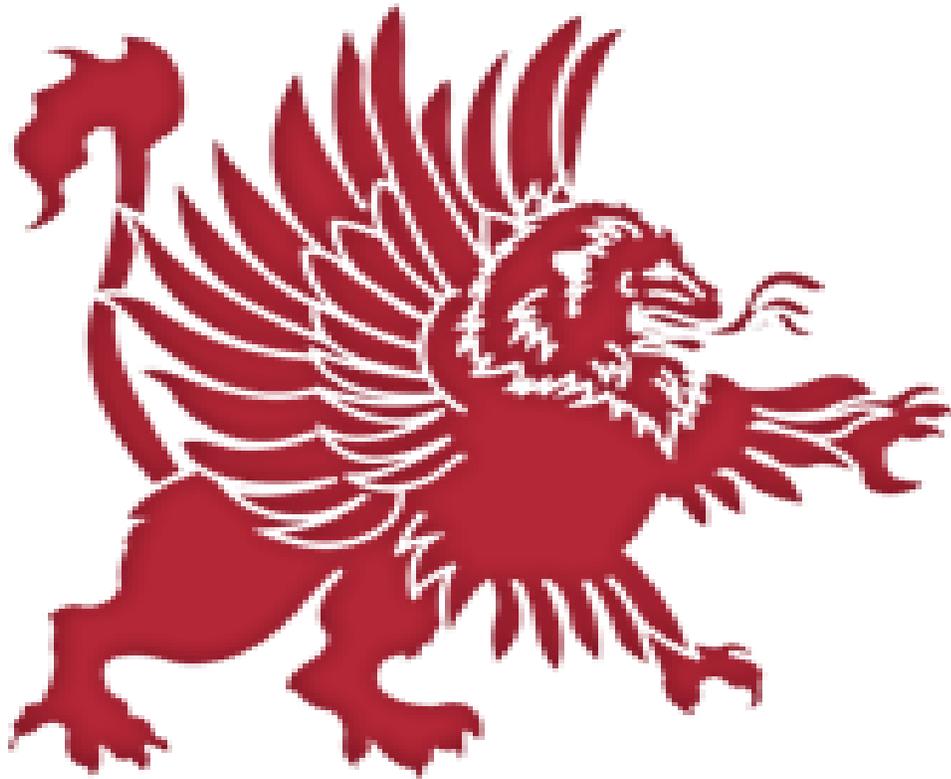


Willingboro High School  
Program of Studies  
2019 - 2020



Willingboro High School  
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## **WILLINGBORO HIGH SCHOOL**

### **PROGRAM OF STUDIES 2019- 2020**

## **INTRODUCTION**

### **BOARD OF EDUCATION**

- Dennis Tunstall, Board President
- Grover McKenzie, Board Vice President
- Tonya Brown
- Kimbrali Davis
- Laurie Gibson-Parker
- Alexis Harkley
- Gary Johnson
- Debra Williams
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### **SUPERINTENDENT OF SCHOOLS**

- Dr. Ronald G. Taylor

### **WILLINGBORO HIGH SCHOOL**

#### **ADMINISTRATION**

- Kimberly Ash, Principal
- Harold Booker, Assistant Principal
- Philip Crisostomo, Assistant Principal
- Theresa Hipplewith, Assistant Principal
- Leon Owen, Athletic Director

# **WILLINGBORO SCHOOL DISTRICT MISSION & VISION STATEMENTS**

## **Mission Statement**

The mission of the Willingboro School District is to successfully educate all students through high expectations, a commitment to excellence, and equal access to a comprehensive educational program, emphasizing the belief that all students will learn and become responsible, literate, thinking and contributing members of society.

## **Vision Statement**

In our vision for the future, our key word is ALL. No longer can any school district shoulder the entire responsibility for the education and social well being of our children. Rather, we must ALL work together and share in that responsibility. Our strength will be a collective strength; with students, families, communities, the Board of Education, teachers, support staff, administrators, and local business all working together to improve learning and teaching in the Willingboro Public School District. Critical decisions that impact all of us will be shared decisions.

In our vision, we see families actively involved in our children's learning; sharing their own knowledge and expertise, helping teachers, tutoring students, and when appropriate, learning alongside students. We see family members who feel comfortable visiting classrooms and talking with school personnel but are also willing to help us teach our students outside classroom walls. We see each school community as an extended family in which we ALL look out for each other's children and ALL help each other learn and grow.

In our vision, we see teachers as adult learners who have the administrative support, the professional obligation, to become education leaders. Our teachers will have more time: time to share and collaborate with each other, time for thoughtful reflection and careful planning, time to work more closely with students on an individual basis, and time to become more involved in the community. Our teachers will be actively involved in making decisions that directly affect them: decisions about staff development, curriculum development, scheduling, and allocation of resources.

In our vision, we see students as both ambassadors of their culture and as citizens. In our schools students learn about social climate while they learn the contents and skills they will need to be self-sufficient and responsible world citizens. Our schools celebrate the differing "gifts" bestowed upon our students. We acknowledge and accommodate different interests, different learning styles, different learning rates, different kinds of intelligence, and different ways of knowing. Above all, however, we expect the very best from all of our students because we know that they are capable; and so do they.

In our vision, we see school facilities which are technologically state of the art. We see computer terminals at every desk and we see technology used as an important instructional tool to achieve excellence. In our schools, we stress that ALL members of the school family should be technologically literate. Our schools will see sufficient resources to provide inviting facilities, adequate equipment, and a student / teacher ratio that affords each student the opportunity to achieve his/her maximum potentials. Our schools will encourage and foster an atmosphere which values excellence, discipline and mutual respect.

## **GENERAL INFORMATION**

It is the Willingboro Board of Education's policy to prohibit discrimination based on race, color, religion, creed, national origin, ancestry, marital status, gender, age, disability, sexual orientation or any other state and federally protected classifications. Applicants must provide proof of eligibility for appropriate New Jersey certification when certification is required by the position. Additional information and application forms are available from the Human Resources Department, Willingboro Township Public Schools, 440 Beverly-Rancocas Road, Willingboro, New Jersey 08046 (609-835-8600).

## **NON-DISCRIMINATION/EQUAL EDUCATIONAL OPPORTUNITY**

File:5145.4

The Willingboro Board of Education declares its intention to offer each child in its public schools equal educational and vocational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, handicap, social or economic status or any other federally/state protected classification. The implementation of this policy shall be in accordance with Federal Guidelines under Chapter 504, Title IX of the Educational Amendments of 1972, and NJSA 18A:36-20, as well as NJAC 6:4-1.3.

