LONG BRANCH PUBLIC SCHOOLS

HIGH SCHOOL PROGRAM OF STUDIES

2025-26

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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"Together We Can, Juntos Nós Podemos, Juntos Podemos"

2025

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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 21st 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 21st 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.

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

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 classified students. These programs are designed to meet individualized needs of each child as prescribed in the students Individual Education Plan (IEP). The IEP is developed with the assistance of the Child Study Team, the parent(s)/guardian(s) of the child, a special education teacher and a regular education teacher. The continuum of services offered includes departmentalized and non-departmentalized self contained classes, resource center replacement classes and in-class support in regular education classes. Related services include adaptive physical education, speech and language therapy, counseling, occupational therapy, physical therapy and transportation. Special education students are generally mainstreamed for elective and physical education courses.

Course offerings are English, mathematics, social studies, science, and reading. The curricula used will be the same for the classified and the non-classified student with modifications in instructional strategies and/or testing procedures based upon modifications in the student's IEP. Vocational opportunities are available to special education students through the Monmouth County Vocational programs and Career Center.

Each student's program is continually evaluated to provide consistency in his/her course of study and adequate knowledge for present and future use so that he/she can make a successful transition to life after high school.

ESL/Bilingual Education

These are intensive language acquisition courses offered to all Multilingual Learners (MLL) 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 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:

Core Curriculum Content Minimum Courses and Credit Requirement	
Language Arts Literacy (LAL)	At least twenty (20) credits including English 9, English 10, English 11, English 12
Mathematics (MA)	At least fifteen (15) credits including Algebra and Geometry
History (HIS)	At least fifteen (15) credits including World History, United States History I and II
Science (SC)	At least fifteen (15) credits
World Language (WL)	At least five (5) credits
Visual and Performing Arts (VPA)	At least five (5) credits
Career Education/Consumer Science	At least five (5) credits
Financial, Economic, Business & Entrepreneurial Literacy (FEBE)	At least two and half (2.5) credits
Physical Education (PE)	At least five (5) credits for each year
General Elective (GE)	No minimum requirement

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 Level	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)	NC - (No Credit)
A- (90-92)	B- (80-82)	C- (70-72)	D- (65-55)	
I (Incomplete)	WF (Withdrawal Fail)	WP (Withdrawal Pass)	P (Pass)	

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 x 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 x 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	Average of 93 and above - No grade below an 83 and only one grade between an 83 to 92
• Honor Roll	Average of 83 and above - No grade below an 80 and only one grade can be between an 80 to 83
An incomplete grade in any subject or 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
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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 GE

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 self-identity, the classroom community, family relationships, and careers.

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 in the areas of identity, community, relationships, and careers. 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.

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 this class. 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 identity, community, relationships, and careers. 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 as you learn about identity, community, relationships, and careers. You will also research current events focusing on social justice topics and evaluate their significance in today's society.

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

Students enrolled in this course will develop an understanding of key concepts that will help them understand and explore life science. There are five major topics in the life science course, each incorporating performance expectations which include core ideas, engineering and cross cutting concepts to help them apply the life science concepts across all science disciplines. Students will develop and use models, and construct explanations based on evidence to support their knowledge of key biological concepts that include ecosystems, human activity, cell specialization and genetics. Within the units studied, students will apply statistics, evaluate evidence, and construct explanations to help answer the questions that are posed, as well as questions they create. Throughout the course students will utilize crosscutting concepts of patterns, scales, structures and functions as well as cause and effect to develop deeper understandings of each of the topics.

Advanced Placement Biology
NCAA 5.0 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 encompossess core scientific principals, 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 5.0 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

This course represents a first year comprehensive sequence of Algebra based Physics. The topics of study are focused on mechanics, specifically kinematics, dynamics, universal gravitation and circular motion. The order of the topics has been geared to use and reinforce the mathematics that the students are concurrently studying. For this reason, this first year course is geared towards reinforcing skills in algebra and requires no trigonometry. This is accomplished by restricting the first year course to problems that can be simplified to one-dimensional form. 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, collision problems and the solving of systems of equations, etc. All of these topics will be utilized and built upon in future courses.

