writing as well as basic digital filmmaking skills including camera operation, lighting, sound recording, editing, and screenplay writing. Students will work in groups and crews to collaborate on several projects throughout the year to develop and produce five to six distinct projects. In addition to chapter tests and quizzes, student's original work will be part of their grade. This course will require after school hours, which will be counted as summative grades during the marking period.

#### **TV Studio Production II**

2.5 Credits

CCS

*Prerequisite: TV Studio Production*

Students will have the opportunity to refine their skills as a producer, director, and writer and be immersed into the field of TV production. They will be introduced to the field of Broadcast journalism and write, produce and edit a weekly news show broadcasted at the High School. In this course students will get a chance to assume every role within a studio setting including but not limited to, director, producer, anchor, cameraman, technical director, audio technician and teleprompter operator. Students will work in groups and crews and collaborate on several projects throughout the year. Most projects will explore the field of broadcast journalism and students will spend their time inside the studio working with broadcasting equipment. Students will also be responsible for filming and editing school events and/or video productions. It will require after school hours, which will be counted as summative grades during the marking period.

#### **TV Studio Production III**

2.5 Credits

CCS

*Prerequisite: TV Studio Production II*

Students will work on mastery of their skills in historical and archival research, interviewing, screenwriting/scriptwriting, and video/film production and editing. Students will refine producing, directing and writing as well as basic digital filmmaking skills including, but not limited to, camera operation, lighting, sound recording, and non-linear editing. Students will also be introduced to techniques in storytelling and creative decision-making. Students will also be responsible for filming and editing school events and/or video productions. It will require after school hours, which will be counted as summative grades during the marking period.

# AFJROTC (Air Force Junior Reserve Officer Training Corps)

The Aerospace Science (AS) curriculum consists of four levels. The course levels are identified as ROTC1, ROTC2, ROTC3, and ROTC4. The following description follows the AFJROTC four year course sequence, courses are rotated offering a different course each year. Students may enter the program at any grade level. Students are not required to enter or serve in the US arm forces by participating in AFJROTC. However students that complete two years of the ROTC program at a satisfactory level and enter the armed forces will receive one rank promotion upon completing basic training. Students that complete three years of the AFJROTC program at a satisfactory level will receive two rank promotions upon completing basic training. Students that complete three years of the AFJROTC program at a satisfactory level will receive two rank promotions upon completing basic training. Students will also be enrolled concurrently in Leadership and Wellness training each year:

**LEADERSHIP** - Leadership is defined by the Air Force as the art of influencing and directing people in a way that will win their confidence, respect, and loyal cooperation in achieving a common objective.

**WELLNESS TRAINING** - Wellness is a term used to include fitness training as well as health subjects like nutrition, hydration, sleep benefits, and proper exercises. Twenty-percent of the curriculum is devoted to wellness activities and studies. The Air Force calls this program Extreme Excellence Challenge (E2C).

## **ROTC1**

5.0 Credits

CCS

The first level of the AFJROTC instructional program is an introductory course for those entering AFJROTC. Academic material focuses on the development of airpower throughout military history. Cadets will understand the organization of the Department of Defense. Each student receives extensive instruction in Air Force tradition, drill and ceremonies, military customs and courtesies, and leadership principles and techniques. Citizenship principles are reinforced through community service projects. The concepts of good "followership" are fostered as a foundation for leadership. Students will be required to abide by the dress and grooming standards as mandated by the cadet handbook/ROTC regulations

## **ROTC2**

5.0 Credits

CCS

The second year of Aerospace Science is a general study of aeronautics and components of aerospace power. Academic material covers basic Air Force information and more advanced leadership principles. These principles are practiced through leadership positions within the Cadet Group. Students become instructors in drill and ceremonies and freshman cadet leadership training. Others may assume staff and leadership positions as required within the cadet organizational structure. Organizational planning, time management, and acceptance of responsibility are stressed as cadets assume leadership positions. Students will be required to abide by the dress and grooming standards as mandated by the cadet handbook/ROTC regulations

## **ROTC3**

5.0 Credits

CCS

The third level explores aerospace issues and the role of military forces in a contemporary world. The scientific aspects of aerospace, with a focus on space or astronomy, are examined. Special attention is given to leadership education such as communicative skills, problem solving, and resource management. Third year cadets assume management and leadership positions in the cadet corps, and their performance is graded. Cadet leaders maintain a management notebook. Students will be required to abide by the dress and grooming standards as mandated by the cadet handbook/ROTC regulations

**ROTC4**

5.0 Credits

CCS

Selected upper class cadets are enrolled in AS-400: Management of the Cadet Corps. The fourth year emphasizes career opportunities in civilian life and the military. A comprehensive organization and management project is part of this course. Leadership education covers the principles of job search, the interview process, and job survival skills. Cadets learn how to seek funding for college. Special emphasis is placed on cadet corps management.