In order to achieve the goal of equal educational opportunity, the Board directs the superintendent of schools to assume the responsibility of coordinating all implementation activities to insure an Affirmative Action Program in the schools.

DATE ADOPTED: 11/01/1982

DATE REVISED: 8/15/1983

12/15/2003

LEGAL REF: NJAC 6:8-3.5(a9)

NJAC 6:4-1.3

NJSA 18A:36-20

Chapter 504

# PROGRAM PLANNING

## Course Selection Process

This carefully prepared course guide is a major reference guide for students, their parents, and the school staff. It can assist students' educational and career planning. Before making any choices, all students should re-examine their abilities and goals. Present and past academic record is a logical indicator of capabilities. Planning an individual student program of studies requires a cooperative effort between home and school. It is extremely important to plan a program of studies that is academically challenging. By planning a rigorous academic program, students will learn not only the skills but also the content necessary to complete in this technologically advanced, ever changing world. Each family should take into account interests, abilities, and attainable goals for their academic program. Prior to course selection, students should seek out the most informed resources available to assist in program planning. Parents, teachers, and school counselors can help in selecting courses that are meaningful and useful for the student. Requirements for college, employment, military, and vocational training are all subject to change; as a result, students and parents should frequently evaluate long-term and short-term goals. It is also important for all students to realize that the decisions made now will affect all future plans. With this in mind we say, "Choose your Courses Wisely."

## Steps for Selecting Your Program at Willingboro High School

### Step 1

This Program of Studies will be uploaded on the [district website](#). Additional copies of the curriculum guide will be located in the high school counselor office. We ask that students and parents carefully review it.

### Step 2

Families will log into the Genesis Parent Portal and follow the provided step-by-step instructions for Course Selection. Counselors will then schedule follow-up meetings as needed with students. Changes to a student's schedule may occur if a course is required or the student does not have the necessary prerequisite courses.

### Step 3

Parents may contact counselors to discuss particular courses or provide further input into their child's schedule.

### Step 4

Requests for schedule changes are permitted only on a limited and individual basis. Also note that students who fail a required course are required to repeat that particular course.

### Please Note:

Low enrollment may cause cancellation of courses in this catalogue.

No schedule changes are permitted after the 21st day of the start of the course.

# GRADUATION REQUIREMENTS

## NJ State Minimum\* Graduation Requirements by Content Area

NJ DEPARTMENT OF EDUCATION REQUIRED ASSESSMENTS	Class of 2016, and on
ENGLISH/LANGUAGE ARTS LITERACY	20 credits aligned to grade 9 through 12
MATHEMATICS	15 credits including algebra I and geometry or the content equivalent**, and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21 <sup>st</sup> century careers
SCIENCE	15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
SOCIAL STUDIES	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings
FINANCIAL, ECONOMIC, AND ENTREPRENEURIAL LITERACY	2.5 credits
PHYSICAL EDUCATION, HEALTH AND SAFETY	A minimum of 3.75 credits in physical education, health & safety* during each year of enrollment, distributed as 150 minutes per week
VISUAL AND PERFORMING ARTS (Art, Music, Drama, Dance)	5 credits
ELECTIVES	15 credits
WORLD LANGUAGES	5 credits
21ST CENTURY LIFE AND CAREERS (Family/Consumer Science, Business Administration & Technology, Technology Education)	5 credits
TOTAL CREDITS (State Minimum)	120***

\*School districts may establish course and/or credit requirements which exceed the State minimums.

\*\* "Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with N.J. State Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.

\*\*\*The 120 credit total is greater than the sum of the individual requirements above, to allow for student electives.

## ELA and Math Assessment Graduation Requirements for the Classes of 2019 and 2020

*This document reflects the high school graduation assessment requirements for the Classes of 2019 and 2020, pursuant to a consent order received by the NJDOE from the Appellate Division of the New Jersey Superior Court. The requirements for the Class of 2019 remain unchanged from the requirements that have been effective since September 6, 2016. However, the requirements for the Class of 2020 were modified through the consent order. Please note the cut scores listed below are the same cut scores that were available to the Class of 2018.*

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<b>First Pathway:</b> <b>Take and Pass a PARCC/NJSLA Test</b>	NJSLA/PARCC ELA Grade 9 $\geq$ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 10 $\geq$ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 $\geq$ 725 (Level 3)	PARCC Algebra I $\geq$ 750 (Level 4), <i>or</i> PARCC Geometry $\geq$ 725 (Level 3), <i>or</i> PARCC Algebra II $\geq$ 725 (Level 3)
<b>Second Pathway:</b> <b>Meet Designated Cut Score on One of the Alternative Assessments</b>	SAT Critical Reading (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) $\geq$ 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT Reading or ACT PLAN Reading <sup>2</sup> $\geq$ 16, <i>or</i> ACCUPLACER WritePlacer $\geq$ 6, <i>or</i> ACCUPLACER WritePlacer ESL $\geq$ 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Reading <sup>2</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31	SAT Math (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) $\geq$ 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT or ACT PLAN Math <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER Elementary Algebra $\geq$ 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) <sup>2</sup> $\geq$ 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Math <sup>2</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31
<b>Third Pathway: Portfolio Appeals</b>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

# Prerequisites, Advanced Placement Courses, Honors Courses & the College Acceleration Program

## Prerequisites

Counselors will guide students into proper placement for courses based on established prerequisites. Whenever prerequisites are not applicable, counselor and teacher recommendation should be adhered to. However, if the student did not meet the expectations that have been established for a course, but would like to challenge themselves beyond the WHS recommendation, an in-person meeting can be arranged with the School Counselor and Building Administrator. In order to maintain balanced class sizes and consistent learning environments, deadlines will be strictly adhered to and level changes, if waiver is approved, will be subject to supervisor approval.

## Advanced Placement

Advanced Placement courses are college freshman level courses and will lead to taking the Advanced Placement Examination given each spring for college credit or placement. **Willingboro High School students who are enrolled in AP courses are REQUIRED to take the AP exam in May.**

## Honors Courses

Honors courses are designed for students who wish to challenge themselves academically and desire a rigorous program of study. Students are selected to take these courses based upon assessment data as well as grades in preliminary courses.

## College Acceleration Program (C.A.P.)

This is a partnership between Rowan College at Burlington County College (RCBC) and the Willingboro Township School District to grant college credit for the completion of Willingboro High School select course work. All WHS courses designated with “*C.A.P. Program*” next to the course name are eligible for dual credit.