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 5.0 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 5.0 Credits SC
Prerequisite: AP Physics I

AP Physics 2 is an algebra-based, introductory college-level physics course. Students will utilize and refer to information and content demonstrated in AP Physics 1. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. **This course will follow the AP grade weighting procedures found on page 8.*

Environmental Science
NCAA 5.0 Credits SC

Students enrolled in this course will develop an understanding of key concepts that will help them understand and explore environmental science. There are six major topics in this environmental science course, each incorporating performance expectations which incorporate core ideas, engineering and cross cutting concepts to help them apply environmental science concepts across all science disciplines. Students will be asked to take a close look at the multiple factors and influence humans have on the environment, but in return, the effect of the environment on humans. Population, pollution and climate change are the key components when investigating our environment. Students will defend claims, ask questions, and use models in order to investigate solutions and gain a deeper knowledge of the topics. The topics will be applied first hand to real world situations and problems that are affecting our environments today.

Advanced Placement Environmental Science
NCAA 5.0 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

In the broadest sense, forensic science can be defined as the methods of science applied to public matters. This term has evolved in modern times to mean the application of science to court or criminal matters. Throughout this course students will be introduced to the scientific methodologies used in forensic investigations and inquiry. Most forensics scientists work in the criminal area of the justice system, although civil cases are an important component. Forensic science utilizes all levels of scientific inquiry, specifically chemistry and physics, to analyze physical evidence with the ultimate goal of recreating the events of the crime for a jury in a court of law. Students will also identify and compare various types of physical evidence and compare their values to forensic investigation. Students will address the fundamental aspects of crime scene investigation and the identification and comparison of physical evidence. Students will be able to define physical evidence and describe how it is collected and packaged as well as identify and compare various types of physical evidence and compare their values to forensic investigation.

Comparative Anatomy
NCAA 5.0 Credits SC

Comparative Anatomy will offer students the opportunity to explore the biology of organisms more in depth. Students will understand the structure and function of the body systems and compare them to other organisms. During the instruction, students will learn about each body system and then also understand the integration of the systems working together to maintain homeostasis for the body. Specifically, students will investigate movement and protection, transport through the mody and growth and reproduction. Studying the structure and function of the human body and other organisms similar to humans will help students gain knowledge for a career in the medical field which includes, but is not limited to human medicine, nursing, veterinary medicine and veterinary technician careers.

Mathematics Courses

Algebra I

NCAA 5.0 Credits MA

Algebra 1 is the foundation for all future high school math courses. This course is designed to establish proficiency in recognizing and working with the principles and applications of the real number system and patterns. 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. Students will explore math concepts through an inquiry based approach. Working cooperatively with peers, students will make sense of math problems and persevere in solving them. Students will cover major characteristics of linear and nonlinear patterns, simplifying expressions, solving equations and inequalities, systems of equations, exponents, quadratic functions, rational and radical functions, and an introduction to probability and statistics.

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

The fundamental purpose of the Geometry course is to introduce students to formal geometric proofs and the study of plane figures, culminating in the study of right-triangle trigonometry and circles. Students begin to formally prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebra concepts with geometry concepts. Students explore probability concepts and use probability in real-world situations. The major mathematical ideas in the Geometry course include geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and probability. Additional areas of study include: parallel and perpendicular lines, polygons and quadrilaterals, area, surface area and volume, and circles.

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. Students will be encouraged to think critically and to make conjectures while they persevere through challenging problems and exercises.

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.*

AP Precalculus
5.0 Credits MA
Prerequisite: Algebra II/Algebra II Honors

In AP Precalculus, students will explore concepts such as polynomial and exponential functions, and many more concepts related to functions, logarithms, and trigonometry that can be applied beyond the classroom. Students will learn how to: algebraically manipulate functions, equations, and expressions; translate mathematical information between representations; communicate with precise language; and provide rationale for conclusions.

