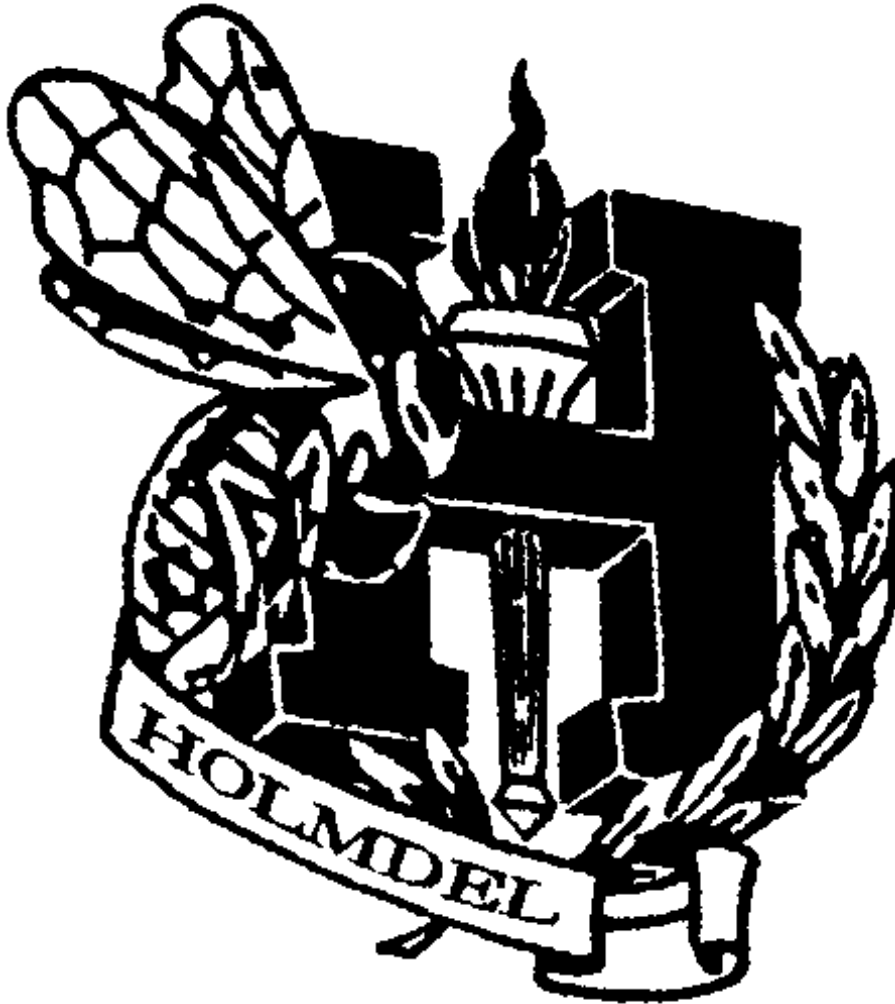


HOLMDEL HIGH SCHOOL



PROGRAM OF STUDIES **2017-2018**



HOLMDEL HIGH SCHOOL

*36 Crawfords Corner Road
Holmdel, New Jersey 07733
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PROGRAM OF STUDIES 2017-2018

A planning guide to the courses of study at Holmdel High School

AFFIRMATIVE ACTION: It is the policy of Holmdel Township Board of Education not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, or social and economic status in its educational programs or activities and employment policies as required. Inquiries regarding compliance may be directed to Eric Swensen, Affirmative Action Officer, 36 Crawfords Corner Road, Holmdel, NJ 07733 (732) 946-1839. All courses listed in this publication are open to each and every student, except where prerequisites are noted.



HOLMDEL TOWNSHIP SCHOOL DISTRICT

"A COMMITMENT TO EXCELLENCE"

36 Crawfords Corner Road
Holmdel, NJ 07733
TEL: (732) 946-1839
FAX: (732) 946-0093

February 2017

Dear Student,

This book has been prepared as a reference for you during the registration process. All courses offered at Holmdel High School are listed along with their descriptions, credit value, length, and prerequisites. Important information and guidelines for planning your 2017-2018 school year are also included.

Upon making course choices for next year, it is essential that you consider your strengths, your past academic achievement, your interests, and your post-high school goals.

Please understand that you are not expected to make such significant decisions without assistance. Your parents, teachers, and school counselor will provide you with the support necessary to make course selections that will guide you through your high school educational experience. Please take the time to seek advice from these people. Each of them has a great interest in you and your success.

During February and March of 2017, the specifics about the registration process for 2017-2018 will be explained to all of you. You will have the opportunity to meet with your counselor who will explain the procedures necessary to ensure that each of you is scheduled properly. Abiding by this process and making timely and thoughtful decisions will ensure that you receive the best academic program for you!