## Eligibility

1. Student must be currently enrolled at Willingboro High School
2. Student must receive a grade of “C” or better in the designated course in order to receive college credit.

## Registration & Fee

The C.A.P. student registration application will be due in the School Counseling Office in the Fall (date subject to change). Please follow up with your counselor. C.A.P. courses are associated with fees established by RCBC. The payment is non-refundable once the funds are sent from WHS and must be paid by cash or money order payable to Burlington County College.

# COURSE DESCRIPTIONS BY DEPARTMENT

## ENGLISH DEPARTMENT

### **Foundations of Literacy**

**5.0 Credits**

*(Prerequisite: Placement based on Grades, Assessment Data and Teacher Recommendation)*

Foundations of Literacy is intended for students who are prepared to begin their exploration of high-school level literature, language and composition. The course focuses on mastery of the skills, techniques, and concepts necessary for success in future English courses.

### **English I**

**5.0 Credits**

#### **English I Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in English 8, Teacher Recommendation, NJSLA Data)*

This is a comprehensive year-long freshman survey of the elements of literature, language, and composition. The aim of this course is to improve students' control of the skills of communication, reading, writing (narrative writing, argumentative writing) speaking, listening and viewing – and to help them appreciate a wide selection of readings that increase students' understanding and appreciation of literature.

### **English I Lab (NEW)**

**5.0 Credits**

*(Prerequisite: Concurrent enrollment in English I; Placement based on Grades, Assessment Data and Teacher Recommendation)*

English I Lab is a year-long developmental literacy course that is designed to prepare English I students with the necessary knowledge and skills to succeed.

### **English II**

**5.0 Credits**

#### **English II Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in English I or 80 or above in English I H, Teacher Recommendation, NJSLA Data)*

This year-long sophomore course continues to explore the elements of literature, language, and composition begun in 9th grade. Examples of the major literary genres are studied along with an emphasis on the development of the expository essay. Students are expected to write arguments to support claims in an analysis of substantive topics or texts, and to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Additionally, students will conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### **English II Lab (NEW)**

**5.0 Credits**

*(Prerequisite: Concurrent enrollment in English II; Placement based on Grades, Assessment Data and Teacher Recommendation)*

English II Lab is a year-long developmental literacy course that is designed to prepare English II students with the necessary knowledge and skills to succeed.

**English III**  
**English III Honors**

**5.0 Credits**  
**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in English II or 80 or above in English II H, Teacher Recommendation, NJSLA Data)*

This year-long junior course continues to explore the elements of literature, language, and composition in 10th grade. Examples of the major literary genres are studied along with an emphasis on the development of the expository essay. Students are expected to write arguments to support claims in an analysis of substantive topics or texts, and to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Additionally, students will conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**English IV**  
**English IV Honors**

**5.0 Credits**  
**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in English III or 80 or above in English III H, Teacher Recommendation, NJSLA Data)*

This year-long senior course continues to explore the elements of literature, language, and composition in 11th grade. Examples of the major literary genres are studied along with an emphasis on the development of the expository essay. Students are expected to write arguments to support claims in an analysis of substantive topics or texts, and to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Additionally, students will conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Creative Writing Seminar (NEW)**

**5.0 Credits**

*(Prerequisite: Successful completion of English I and English II)*

This year-long elective course allows students to explore writing as art. Students will read, analyze, and create works of fiction, non-fiction, drama, and poetry. Throughout the semester, the student will compile a portfolio of his/her best work. The course culminates in presentations of original manuscripts of poetry, prose, and/or criticism that demonstrate the student's growth. This course provides the time, space, materials, instruction, and skills necessary to pursue meaningful creative writing to fulfill academic and/or intrinsic goals.

**Drama I (NEW)**

**2.5 Credits**

This semester-long elective course provides students with a foundation in the appreciation of theater and performance as an art form. Students will act, direct, or be technically involved in scenes and one-act plays. They will read, write and evaluate acts as well as view and critique electronic and live performances. History and culture will be central themes in the course. Through the course, students will grow in their ability to understand a variety of world views and expand their abilities to communicate effectively.

## **Journalism (NEW)**

**5.0 Credits**

*(Prerequisite: Successful completion of English I & English II)*

In this year-long elective course, students will learn to write and analyze the traditional core forms of journalism: news stories, feature stories, sports stories, the opinion column, and the editorial. While writing these forms, students will also study how codes of ethics and press law guide journalistic practice. Students will practice journalistic skills such as copyediting, interviewing, and meeting deadlines. As part of this course, students will create a quarterly newspaper for schoolwide distribution.

## **AP English Language and Composition (Eligible for CAP Program)**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in English II or III or 80 or above in English II H or III H, Teacher Recommendation, NJSLA Data)*

Advanced Placement English Language and Composition is a year-long college level course with curriculum and pacing set by the College Board. In this course, students will strengthen the effectiveness of their writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing arguments. They will also become critical readers of predominantly nonfiction works, including expository, argumentative, analytical, and personal texts from various authors and time periods. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

## **AP English Literature and Composition (Eligible for CAP Program)**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in English II or III or an 80 or above in English II H or III H, Teacher Recommendation, NJSLA Data)*

Advanced Placement English Literature and Composition is a year-long college level course with curriculum and pacing set by the College Board. This course engages students in the careful reading and the critical analysis of imaginative literature. Students will also be expected to access and respond to literary criticisms, as well as access and synthesize information from reliable and credible sources, demonstrating mastery in research skills and writing conventions as cited in the Modern Language Association. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

## **ESL**

**5.0 Credits**

*(Prerequisite: Teacher Screening, ACCESS Data)*

ESL, or English as a Second Language, is a year-long multi grade-level program for teaching English to non-native speakers. In this program, students are helped to use English actively in speaking and writing and to comprehend English that is spoken or written. Students work to develop academic proficiency in the four skills of listening, speaking, reading and writing. The ESL program is individualized for students dependent on their placement exam evaluation and previous course history and experience. The goal is for students to eventually move into mainstream classes. Student schedules will be crafted based on placement decisions and graduation requirements. These will be monitored throughout the school year to support proficiency and development.

## MATHEMATICS DEPARTMENT

### **Foundations of Algebra**

**5.0 Credits**

*(Prerequisite: Placement based on Grades, Assessment Data and Teacher Recommendation)*

Foundations of Algebra is intended for students who are prepared to begin their exploration of Algebra I and to obtain mastery of the skills, techniques, and concepts necessary for success in future mathematics courses. Students will develop concepts numerically, graphically, and analytically. Real-world applications will be explored throughout the course.