Advanced Placement Calculus
NCAA 5.0 Credits MA

AP Calculus (AB/BC) focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics.The course requires students to use definitions and theorems to build arguments and justify conclusions. AP Calculus features a multi representational approach with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Technology is heavily integrated to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. 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

The Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. 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 Statisics 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.*

History Courses

World History
NCAA 5.0 Credits HIS

The World History curriculum encompasses the study of the historical development of people, places, and patterns of life across the Early Modern, Modern, and Contemporary Periods. The course will see students engage in multicultural exploration and analysis of art, religion, science, economics, literature, philosophy, politics, and the natural environment. Throughout the course, students will develop research skills, interpret primary sources, and engage in critical thinking and extended periods of writing. This course has been designed with the expectation that course material and lessons will integrate current events and diverse global perspectives throughout to provide students with modern contextualization of historical events and help them build a complete global narrative while understanding their place in it. The history of African-Americans, the greater African diaspora, Asian-American and Pacific Islander history, LGBTQ+ history, discourse on the Holocaust and genocide, and comprehensive analysis on climate change issues are infused within the units of this course. This curriculum has been designed for

the 21st-century learner, actively engaging students as they learn the historical context presented before them. The World History course is a requirement for high school graduation.

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

The United States History I curriculum is designed to focus its attention on a rigorous, in-depth approach to the subject matter. U.S. History I involves the student in the exploration and analysis of American history from the Colonial period to the Progressive Age. It will include the study of political, social, and economic changes that have occurred throughout this time period while putting an emphasis upon the further development of research skills, interpretation of primary sources, and enhanced critical thinking and writing skills. This course has been designed with the expectation that current events will be an integral part of the whole rather than a separate entity. African-American history, multicultural studies, New Jersey history, local history, career education, LGBTQ+ history, and global studies have been infused within the units of this course. This curriculum has been designed for the 21st-century learner, so students can be actively engaged as they learn the historical context presented before them. The United States History I course is a requirement for high school graduation.

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

United States History II provides a continuation of the chronological survey of the major themes in United States History I. Topics and themes focus on primary and secondary source investigation, the discovery of the people and the events that have shaped our history, and how this legacy influences our society today. The course is divided into four main themes: Shaping American democracy, Race Relations in America, Gender and Sexuality in America and the Role of the Military. This will allow students to track major changes in American society over the course of the 20th century and will help students organize this information to be better applied to modern American society. The course also examines such issues as the function, structure, and operation of the levels of government in the United States; the development of a multicultural society; the impact of technology on our society; and the positive impact of reforms that have improved the quality of life in the United States. The US II course also incorporates global issues and current events to provide the opportunity for students to analyze the relationship between the past and present and aid students in the acquisition of a geographical understanding of the world in spatial terms. In this analysis, students will study the influence of the news media on the development of history, and the impact of this media on the American lifestyle.

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 designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals,

developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order 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 CCS

A.P. U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the A.P. exam in May, but also provides students with the political knowledge and reasoning process to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society.This course is political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system. A.P. U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices and reasoning processes, by the end of the course, students will be able to 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

AP World History: Modern provides students an opportunity to study significant events, individuals, developments, and processes from around the year 1200 CE to the present. Students will develop and employ the same skills, practices, and methods used 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. The course is designed to spotlight human societies and behavior across the last millenia and study diverse peoples from six continents. The course will provide students with six themes with which 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. Students can expect to conclude their course studies with a more well-rounded perspective of people, progress, and our shared planet.
**This course will follow the AP grade weighting procedures found on page 8.*

Advanced Placement Psychology
NCAA 5.0 Credits CCS

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study such as biological bases of behavior, cognition, development and learning, social and personality, and mental and physical health. Throughout the course, students employ psychological research methods, including ethical considerations, to evaluate claims, consider evidence, and effectively communicate ideas.
**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