The decisions you make as you engage in the scheduling process will directly impact your high school career and beyond. We cannot emphasize enough the importance of sharing this first step with your parents. Please know that we are here to assist you.

Sincerely,

William Loughran, Principal

Eric Swensen, Director of School Counseling Services

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MINIMUM CREDIT AND COURSE REQUIREMENTS

To receive a New Jersey State endorsed diploma from Holmdel High School, each student must earn a *minimum* of 120 credits and meet the minimum score thresholds on at least one of the PARCC ELA assessments (Grades 9, 10, 11) AND the PARCC Algebra 1 assessment.

If a student does NOT earn a passing score on both of these PARCC assessments, the NJ Department of Education will accept a passing score on another standardized assessment as evidence of demonstrated proficiency. A list of accepted, alternative assessments, and the minimum scores, will be listed on the high school website.

<i>SUBJECT AREA</i>	<i>NEW JERSEY GRADUATION REQUIREMENTS</i>	<i>MINIMUM COLLEGE REQUIREMENTS</i>	<i>COMMENTS</i>
English	4 years (20 credits)	4 years	
Mathematics	3 years (15 credits)	3 years Algebra 1 Geometry Algebra 2	4 years of mathematics is preferred and may be required for entrance into competitive colleges and/or certain majors, including engineering, science and architecture.
Science	3 years (15 credits) <i>Including Biology AND a Chemistry, Physics or Environmental Science</i>	2-3 years Lab Sciences	Most colleges/universities require biology and chemistry. Four years of science is preferred and may be required for entrance into competitive colleges. Physics may be required for certain majors, including engineering, science, and architecture.
Social Sciences	3 years (15 credits) World Civilizations U.S. History 1 U.S. History 2	3-4 years	
World Language	1 year (5 credits)	2 years	Most colleges require a 2-year minimum of a single world language. Three or more years of study is recommended for admission to competitive colleges.
Health and Physical Education	4 years (20 credits)		
Visual or Performing Arts	1 year (5 credits)		
Technology Literacy, Career Education and Life Skills or Voc-Tech Ed	1 year (5 credits)		
*Financial and Economic Literacy	1 semester (2.5 credits)		This must be the Financial Literacy and Economics course found on Page 8.
Electives	(credits will vary)		These may be academic and non-academic courses.

ATHLETIC ELIGIBILITY REQUIREMENTS

All students at Holmdel High School wishing to participate in athletic programs under the sponsorship of the school are subject to the New Jersey State Interscholastic Athletic Association eligibility requirements. Failure to meet these requirements prohibits participation in the athletic programs. These eligibility requirements may be superseded by specific rules and decisions of the Shore Conference of High Schools and the NJSIAA, in which Holmdel High School holds membership.

1. An entering freshman is automatically eligible for fall and winter athletic programs in the school.
1. A student must pass at least thirty (30) credits each year to be eligible for the athletic program in the first semester of the succeeding year. Summer school credits are applied to the immediately preceding school year.
2. A student must pass fifteen (15) credits during the first semester to be eligible for any program that begins in the second semester (spring session).
3. A student, once eligible for a sport, is entitled to continuous participation until that specific sports season concludes.
4. Any student who reaches the age of 19 prior to September 1st will not be eligible to participate in the athletic program under NJSIAA rules and regulations.
5. Consideration of gender, religion, race or politics shall not prohibit participation in athletic programs.
6. Students should be aware that in order to participate on a collegiate level in NCAA Division I or II athletics, their high school records must be evaluated by the NCAA Clearinghouse. There are very specific standards which must be met including a minimum number of academic courses and a minimum GPA which are correlated with SAT results.

* These eligibility requirements are not applicable to classified students; eligibility is determined by the IEP and the decision of the Child Study Team.

PLACEMENT CRITERIA

Preliminary placement in core courses is based upon students' cumulative grades **at the time of registration**. Students who initially meet the published placement criteria but whose final grades fall below the Program of Studies published prerequisites **will be removed** from the classes for which they have been scheduled and placed appropriately during the summer months.

Students desiring enrollment in an Honors or Advanced Placement course must meet the published criteria in order to be eligible for inclusion in that program.

In all cases, the published criteria for each individual class will be used to determine appropriate placement for the next year. However, in the event of extenuating circumstances, appeals may be made in writing to the department supervisor **no later than July 15th**.

ADVANCED PLACEMENT COURSES

Students who enroll in an Advanced Placement (AP) course will be prepared to take the AP Exam in that subject area, and are encouraged to do so.