### **Algebra I**

**5.0 Credits**

#### **Algebra I Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Math 8, Teacher Recommendation, NJSLA Data)*

Algebra I is the first year-long course in the college preparatory program in Mathematics. Emphasis is placed upon the development and understanding of the real number system and the basic structure of Algebra. Also, the course helps students develop an appreciation for logical problem-solving and deductive reasoning as well as precision in the communication of mathematical ideas and its context to real world.

### **Algebra I Math Lab (NEW)**

**5.0 Credits**

*(Prerequisite: Concurrent enrollment in Algebra I or Foundations of Algebra I; Placement based on Grades, Assessment Data and Teacher Recommendation)*

Math Lab is a year-long developmental math course that is designed to prepare Algebra I students with the necessary knowledge and skills to succeed.

### **Geometry**

**5.0 Credits**

*(Prerequisite: Successful Completion of Algebra I)*

#### **Geometry Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Algebra I or 80 or above in Algebra I H, Teacher Recommendation, NJSLA Data)*

Geometry is the second year-long course in the college preparatory program in mathematics. A strong background in Algebra I is required from the beginning of the course. It combines the essential elements of plane geometry and the basics of solid geometry. Strong emphasis is placed on deductive reasoning and writing original proofs. In addition, the student is given the opportunity to develop powers of spatial visualization, strengthen basic algebraic skills, and learn to use precise and clear mathematical language.

### **Geometry Math Lab (NEW)**

**5.0 Credits**

*(Prerequisite: Concurrent enrollment in Geometry; Placement based on Grades, Assessment Data and Teacher Recommendation)*

Math Lab for Sophomores is a year-long developmental math course that is designed to assist Geometry students with the necessary knowledge and skills to succeed.

## **Algebra II**

**5.0 Credits**

### **Algebra II Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Geometry or 80 or above in Geometry H, Teacher Recommendation, NJSLA Data)*

Algebra II is the third year-long course in the regular college preparatory program in mathematics. The course reviews basic terminology, concepts, skills, and applications of Algebra I and Geometry. Algebra II furthers the development of working with Algebra I concepts with new major topics expanding the students' knowledge of Algebra and preparing them for higher level mathematics courses. These major topics include: Polynomial, Rational, and Radical Relationships; Trigonometric Functions; Exponential and Logarithmic Functions; and Inferences and Conclusions from Data. Throughout the course, students use scientific and graphing calculators as a tool for processing data, performing calculations, and exploring.

## **Pre-Calculus**

**5.0 Credits**

*(Prerequisite: Final Grade of 80 or above in Algebra II, Teacher Recommendation, NJSLA Data)*

### **Pre-Calculus Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Algebra II or 80 or above in Algebra II H, Teacher Recommendation, NJSLA Data)*

This upper level year-long course covers all the fundamental topics that prepare students for Calculus. Upon entering this course, students must have a strong working knowledge of the mechanics of Algebra II, and be able to grasp the more theoretical concepts that form the foundation for Calculus. Emphasis is on problem solving and the study of relations, functions, equation solving, and graphing. Topics include Complex numbers and Transformations; Vectors and matrices; Radical and Exponential Functions; Trigonometry; and Probability and Statistics.

## **Statistics, Data Analysis & Probability (NEW)**

**5.0 Credits**

*(Prerequisite: Successful Completion of Algebra I and Geometry)*

In this year-long course, strong emphasis is placed on the applications and the thinking behind data gathering and interpretation, rather than on theory and computation. (This course is not intended to prepare students for the AP exam in Statistics.) Students will learn about statistics and data by working with data. The use of graphing calculators will be incorporated throughout the course. This approach reflects the way real-life statisticians contribute to our understanding of the world. It will also help students be more discerning consumers of statistics, teaching them to look closely at what the numbers from surveys, election polls, and medical studies are really saying.

### **Advanced Placement Calculus AB (*Eligible for CAP Program*)**

**5.0 Credits**

*(Prerequisite: Final Grade of a 90 or above in Pre-Calculus or 80 or above in Pre-Calculus H, Teacher Recommendation, NJSLA Data)*

Advanced Placement Calculus AB is a year-long college level course with curriculum and pacing set by the College Board. Topics covered include: properties of functions and graphs, limits, continuity, derivatives, integrals, and their applications. The use of the graphing calculator is critical to this course. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

### **RCBC Math 075**

**5.0 Credits**

*(Prerequisite: Administrative Recommendation,, Teacher Recommendation, NJSLA Data)*

MTH 075 is a year-long developmental math course that is designed to prepare seniors with the necessary knowledge and skills to succeed in a college level math course. The course is taught in high school, by high school faculty, using RCBC curriculum and materials. **This course is not eligible for credits at RCBC.** However, successful completion of this course will students to jump right into a college level, credit earning class at RCBC.

## SCIENCE DEPARTMENT

### **Biology**

**5.0 Credits**

### **Biology Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Science 8, Final Grade of 90 or above in Math 8 or 80 or above in Algebra I Grade 8, Teacher Recommendation, NJSLA Data)*

Biology is the first year-long laboratory course in the college preparatory program in Science. A detailed study of biological systems and principles will be reinforced by laboratory experiences including dissection. Topics of study will include characteristics of life—genetics, evolution, biochemistry, plants, animals, and select areas of interest to be determined during the course. The internet and virtual labs will be utilized when appropriate to maximize the students' learning experiences.

### **Chemistry**

**5.0 Credits**

*(Prerequisite: Successful completion of Biology or Biology H, as well as Algebra I or Algebra I H)*

### **Chemistry Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Biology or 80 or above in Biology H, Final Grade of 90 or above in Algebra I or 80 or above in Algebra I H, Teacher Recommendation, NJSLA Data)*

Chemistry is the second year-long laboratory course designed to engage students in the consistent application of science practices and mathematical skills to explore and study measurement, matter, the mole, atomic theory, the gas model, kinetic theory, liquids and solids, the periodic table, chemical equations, chemical bonding, and descriptive chemistry. Students will collaborate with their peers to conduct various laboratory investigations, problem solve and find “real world” applications. Projects, demonstrations, internet assignments, and independent research will be utilized when appropriate to maximize the learning experiences of the students. A scientific calculator will be essential for success in this course.

### **Geoscience**

**5.0 Credits**

*(Prerequisite: Successful completion of Chemistry or Chemistry H)*

### **Geoscience Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Chemistry or 80 or above in Chemistry H)*

Geoscience is the third year-long laboratory course in which students will explore the structure and function of ecosystems, the impact of pollution, alternative energy resources, biodiversity, sustainability and global issues as they pertain to economic and natural resources. Students will engage in outside and laboratory investigations, readings, discussions, and projects in order to gain an understanding of the interrelationships within the natural world, analyze environmental problems both natural and human-made, assess the associated risks and make informed and evidence-based decision when confronted with business, ecological, political, or consumer choices.