Criminal Justice is a unique course offering that takes a deep dive into crime in the United States. At its most basic level, a "crime" is a violation of a law; however, there are several different components within that violation that factor into the legal system. Beginning with crimes and statistical breakdowns of crimes, students explore trends in data and criminal behavior, hoping to search for answers as to why criminals do what they do. As the course progresses, students dive further into the elements of a crime and explore various enforcement agencies around the country. From here, we transition to the punishment aspect of a crime, examining how an offender is punished. Throughout the course, students will be exposed to various hands-on learning assignments to stimulate law enforcement scenarios and better understand the crime picture 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. 21 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 macroeconomics course. It is a study of scarcity—the condition in which human beings have unlimited wants and limited resources, so we are forced to make choices—and how governments respond to issues related to scarcity when making fiscal and monetary policy decisions. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements (i.e. GDP, inflation, unemployment), markets, macroeconomic models, and macroeconomic policies. The course also recognizes the interconnected nature of the global economy, and examines the impact of international trade and finance on national economies, including currency valuations and exchange rates. The course culminates with students applying economic decision-making skills, game theory, and personal finance to the real world on an individual level, with connections to film, music, current events, and future financial planning.
**This course will follow the AP grade weighting procedures found on page 8.*

AP Human Geography
NCAA 5.0 Credits GE

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around a disciplines main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem-oriented. Case studies are drawn from all World regions, with an emphasis on understanding the world in which we live today. Historical information serves a rich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints.They will develop skills and approaching problems geographically, using maps and geospatial technologies, thinking critically about text and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building a global citizenship and environmental stewardship.
**This course will follow the AP grade weighting procedures found on page 8*

WORLD LANGUAGE

French I
Italian I
Spanish I
Portuguese I
NCAA 5.0 Credits WL

Level I language *(French, Italian, Spanish, Portuguese)* 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
Portuguese 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
Portuguese III
NCAA 5.0 Credits WL

These courses combine vocabulary, grammar, reading and conversation. Emphasis is placed upon building literacy mastery in the domains of reading and writing and building proficiency in interpretive, interpersonal, presentational and communication skills. The content acquired in Level I and II is reviewed and the study of vocabulary and grammar is 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
Portuguese 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 students' 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 acquired 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, Interpretive, and Presentational communication, and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st 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 put in practice the Spanish they have learned in the past and enhance it in the future. Students are given an opportunity to learn more about their language and cultural 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.

PHYSICAL EDUCATION

Physical education and health is an evolving field that students will utilize for general wellness throughout their lifetimes. Physical Education is a New Jersey State requirement for graduation and each student is required to complete four years of physical education and health. Physical education is an activity-centered program where students are provided with the knowledge, skills, and opportunities necessary to understand the importance of staying active to enhance lifelong health. The units are made up of a variety of physical activities, wellness, and sports. Throughout Physical Education students will gain exposure to team sports and fitness activities that will include skills, rules, strategies, and techniques to enhance fitness, wellness, coordination, and teamwork abilities. Students are encouraged to develop and maintain physical fitness and to acquire athletic interests that will extend beyond high school. The incorporation of different NJ State standards provide a greater opportunity for comprehensive Physical Education instruction in each unit. **All Health courses grades 9-12 include education in bullying prevention and awareness, drivers education, safety, 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

PE Option II establishes alternate pathways for students of the Long Branch High School to satisfy graduation requirements and meet New Jersey Student Learning 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 New Jersey Student Learning 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. Students must provide 150 minutes per week of documented training in order to fulfill the State requirement.

*Option II will only be offered to students who have extenuating circumstances that prevent them from fully participating in Physical Education. Prior to enrollment, a parent meeting will be held to review all requirements needed for a successful completion of the course. All documentation must be approved by the Building Principal and Health & Physical Education Supervisor to ensure the requirements have been met prior to credits being awarded.

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.