Students will require to abide by the dress and grooming standards as mandated by the cadet handbook/ROTC regulations

**SCHOOL OF SOCIAL JUSTICE ELECTIVES****Entrepreneurship**

5.0 Credits

CCS

Thinking about starting a business? Whether it's a world-changing business or just a side-hustle, starting your own business can be the path to lifelong success. This course focuses on understanding basic entrepreneurial concepts, the entrepreneurial mindset, and developing entrepreneurial skills through hands-on learning. The course emphasizes the entrepreneurial process and the application of this process to a broad range of business contexts. Students will examine the characteristics of an entrepreneur, and the role entrepreneurs play in the local, national, and global economy. The course also addresses creativity, securing resources, team building, communication, and leadership. Students will end the year presenting and pitching their startup business in front of well-established entrepreneurs and business owners in a Wave Tank competition

**Social Justice in Music & Art**

5.0 Credits

VPA/GE

Social Justice in Music and Art is a full-year course that bridges a study of human history, psychology, and sociology in understanding how justice and equity have been inspirational themes in the development of artwork and music. Designed as six units of study that are examined chronologically from prehistory to the modern day, the curriculum is intended for critical analysis of artifacts and primary sources, painting and sculpture, and poetry and song. These elements are further analyzed to understand the societal conditions and values experienced by the authors of artistic works and how injustice and inequalities played a role in creating artistic materials. Students will be afforded opportunities to develop their own artistic works in a historical and contemporary context as inspired by six themes examined throughout the course, including gender spheres, hierarchy and class, individuality, faith and belief systems, the impact of political states, cultural heritage, and the impact of the Earth's environment on human lifestyles and behavior. By the conclusion of the course, students will gain valuable experience in understanding how advocacy of social justice can inspire artistic expression and positive change in society!

**Introduction to Social Justice**

5.0 Credits

GE

Social justice is defined as the view that everyone deserves equal economic, political, and social rights and opportunities. In this course, students will have the opportunity to engage critically with key elements of social justice. Students will first examine your beliefs and values, identity characteristics, and emotions and how these may impact your understanding of social justice. Students will gain respect for the history, characteristics, and cultures of groups and individuals that are different from yourself, providing a solid foundation for students to critically examine significant issues of social injustice, including but not limited to racial discrimination, ageism, sexuality, and gender, child welfare, poverty, and economic injustices. Finally, students will be provided the space to explore different social movements of people who organized, collaborated, and stood together to address issues of social injustice and enact social change,

and steps students can take to raise awareness and take action themselves. discrimination, ageism, sexuality and gender, child welfare, poverty, and economic injustices. Finally, students will be provided the space to explore different social movements of people who organized, collaborated, and stood together to address issues of social injustice and enact social change, and steps they can take to raise awareness and take action themselves.

### **Introduction to Debate**

5.0 Credits GE

Introduction to Debate is a full-year survey course of argumentation covering the essential themes and concepts of policy debate. After completing this course, students will be equipped with argumentation and advocacy skills that students can use in various academic and professional settings. Students will also be equipped with specific policy debate skills that would allow students the opportunity to compete in tournaments at the junior varsity/varsity level upon completion of the course. This course emphasizes the use of debate and argumentation as a necessary skill in social justice advocacy and activism. Introduction to Debate includes a study of the history of debate in social justice movements and the importance of argumentation skills in such advocacy. Students will culminate the course in identifying how they can use debate and argumentation to advocate for social justice in their personal and professional lives.

### **Advanced Debate**

NCAA 5.0 Credits GE  
Prerequisites: Introduction to Debate

Advanced Debate is a full-year elective course open to students who have completed the Introduction to Debate course and/or are current members of the LBHS Policy Debate Team through an application process. Building upon the foundations of introductory debate, this course focuses on advanced topic research, skills-building, and case writing, all of which are necessary to compete on a national platform in policy debate. The Advanced Debate course integrates performance skills into debate through connections and analysis of theater pieces and acting strategies and fosters pedagogical strategies to equip students with leadership and mentoring skills. Additionally, students will analyze philosophical arguments of major contributors such as Kant, Marx, Nietzsche, & Foucault and create connections to critical performance. The course culminates in creating a comprehensive public policy proposal to be sent and/or presented to a government representative. Research focus and policy analysis will change each year based on the current year's national high school policy debate resolution. Individual and collective student goals will also change each year based on student-teacher conferences at the beginning of the course each year.

NOTE: Outside of school tournament participation is required as a means of assessment in this course. Students who wish to take the class that cannot participate in weekend tournaments will only be exempt from the requirement and given alternate assessments on an individual, case-by-case basis.

### **Law and Equity**

NCAA 2.5 Credits CCS

Law & Equity is a one-semester elective course that provides students the opportunity to explore why we live under the rule of law, how laws are created, enforced, interpreted, and changed, and how individuals and groups can use law and advocacy to work toward a more just and equitable society. The course enables students to examine diverse areas of law, including criminal, civil, constitutional, and international. Students will also explore civil rights issues and the role of public advocacy, civics, and the media in our legal system through projects such as drafting bills, civic advocacy plans, mock trials, legal justice career analysis, and policy proposals to further a social justice goal.

### **Race, Gender & Ethnicity**

NCAA 5.0 Credits GE

People of color, women, and those who identify as belonging to the LGBTQ+ community have



faced- and continue to face- oppression and inequality in society. This course will focus on the history and experiences of marginalized groups in the United States and abroad based on race, gender and ethnicity. What difficulties have these groups faced historically, what have they done to overcome these challenges, and what strategies have they developed for achieving equity in the future? Students will become familiar with theories concerning race and gender, specifically those that describe the ways in which these concepts are socially constructed, as opposed to fixed or natural. students will also examine the ways in which notions of race, gender, and sexual identity have changed over time, all with the purpose of developing agency in establishing a more just and equitable society