### **Physics**

**5.0 Credits**

*(Prerequisite: Successful completion of Geoscience or Geoscience H)*

### **Physics Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Geoscience or 80 or above in Geoscience H, Teacher Recommendation, NJSLA Data)*

This year-long laboratory-based upper level course provides an in-depth study and analysis of Physics concepts.

It is designed for students who excel in science and math and who enjoy a challenging learning environment. The course will include numerous demonstrations, lectures, student discussions, and extensive laboratory work. The topics studies will include: one and two dimensional motion, Newton's Laws, kinetic and potential energy, energy waves, light and electricity.

### **Anatomy and Physiology**

**5.0 Credits**

*(Prerequisite: Successful completion of Biology or Biology H, Chemistry or Chemistry H, and Geoscience or Geoscience H)*

Anatomy and Physiology is a year-long course for 12th Grade students interested in pursuing a post-secondary education and/or career in health-related field. The course is a strenuous survey of human anatomy that parallels anatomical characteristics of other animals. The course focuses on anatomical terminology, anatomical identification, and physiological processes of human body systems.

### **AP Biology (Eligible for CAP Program)**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Biology or 80 or above in Biology H, Teacher Recommendation, NJSLA Data)*

Advanced Placement Biology is a year-long college level course with curriculum and pacing set by the College Board. This course examines the core scientific principles, theories, and processes governing living organisms, biological systems, and natural phenomena. Students will understand key science practices that they can use to develop explanations and predictions of natural phenomena, which you will test and refine through laboratory investigations. Develop advanced reasoning and inquiry skills as you design experiments, collect and analyze data using mathematics and other methods, and interpret that data to draw conclusions. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

### **AP Chemistry (Eligible for CAP Program)**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in Biology or Chemistry or Final Grade of 80 or above in Biology H or Chemistry H, Teacher Recommendation, NJSLA Data)*

Advanced Placement Chemistry is a year-long college level course with curriculum and pacing set by the College Board. The content includes advanced concepts in atomic structure, chemical bonding, molecular structure, equilibrium, kinetics, thermodynamics, electrochemistry, and analytical techniques. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

### **AP Physics (Eligible for CAP Program)**

**5.0 Credits**

*Final Grade of 90 or above in Geoscience or Final Grade of 80 or above in Geoscience H, Teacher Recommendation, NJSLA Data)*

Advanced Placement Physics is a year-long college level course with curriculum and pacing set by the College Board. This course will include dynamics, statics, rotational motion, angular momentum, electromagnetic waves, electromagnetic induction and selected topics in astrophysics and modern physics. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

## **SOCIAL STUDIES DEPARTMENT**

### **World History**

**5.0 Credits**

### **World History Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in SS8, Final Grade of 90 or above in English 8, Teacher Recommendation, NJSLA Data)*

World History is a year-long course intended for all freshmen. It will fulfill the New Jersey graduation requirement of a one-year study of World History. World History presents a chronological account of World History from the Renaissance and Reformation, with an emphasis on those societies that have had the greatest impact on modern times. This course will present the political, economic, and social development of world cultures, the influence of geography on those cultures, the growth of science and technology, and the effect of contact between cultures.

### **United States History I**

**5.0 Credits**

### **United States History I Honors**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or above in World History or 80 or above in World History H;  
Final Grade of 90 or above in English 9 or an 80 or above in English 9 H, Teacher Recommendation, NJSLA Data)*

This is the first year-long course of a two-year sequence that meets the state and local requirements for graduation. Through extensive use of primary source material this course investigates the American experience from Colonization to the early 20th Century. Featured events include the Foundations and Development of our Nation, the Civil War, the Industrial Revolution and the Progressive Era and US involvement in WWI.

### **United States History II**

**5.0 Credits**

*(Prerequisite: Successful Completion of US History I)*

This is the second year-long course of a two year sequence that meets the state and local requirements for graduation. Through extensive use of primary source material this course investigates the American experience during the past century. Featured events include the Roaring Twenties, the Great Depression, World War II, the Civil and Women's Rights Movements, the Vietnam and Persian Gulf Wars, and the wars in Iraq & Afghanistan, as well as trends in popular culture.

### **African American History**

**2.5 Credits**

*(Prerequisite: Successful completion of World History and US History I)*

In this semester-long elective course, students will examine the origins of African culture through to the present-day Black community in America. At the same time many social and political issues will be examined within the course structure. The importance of the Black culture and its cultural roots will be discussed on an ongoing basis. Emphasis is given to social, political and economic themes.

## **Holocaust/Genocide Studies**

**2.5 Credits**

*(Prerequisite: Successful completion of World History)*

This semester-long elective course is for upperclassmen who are interested in understanding the origins of genocide and the history of human conflict and human behavior. Current events, such as hate crimes and ongoing genocides in the world are addressed in this class. Our historical study of genocides begins with the Armenian Genocide and then transitions to the study of the Holocaust. Other genocides discussed include Cambodia, Rwanda, Darfur and Syria. Students leave with an understanding of the roots of prejudice and discrimination that exist in society and how to combat stereotypes, racism, prejudice, and hatred.

## **Political and Legal Education (*Eligible for CAP Program*)**

**2.5 Credits**

*(Prerequisite: Successful completion of US History I)*

This semester-long elective course is designed for students interested in pursuing a career in politics, law, government or public administration. The course studies the three branches of government: The Presidency, Congress and the Judicial Branch; in addition to examining the Constitution, Parliamentary Procedure and Civil Rights and Civil Liberties. Emphasis is placed on involvement in community, state and national affairs. Students are expected to participate through debates as well as take part in mandatory Model Congress competitions.

## **American History & Culture Through Film (NEW)**

**2.5 Credits**

*(Prerequisite: Successful completion of US I and either concurrent enrollment in US II or successful completion of US II)*

American History and Culture Through Film is a semester-long elective course that offers students of all academic levels an alternative way to view how and why America changed in the 18th through 21st Century. The films selected for this course will be chosen for their specific message, which typified the centuries and decades in which they were made. Through film analysis, students will gain insight into the social climate that existed during American historical events of these centuries.