ELECTIVES

DANCE

Dance I/II
5.0 Credits VPA

Dance I/II is an introduction to the study and development of dance for the beginning dancer. Throughout each unit students will gain an understanding of the relationship between their bodies, the space around them, and their relationship to other dancers; working cooperatively in a group setting; classifying, identifying, and generating movements; recognizing varying notions on beauty in dance; and reflecting on their own progress and preferences in dance. Special emphasis will be placed on improvisation, style, choreography, and performance, all of which strengthen problem solving capabilities, and enhance leadership skills. All units will increase dance literacy, skill level, technique, flexibility, strength, coordination, and performance quality. As students become more proficient, they will be challenged with more difficult dance pieces and/or projects. Performance opportunities, and the study of historical and cultural dance works will reinforce dance literacy and instill an appreciation for and understanding of professional pathways in the art form.

Dance III/IV
5.0 Credits VPA
Prerequisite: Dance I/II and/or Audition with Instructor

Dance III/IV is an advanced beginner course which allows students to continue the specialized training given previously in Dance I/II, while concentrating on increasing skill level, technique, flexibility, coordination, dance literacy, and improving performance quality. Throughout each unit students will refine their understanding of the relationship between their bodies, the space around them, and their relationship to other dancers; working cooperatively in a group setting; classifying, identifying, and generating movements; recognizing varying notions on beauty in dance; and developing and reflecting on their own progress and preferences in dance. Special emphasis will be placed on improvisation, style, choreography, and performance, all of which emphasize self-direction, strengthen problem solving capabilities, and enhance leadership skills. As students become more proficient, they will be challenged with more difficult dance pieces and/or projects. All students will be required to rehearse for, and to perform in a final recital as the culmination of the year's study of dance.

Performance Dance
5.0 Credits VPA
Prerequisite: Dance I/II and/or Audition with Instructor

Performance Dance is an intermediate course which allows students to continue to enhance previous training by increasing skill level, technique, flexibility, coordination, and improving performance quality through complex dance pieces and projects. Throughout each unit students will refine their understanding of the relationship between their bodies, the space around them, and their relationship to other dancers; working cooperatively in a group setting; classifying, identifying, and generating movements; analyzing varying notions on beauty in dance; and developing and reflecting on their own progress and preferences in dance. Special emphasis will be placed on improvisation, style, choreography, and performance; all of which emphasize self-direction, strengthen problem solving capabilities, and enhance leadership skills. All students will be required to choreograph for, rehearse, and perform in the end of the year recital as the culmination of the year's study in dance.

Advance Performance Dance
5.0 Credits VPA
Prerequisite: Audition

Advanced Performance Dance is a direct continuation of the specialized training given

previously in Performance Dance, with the goal of preparing students for the technical, choreographic, and performance requirements expected of students pursuing dance at the collegiate level. Special emphasis is placed on performance, style, technique, choreography, and self and peer critique, with students dividing their time between improvement of technique, compositional exercises, and rehearsal/performance, all of which emphasize self-direction, strengthen problem solving capabilities, and enhance leadership skills. Units will increase skill level, technique, flexibility, strength, and performance quality, and may be adapted to suit the technical strengths and weaknesses of the class as an ensemble. As students increase proficiencies, they will be challenged with more difficult dance pieces and/or projects. All students will be required to choreograph for, rehearse, and perform in seasonal and various themed outreaches within the community each marking period, as well as for the end of the year recital. Performances during and after school are required as a means of assessment.

BAND

Marching Band/Symphonic Band
7.5 Credits VPA
Prerequisite: *Reasonable proficiency on a band instrument*

This course is open to all students in grades 9-12, who have achieved reasonable proficiency on a band instrument. The band performs at school and community functions including, but not limited to: Band Competitions, Band Festivals, Parades, Football Games, pep rallies, concerts, showcases, and Graduation. A very wide variety of music literature is introduced, studied, and performed throughout the year. Attendance at performances and after-school rehearsals is required as these are considered exams and are an opportunity for the student to demonstrate the achievement that has taken place. Personal practice time outside of the regular school day is also required and is considered a graded activity that would parallel homework/quizzes in other classes. Class time is supplemented with summer season lessons to assist the students in gaining proficiency on the various instruments, to assist with basic marching skills, to facilitate switches to specialized instruments, and to introduce the annual NJMEA competition solo. First quarter generally covers Marching Band literature. Second quarter transitions from Marching to Symphonic while focussing on solo excerpts and audition skills, and the third and fourth quarters generally cover Symphonic Band literature.