## **AP United States History (*Eligible for CAP Program*)**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or higher in US I or 80 or higher in US 1H or Final Grade of 90 or higher in US II; Final Grade of 90 or above in English 10 or 11 or 80 or above in English 10H or 11H, Teacher Recommendation, NJSLA Data)*

Advanced Placement United States History is a year-long college level course with curriculum and pacing set by the College Board. In this course, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

## **AP European History (*Eligible for CAP Program*)**

**5.0 Credits**

*(Prerequisite: Final Grade of 90 or higher in World History or 80 or higher in World History H; Final Grade of 90 or higher in English 9 or 10 or 11 or 80 or higher in English 9H, 10H or 11H, Teacher Recommendation, NJSLA Data)*

Advanced Placement European History is a year-long college level course with curriculum and pacing set by the College Board. In this course, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

**PHYSICAL EDUCATION & HEALTH DEPARTMENT**

<b>Physical Education 9</b>	<b>3.75 Credits</b>
<b>Health 9</b>	<b>1.25 Credits</b>
<b>Physical Education 10</b>	<b>2.5 Credits</b>
<b>Health 10</b>	<b>1.25 Credits</b>
<b>Driver's Education</b>	<b>1.25 Credits</b>
<b>Physical Education 11</b>	<b>3.75 Credits</b>
<b>Health 11</b>	<b>1.25 Credits</b>
<b>Physical Education 12</b>	<b>5 Credits</b>

## VISUAL AND PERFORMING ARTS DEPARTMENT

**All performance policy courses require participation** in occasional after school, evening, and weekend rehearsals and performances. These courses do not meet the established criteria for extra-curricular activities.

### **Concert Choir**

**5.0 Credits**

*Performance Policy Course*

This year-long course is designed to develop good musical skills and a sound method of vocal production for voices in all ranges. This course will include the practice and performance of a varied repertoire of choral music. Small group lessons reinforce the course content and help address each student's personal vocal issues. No prior choral experience is strongly suggested, but not required.

### **Concert / Marching Band**

**5.0 Credits**

*Performance Policy Course*

This year-long course is designed to develop good musical skills and instrumental technical facility through study and performance of a varied selection of symphonic and marching band literature. Students are not required to attend weekly lessons, but will be held responsible for material presented during the lesson, including testing. Compliance with the Marching Band Attendance Policy (available from the Band Director) is a requirement. Students can participate in other school related activities and still elect this course. Students who wish to exercise this option are required to clear the procedure with the Band Director.

### **Orchestra**

**5.0 Credits**

*Performance Policy Course*

This year-long course is for students who play stringed instruments: violin, viola, cello, and bass. It is designed to develop good musical skills and technical facility through the study and performance of a varied selection of string and symphonic orchestral literature. The group may be expanded into a full symphony orchestra through the addition of winds and percussion selected from the band. Students are not required to attend weekly lessons, but will be held responsible for material presented during the lesson, including testing.

### **Percussion Ensemble**

**5.0 Credits**

*Performance Policy Course*

This year-long course is designed to develop good musical skills and percussive technical facility through the study and performance of a variety of symphonic, marching, and percussion ensemble literature. From this ensemble students will be assigned, by audition, as members of either the Concert or Advanced Bands. Compliance with the Marching Band Attendance Policy (available from the Band Director) is a requirement. Students can participate in other school related activities and still elect this course. Students who wish to exercise this option are required to clear the procedure with the Band Director.

**Jazz Band / Improv****5.0 Credits***Performance Policy Course**(Prerequisite: Successful audition with Band Director)*

This year-long course is designed for the serious performer on a jazz band instrument: Saxophone, Trumpet, Trombone, Piano, Bass, Guitar, Drums. Each student will study a variety of literature including swing, Latin, standards, and jazz/rock (fusion). Special emphasis will be placed on jazz improvisation and theory, with some written work required. Students in this course meeting eligibility and audition requirements will be given primary consideration for the “Jazz Ensemble”. In addition to the material above, all students are also members of the Marching Band and serve as additional musicians in the Advanced Band for concert purposes.

**Music Appreciation (Grades 11 & 12) (NEW)****2.5 Credits**

This semester-long elective class is for students who have an appreciation for music but don’t want to participate in performance-based course. The purpose of this course is to increase students’ musical awareness and give students the tools to actively listen to, discuss and critique various styles of music. Using appropriate music vocabulary, students will study and discuss a variety of musical genres including Classical, Jazz, Rock, Opera, Musicals, etc.

**Music Theory (Grades 11 & 12) (NEW)****2.5 Credits**

In this semester-long course, students will learn how to read, write, analyze, and perform music in preparation for music theory courses after high school. Music theory is a class designed for the advanced musician to more thoroughly understand the components of music and music composition. This class will enable the student to successfully complete basic college theory classes. Students will also be able to compose music and understand the guidelines used in music composed by others.

**Evolution of Hip Hop (Grades 11 & 12)****2.5 Credits**

This semester-long elective course examines the historical, social, political, and aesthetic roots of hip hop culture and music. In addition to analyzing hip hop music, the course will look at advertising, fashion, cinema, music video, and other cultural forms influenced by hip hop.

**Drawing & Exploration****2.5 Credits**

This semester-long elective course is an introductory course. Basic techniques, elements of Art are employed in drawing are introduced. Proper use of drawing media and composition is emphasizing to develop technical skills.

**Three-Dimensional Art and Design****2.5 Credits**

This semester-long elective course is designed as an introduction to three-dimensional art world, working with additive and subtractive techniques to explore various materials and mediums of production. Students will investigate problem solving techniques to create both representational and abstract art forms.

## **Drawing Experience and Painting**

**2.5 Credits**

*(Prerequisite: Successful completion of Three-Dimensional Art and Design or Drawing Exploration)*

In this semester-long elective course, more advanced techniques will be introduced that require above average abilities. Work in both the two and three-dimensional arena will be required, and Art History will be an integral part of the curriculum.

## **Studio Art I**

**2.5 Credits**

*(Prerequisite: Successful completion of Drawing Experience and Painting)*

Studio Art is a semester-long elective course designed for students who possess exceptional ability in all phases of art. This is an advanced level course encompassing painting, drawing, printmaking, commercial art, digital photography, and sculpture with an emphasis on Art History and research. This course is primarily for students intending to pursue a career in some phase of art. A community project and participation in community exhibits is a partial requirement for this course.

## **Studio Art II**

**2.5 Credits**

*(Prerequisite: Successful completion of Studio Art)*

Studio Art II is a semester-long elective course designed for students that are highly motivated and are seriously interested in the practical experience of art. This course consists of three sections of the Art Portfolio: Quality, Concentration and Breadth. Portfolio development is an ongoing process in which students are expected to use informed and critical decision making to develop their work. Students are expected to develop mastery in concept, composition, and execution of ideas.

## **Filmmaking I (NEW)**

**2.5 Credits**

In this semester-long elective course, students will learn the elements of shooting in a particular film style as well as translating literature into a visual medium. Students can produce either documentary or dramatic films, and both short subject and “Feature Length” will be possible. Film crew positions will be assigned as students assist each other with projects. Strict adherence will be paid to writing treatments, scripts and shooting scripts, directing talent for film, setting realistic shooting schedules, and the elements of budgeting a film.

## **AP Art History (NEW) (Eligible for CAP Program)**

**5.0 Credits**

*(Prerequisite: Final Grade of a 90 or above in World History or 80 or above in World History H;*

*Final Grade of 90 or higher in English 9 or 10 or 11 or 80 or higher in English 9H, 10H or 11H, Teacher Recommendation, NJSLA Data)*

This year-long course uses curriculum and pacing set by the College Board. The course examines creative works in the visual arts from the Paleolithic Age to the present. The major directions of painting, sculpture, and architecture in each culture are surveyed to grasp the significance of creative expression for the time period. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

## **21ST CENTURY LIFE AND CAREERS DEPARTMENT**

### **Personal Financial Literacy**

**2.5 Credits**

*(Graduation Requirement - recommended for Juniors)*

This semester-long required course for graduation addresses the need for all students to learn how to earn, invest, manage and save money. Through exciting, student-centered activities and projects that require 21st century skills, students will master career explorations, money management, credit, saving and investing, informed purchasing, civic financial responsibility and risk management.

### **Business Law**

**2.5 Credits**

In this semester-long elective course, students will be introduced to the origin of the U.S. legal system and will gain insight into business ethics, law enforcement, the prison system, and the criminal justice system. This introductory course is for all students whether they plan a career in business, law, criminal justice and political science or otherwise.

### **Accounting I (NEW)**

**2.5 Credits**

This semester-long elective course provides an introduction to accounting principles. It emphasizes the business aspects of accounting and prepares the student to account for the business activities of a company. The use of actual business forms and an introduction to computer accounting simulate business conditions. This class is recommended for college-bound students interested in business administration, finance, and/or accounting.

### **Accounting II (NEW)**

**2.5 Credits**

*(Prerequisite - successful completion of Accounting I)*

This semester-long elective course is a continuation of Accounting I and will help students to understand Accounting as a powerful economic measurement and information system essential to the business decision-making process. Students will be exposed to an in-depth study of detailed accounting systems, controls and financial reporting. The main focus of this course deals with profit corporate entities; however, partnership Accounting will also be addressed. Financial analysis, budgeting, cash flow analysis, branch accounting, the time value of money, and managerial/cost accounting will also be covered.

### **Entrepreneurship (NEW)**

**2.5 Credits**

This semester-long elective course will introduce students to the skills required in owning and running a business. The focus will be on the small business environment, the home of most entrepreneurs. Students will learn the concepts involved in owning a business including purchasing, merchandising, pricing, promotion, location, staffing, etc. Business confidence will be developed through hands-on experience including simulations and business plans. The operation of a business within the high school, such as a school store, may be included as an outstanding learning experience. **This course meets the Financial Literacy graduation requirement.**

## **Economics (NEW)**

**2.5 Credits**

This semester-long elective course will introduce students to supply and demand and give an overview of other important macroeconomic issues such as Gross Domestic Product, inflation, unemployment and taxes. Current economic events will be discussed as they apply to the recommended to students who want to gain a general understanding of the U.S. economy. This is also a good first course for students who want to continue with further business studies. topics being covered. **This course meets the Financial Literacy graduation requirement.**

## **Computer Applications I**

**2.5 Credits**

This semester-long elective course teaches the basics of Microsoft Office 2013 and Google Suites using project based learning instructions and then progress into intermediate and advanced features and techniques. This course will explore the similarities between Google Suites and Microsoft Office and students will utilize both applications to create Business Documents. Students will also be challenged to improve their typing skills through Word Processing technology training.

## **Computer Applications II**

**2.5 Credits**

*(Prerequisite: Successful completion of Computer Applications I)*

This semester-long elective course is a continuation of Part I. It teaches students the safe uses of the internet and web design. The course teaches websites design utilizing New Google Sites and Google Sites Basics applications. Students will elevate to creating websites by using code language functions like HTML. This course introduces students to multiple coding languages, their differences, and functions.

## **Computer Science 1: Python Programming (NEW)**

**5.0 Credits**

*(Prerequisite: Successful completion of Algebra I)*

This year-long elective course focuses on Python, one of the most successful programming languages. This programming language course will utilize curriculum created by Carnegie Mellon's Computer Science Academy. It is the first course in what will be a sequence of progressively more difficult computer language courses offered at WHS.

## **AP Computer Science Principles (NEW) (Eligible for CAP Program)**

**5.0 Credits**

*(Prerequisite: Final Grade of a 90 or above in Computer Science I, Teacher Recommendation, NJSLA Data)*

This year-long course uses curriculum and pacing set by the College Board. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. **Students are required to take the Advanced Placement Test of the College Entrance Examination Board.**

## **Food Science (NEW)**

**2.5 Credits**

In this semester-long elective course, students will focus on the physical and chemical changes that occur during the production, processing, and packaging of food preparation while using a variety of different foods. This course provides insight into nutritional needs and students prepare and evaluate recipes for nutritional content.

## **Creative Foods (NEW)**

**2.5 Credits**

*(Prerequisite: Successful completion of Food Science)*

In this semester-long elective course, students will learn to prepare nutritious and well-planned food products. Recipes are designed to reinforce techniques presented in the art of garnishing, cake decorating, candy making, preparation, food preservation, consumerism, special dietary needs and the utilization of spices in food cookery.

## **World Cuisine (NEW)**

**2.5 Credits**

*(Prerequisite: Successful completion of Food Science)*

In this semester-long elective course, students will explore the multi-cultural aspects of food by preparing and sampling foods typical of major cuisines with emphasis upon the impact of geography, climate, and history.

## **Cosmetology I**

**5.0 Credits**

This full-year course is the first year of a 4-year progression that focuses on the professional skill and practice of beautifying the face, hair, and skin. At the end of this progression, students will have completed the required 1200 hours of instruction in order to take the State Board Examination to earn a Cosmetology/Hairstyling license.

## **Cosmetology II**

**10.0 Credits**

*(Prerequisite: Successful completion of Cosmetology I)*

In this full-year double period course, cosmetology students will learn to perform professional services for hair, scalp, face and nails.