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

This after school class meets beginning in November weekly for 2 hour sessions with support offered through online resources and individually scheduled lessons. This class is for students interested in the study and performance of jazz and jazz-related music. Subgenres in the idiom, harmonies, rhythms and articulations are a major point of study in this class. An emphasis is placed on performance/festival participation with the idea of developing long and short term goal setting. Several performance opportunities during the school year are provided and students are required to participate in dress rehearsals and performances. Instrumentation is dictated by jazz ensemble standard scoring: saxophone, trumpet, trombone, guitar, electric bass, piano and drum set and may be supplemented with vibraphone, flute and clarinet

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

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

Concert Chorus is a year-long vocal music ensemble open to all students and may be repeated throughout high school. Students develop sight-reading, analytical skills, and vocal technique while maintaining vocal health. Through studying and performing various music literature, they synthesize knowledge and personal experiences to create music. Leadership opportunities include choral manager, stage manager, music librarian, section leaders, and narrators. As a performing arts course, regular participation in school and community concerts, adjudications, and rehearsals, during and after school, is required and graded as summative assessments. Personal practice outside of class is also mandatory and graded as formative assessments.

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 and 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 an advanced performance class with the prerequisite of successfully completing the full year course known as Piano III. In Piano IV, students will continue to work independently to refine performance skills, expand technical knowledge and abilities, build a repertoire of performance pieces, and further their studies in music theory. As the year progresses, the culmination of these studies will allow students to gain the level of advanced in their ability to compose music while attaining the level of advanced in their ability to analyze music.

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.Stage Technology incorporates the exploration of the various duties of stage technicians and their contribution to a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; costume and makeup considerations and selection; theater safety; and the function of technical stage personnel in production work. Technical theater will incorporate academic study and hands-on application of knowledge and skills.

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 theater 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

Foundational Art is a full year course required for all entry level art students. From the onset, this course scaffolds the understanding of artistic terminology, technical skills, media use and essential studio practices through a structured progression. Interactive lesson presentations are regularly coupled with step-by-step teacher demonstrations that segue into guided assignments. As a two dimensional arts course, portfolio based assignments emphasize the traditional applications of ink drawing styles, preliminary sketching techniques, fundamental life drawing principles, refined pencil rendering, direct painting approaches, and mixed media illustration. Students are specifically guided through the major artistic elements and design principles needed for effective picture making. Emphasis is further placed on the study of picture composition, fundamentals of linear perspective, and basic color theory.

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

AP (Advanced Placement) Drawing is a program administered by the College Board to provide highly motivated students with an opportunity to earn college credit in art with a drawing focus. This course operates at a college level and expects both the creative and systematic study of conceptual and formal issues relating to drawing. Students will be provided with an environment that fosters artistic growth, work ethic and independent focus. The use of mark making, line, surface, space, light and shade, and composition will be developed over the full course duration. Students are expected to strive towards mastery and develop a true understanding of art making as an ongoing process. This course is structured to keep students in the mindset of continual production, as to achieve excellence in both preliminary and final artworks. Students will commit time both in and out of the class and be encouraged to make informed decisions based on the artistic approaches and techniques previously learned. The final portfolio submission will include two distinct parts. The first part will epitomize five selected works that represent a direct relationship to a particular topic, theme or subject matter. These five works should retain the highest quality within the portfolio and demonstrate advanced drawing skills, a clear synthesis of materials, and well-developed concepts. The second part will include fifteen separate works that present the underlying processes used within the entirety of the Sustained Investigation (demonstrating drawing skills, developed technique, variation, revision, experimentation, as well as the continued synthesis of materials, processes, and ideas) of a particular topic, subject matter, and investigation of the student's choosing.

Digital Art & Design I

5.0 Credits VPA

This course is intended for learning the basics of graphic arts at a beginner level. This course will introduce students to the principles of design, research, creative thinking, concept development, and organization. Students will learn how to use digital editing programs such as Google Drawing, Canva, and Adobe Photoshop to create digital works of art. Utilizing the basics of art, students will sketch and draw in class to brainstorm ideas and push conceptual thinking. In this class, students will experience what it is like to work in a graphic arts studio.

There will be tight deadlines, project briefs, clients, mood boards, and peer critiques.

Digital Art & Design II
5.0 Credits VPA
Prerequisite: Digital Art & Design I

Students are exposed to an industry relevant experience through client oriented assignments. Building on the proficiencies learned in Digital Art & 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.

BUSINESS

Marketing
5.0 Credits CCS

The Marketing course is designed to prepare students to succeed as global citizens and for career opportunities in the 21st century. This course is focused on providing students with a foundation in basic marketing principles which will serve as a foundation for more advanced learning in the future. Students will develop transferable skills that apply to various real life situations, while obtaining foundational knowledge and skills leading to a postsecondary or career pathway reflecting individual talents, abilities, and interests. Learners will also enhance communication skills, social and emotional intelligence, and information management. Marketing provides students with a learning environment in which core business administration skills tier with marketing-specific skills and content. Marketing provides an integrated academic and career program of instruction that enables students to successfully prepare for 21st Century challenges in a global economy. Marketing encompasses topics such as: the U.S. economy and its role in global marketing, e-commerce, consumerism, product development, pricing, business competition, advertising, public relations, promotion and careers. Students acquire a strong foundation on how businesses use effective marketing strategies in the business world. This course is designed to educate students on the marketing process and designing and producing a successful product and service. Students will explore major marketing concepts, factors that affect the marketing process such as economics and social issues, and the process of developing an effective marketing mix.

Accounting
5.0 Credits CCS

Accounting will introduce students to the world of business through the prism of numbers, journals, transactions, and real-world applications. The field of accounting breaks down how businesses operate, generate revenue, and run day-to-day operations. Students will use content built on sound learning design principles, along with critical-thinking activities and twenty-first century skills, to understand how accounting fits into the global business landscape. Accounting students will learn how to journalize business transactions using GAAP standards, how corporations and partnerships form and operate, about the ever-changing and ever-growing career opportunities within the field of accounting, and much more.

Personal Finance
2.5 Credits FEBE

The Personal Finance course is designed to assist students with making choices now and in the future that will affect their outlook with regards to finances, careers, schooling, relationships, and independent living. The intent of this course is to meet the following goals: assist students in recognizing the importance of being financially literate; understand they are affected economically by the decisions they make; and enhance awareness of how

building character contributes to becoming more well-rounded and responsible citizens. Students are expected to work in groups as well as independently and will actively engage in the learning by completing activities, assignments and assessments. Throughout each unit, students will engage in cooperative learning and peer discussion as well as participate in real world application through the use of technology, critical thinking and problem solving. A variety of student centered, "learn-by-doing" activities and projects will be utilized to enable students to apply concepts and skills learned by creating documents using the Google Apps platform and other digital applications. The curriculum is aligned to the 2020 New Jersey Student Learning Standards for Personal Financial Literacy.

Personal Finance
NCAA 5.0 Credits FEBE

The Personal Finance course is designed to assist students with making choices now and in the future that will affect their outlook with regards to finances, careers, schooling, relationships, and independent living. The intent of this course is to meet the following goals: assist students in recognizing the importance of being financially literate; understand they are affected economically by the decisions they make; and enhance awareness of how building character contributes to becoming more well-rounded and responsible citizens. Students are expected to work in groups as well as independently and will actively engage in the learning by completing activities, assignments and assessments. Throughout each unit, students will engage in cooperative learning and peer discussion as well as participate in real world application through the use of technology, critical thinking and problem solving. A variety of student centered, "learn-by-doing" activities and projects will be utilized to enable students to apply concepts and skills learned by creating documents using the Google Apps platform and other digital applications. The curriculum is aligned to the 2020 New Jersey Student Learning Standards for Personal Financial Literacy.