## **Cosmetology III**

**15.0 Credits**

*(Prerequisite: Successful completion of Cosmetology II)*

In this full-year three-period course, cosmetology students will address all of the above competencies described in Cosmetology II.

## **Cosmetology IV**

**20.0 Credits**

*(Prerequisite: Successful completion of Cosmetology III)*

In this full-year four-period course, cosmetology students will address all of the above competencies described in Cosmetology III. Successful completion will result in fulfilling the required 1200 hours of training as per the NJ State Board of Cosmetology and Hairstyling. Students then take the NJ Board of Cosmetology Licensure Exam. The exam is given through PSI testing, <http://www.psiexams.com/> after high school graduation.

## **WORLD LANGUAGE DEPARTMENT**

### **Spanish I**

**5.0 Credits**

This year-long introduction to basic Spanish focuses on the development of the basic skills of language speaking, reading, writing, listening, and viewing. Students will attain proficiency in grammatical structures and up-to-date expressions. Cultural studies include an introduction to the everyday life of the people. These cultural studies, along with grammar skills, are applied in real-life situations using the present and past tense.

### **Spanish II**

**5.0 Credits**

*(Prerequisite: Successful completion of Spanish I or demonstrated language proficiency)*

The focus of this year-long course is the continued development of the basic skills of speaking, listening, reading comprehension, writing, and viewing, incorporating the study of culture, customs, and everyday life of the people. There is a significant increase in vocabulary and tenses. Cultural readings and exercises reinforce grammar and vocabulary.

### **Spanish III**

**5.0 Credits**

*(Prerequisite: Successful completion of Spanish II or demonstrated language proficiency)*

At this year-long level of study, the speaking, comprehension, reading and writing skills are intensified. A refinement of grammar skills complements and introduction to literary selections and international studies for cultural comparisons and contrasts. Students assigned oral and written presentations and participate in discussions of the reading.

### **Spanish Cultures**

**5.0 Credits**

This year-long course is designed to fulfill the one year high school graduation requirement for World Language. Throughout the year, students will be exposed to the various cultures of Spanish speaking countries. Students will learn basic Spanish vocabulary terms as well.

### **French I**

**5.0 Credits**

This year-long introduction to basic French focuses on the development of the basic skills of language speaking, reading, writing, listening, and viewing. Students will attain proficiency in grammatical structures and up-to-date expressions. Cultural studies include the introduction of the study of the everyday life of the people. These cultural studies along with grammar skills are applied in real-life situations using the present and past tense.

### **French II**

**5.0 Credits**

*(Prerequisite: Successful completion of French I or demonstrated language proficiency)*

The focus of this year-long course is the continued development of the basic skills of speaking, listening, reading comprehension, writing, and viewing, incorporating the study of culture, customs, and everyday life of the people. There is a significant increase in vocabulary and tenses. Cultural readings and exercises reinforce grammar and vocabulary.

### **French III**

**5.0 Credits**

*(Prerequisite: Successful completion of French II or demonstrated language proficiency)*

At this year-long level of study the speaking, comprehension, reading and writing skills are intensified. A refinement of grammar skills complements and introduction to literary selections and international studies for cultural comparisons and contrasts. Students assigned oral and written presentations and participate in discussions of the reading.

## **EDUCERE VIRTUAL EDUCATION**

Educere Virtual Education courses are full-year self-paced virtual courses for students seeking to take courses not otherwise available. **These courses are reserved primarily for high school seniors.** These courses will be taken in school and will be scheduled, facilitated and supervised in the WHS Media Center.

### **Anthropology (DCFSP4212)**

**5.0 Credits**

In Anthropology Part 1: Uncovering Human Mysteries you will trace the history of homo sapiens and explore our evolutionary trail. This course offers an anthropologic lens to observe our movement from cave dweller to modern human. It sheds light on how we forged our way and developed all of the things that make us human, such as our cultures, languages, and religions. In Anthropology Part II, you will find out how your culture influences you, how different locations shape various cultures and, in turn, how these cultures shape people's lives around the world—from the jungles of the Amazon to the islands of Indonesia.

### **Contemporary World Issues (DCFSP4439)**

**5.0 Credits**

Students analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues, including human rights, the strengths and weaknesses of globalization, America's role in the international economy, the severe environmental threats facing many regions around the world today, how religion is often used to facilitate and justify violence, and America's "War on Terror" and its impact on the Middle East and Islamic culture.

### **World Religions (DCFSP4209)**

**5.0 Credits**

Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

### **Careers in Criminal Justice (DCFSP4258)**

**5.0 Credits**

The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

## **Marine Science (DCFSP3994)**

**5.0 Credits**

In the marine science course, students will delve deep into Earth's bodies of water and study geologic structures and how they impact the oceans. Students will investigate characteristics of various populations, patterns of distribution of life in our aquatic systems, and ongoing changes occurring every day in our precious ecosystems. Students will be amazed and enlightened at just how much our oceans and lakes affect climate, weather, and seasonal variations. They will have the opportunity to explore the relationships among living organisms and see how they are affected by our oceans currents, tides, and waves. Hold on, it is one amazing journey.

## **Astronomy (DCFSP4673)**

**5.0 Credits**

Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

## **Game Design (DCFSP4553)**

**5.0 Credits**

In the first half of the course, tap into your creative and technical skills as you learn about the many aspects involved with designing video games. You will learn about video game software and hardware, various gaming platforms, necessary technical skills, troubleshooting and internet safety techniques, and even the history of gaming. And to top it all off, you will even have the opportunity to create your very own plan for a 2D video game! Turn your hobby into a potential career and go from simply being a player in a virtual world to actually creating one! In the second half of the course, you will learn the skills needed to conceptualize, design, and fully create your very own video game. Explore various video game software and hardware, sharpen your coding skills, and learn about game storylines, player progression, and algorithmic decision making. Learn to analyze player goals, actions, rewards, and challenges, among many other game play components. Utilize the 21st century skills of creativity, critical thinking, communication, collaboration, and technical expertise. You are putting yourself at the forefront of a future in technology!

## **Animation (DCFSP4687)**

**5.0 Credits**

You will learn how to use animation tools to conceptualize and bring your creations to life. You™ learn the ins and outs of creating 2D and 3D animation, from start to finish. You'll even begin working on our own design portfolio and get hands on experience with creating your own animation projects. Learning about Animation could lead to a thriving career in the growing world of technology and animation.

## **Sports and Entertainment Marketing (DCFSP3848)**

**5.0 Credits**

Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well, including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.