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

The Tech Apps course serves as an introductory course to the history of technology, the impact on society, and introduction to basic technology skills that are beneficial to students in not only their educational journey, but promote future ready skills as well. Students will engage in the latest methods for creating, editing, revising, enhancing, and managing documents using Microsoft Office Suite and Google Apps. Its primary goal is to equip students with the essential skills and knowledge needed to effectively utilize computers in their personal life, educational journey, and future workplace. The course encourages both group and independent work, engaging students in active learning through practice activities. Each unit involves cooperative learning, peer discussions, and real-world applications, integrating technology, critical thinking, and problem-solving.

CONSUMER SCIENCE

Foods for Healthier Living I
5.0 Credits CCS

Foods for Healthy Living helps students learn how to make healthy food choices for their lifestyle. 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 food 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

Foods II: Global Gourmet will provide students the opportunity to experience and prepare global cuisine, and learn how cuisine and food preferences are shaped by culture, tradition, and geography. Students will learn about the science behind food and the use of spices to create flavor profiles. Lab experiences with recipes will span all seven continents and there will be a focus on balancing nutrition for wellness. Students will expand on their basic culinary skills and continue to build healthy work habits, practice kitchen organization and keep sanitary workspaces. Foods I is a prerequisite for taking this course.

Early Childhood Development I
2.5 Credits CCS

Early Childhood Development I is a course designed to provide high school students with a greater understanding of parenting readiness, conception and pregnancy, fetal development and preparing to give birth. A great deal of emphasis is placed on knowing when to have a baby, how pregnancy occurs, healthy prenatal care, as well as healthy fetal development. This course teaches students about their choices regarding types of doctors, labor and delivery options. Topics such as Postpartum Depression, Autism, birth defects and things to avoid during pregnancy for optimum fetal growth and development are topics that require students to research and think critically about. The course offers students hands-on and simulation experiences to broaden their depth of knowledge and provide real time challenges in regards to child birth and care.

Early Childhood Development II
2.5 Credits CCS

Understanding childhood development through psychology and physical skills will help in providing proper care for parents, children, and caregivers. Early Childhood Development II will provide students the opportunity to study, analyze, and discuss physical, intellectual, emotional and social growth related to childhood development. This course will continue where Early Childhood Development I finished and is 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

Creative Sewing provides students with a wide variety of sewing and craft related experiences within the area of visual arts. Students will understand how to operate sewing machines and gain life preparation skills in order to be able to design, measure, sew and create a variety of fabric based art forms, such as pillows, aprons, tote bags and stuffed animals. Participants will also be engaged in projects such as an end of year fashion show, fabric swatch collections, and SEL embedded practices while demonstrating presentation, technology and critical thinking skills. Students will also be able to express how they feel, while interacting with peers, in a safe classroom environment.

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

Carpentry III
5.0 Credits CCS
Prerequisite: Carpentry II

Students will build a skill set that includes framing, estimating, and interior finishing. They will build structures using a wide variety of professional tools and carpentry materials. Students will learn about building codes and planning and zoning regulations. Students will learn how to estimate both materials and construction costs, as well as demonstrate and articulate positive customer relations in preparation of a future apprenticeship in the field.

WORK STUDY

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 will 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
NCAA 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 pg 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 date, 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 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 & Film II
2.5 Credits CCS
Prerequisite: TV & Film I

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 & Film III
2.5 Credits CCS
Prerequisite: TV & Film 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.

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

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
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, Nietzche, & 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

History of Long Branch
NCAA 5.0 Credits GE

In this course, students will explore the rich history of Long Branch from its beginnings to the current day. Students will examine numerous events in the city's history that have contributed to the shaping of the city in our modern world. Students will consider the various economic, social, political, and environmental factors that historically and currently impact the city of Long Branch using archival objects, maps, and primary sources to deepen their understanding. Each year students in this course will conduct interviews with members of our community based on the topic for the year. The interviews may be done using video or audio recording devices and will be made available for future reference and research.