GRADING SYSTEM

<u>Grade</u>	<u>Numerical Equivalent</u>
A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D+	67-69
D	60-66
F	59 and below

CALCULATION OF FINAL GRADE

Full-Year Course

1 st Marking Period	=	22.5%
2 nd Marking Period	=	22.5%
3 rd Marking Period	=	22.5%
4 th Marking Period	=	22.5%
Final Exam	=	10%
Final Grade	=	100%

Semester Course

1 st or 3 rd Marking Period	=	50%
2 nd or 4 th Marking Period	=	50%
Final Grade	=	100%

Marking Period Course (PE/Health)

1 st Marking Period	=	25%
2 nd Marking Period	=	25%
3 rd Marking Period	=	25%
4 th Marking Period	=	25%
Final Grade	=	100%

CALCULATING GPA

FORMULA:

Multiply the grade points by the number of credits per course. Total all that you have just multiplied and divide by the total number of credits taken.

Grade Points:

	<u>Regular Course</u>	<u>Honors Course</u>
A	4.0	5.0
B+	3.67	4.67
B	3.0	4.0
C+	2.67	3.67
C	2.0	3.0
D+	1.67	1.67
D	1.0	1.0

Example:

	<u>Final Grade</u>		<u>Credits</u>		<u>Grade Points</u>
English	B+	x	5	=	18.35
H. Geometry	A	x	5	=	25.00
World Civilization	C	x	5	=	10.00
Spanish 2	B	x	5	=	15.00
H. Biology/Lab	C+	x	6	=	22.02
Art 1	A	x	2.5	=	10.00
Graphic Arts	B+	x	2.5	=	9.18
PE/Health	A	x	5	=	20.00
			36 Total Credits		129.55

129.55 Grade Points

36 Total Credits = 3.60 GPA

SCHEDULE ADJUSTMENTS

AT TIME OF REGISTRATION:

Please take the time to choose courses that are the best match for you. Take into account your interests, your abilities, and your goals. Gather information from your teachers, parents, and your counselor as you build your academic program for next year. Careful selections at the time of registration will mean fewer problems once the 2017-2018 school year begins.

PRIOR TO SCHOOL YEAR:

If it becomes necessary to make a schedule adjustment prior to the beginning of the 2017-2018 school year, students will have various opportunities in the summer months to do so. Valid reasons for which a student may request a change of class include:

- An error in placement; prerequisite(s) met; prerequisite(s) not met; summer school attendance
- An error or omission in data entry
- Meeting a graduation requirement (seniors)

AFTER SCHOOL YEAR BEGINS:

If, after school begins, it is determined that a student's placement in a **full-year** class is not appropriate, a transfer to a lower level class may be necessary. Such an adjustment must take place by November 30th 2017. In those cases, the grade earned in the dropped class will transfer to the new class. Only the name of the new class will appear on the transcript. If there is not a class or seat available to accommodate the transfer, the student must remain in the class until the second semester; at which time they may transfer into a semester course. In the aforementioned situation, the student would receive a WP or WF on their transcript for the dropped course.

Please Note: No other schedule adjustments will be permitted once the school year begins, so please choose wisely during registration.

ALL COURSE CHANGES ARE SUBJECT TO SEAT AVAILABILITY.

SUMMER ASSIGNMENTS

Summer assignments are required for the following courses:

English:	Mathematics:	Science:	Social Sciences:	World Language:
English 1, 2, 3, 4 H. English 1, 2, 3, 4 AP Language-Comp. AP Literature-Comp.	Algebra 1 Honors Geometry Intermediate Algebra Advanced Algebra 2 Honors Algebra 2 Honors Pre-Calculus AP Calculus BC	AP Biology AP Chemistry	Adv. USH 1 AP USH 2 AP Psychology	AP Chinese AP French AP Italian Latin 1, 2, 3 H. Latin Seminar AP Spanish

PROMOTION POLICY

Grade assignment is determined by accumulation of credits. Although grade designation is largely for administrative purposes, it does have some impact on students regarding homeroom placement, the class meetings attended and state reporting. Below are listed the credits necessary for each grade placement:

Grade 10	30 Credits Minimum
Grade 11	60 Credits Minimum
Grade 12	90 Credits Minimum

SUMMER SCHOOL

Prior approval is needed before enrolling in any summer school course

LOSS OF CREDIT DUE TO FAILURE	LOSS OF CREDIT DUE TO EXCESSIVE ABSENCES OR CUTS
Prior approval from Guidance	Prior approval from Guidance
State accredited HS program (60 hours) or college course	State accredited HS program (60 hours) or college course
Private instruction not acceptable	Private instruction not acceptable
No District Test required	No District Test required
Course grade listed on transcript and calculated as part of GPA	Completion certificate included in student folder; course listed on transcript; grade listed and calculated as part of GPA

BUSINESS EDUCATION

Courses below fulfill the graduation requirement for Tech Literacy, Career Ed., and Life Skills or Vocational/Technical Education.

- 803 Business Law** – From a business perspective, this course emphasizes court functions, business and consumer crimes, criminal law, torts, student rights, and employment. The history of law and how it affects us will be covered. Government agencies that protect consumers will be discussed. Through a mock-trial, students will experience procedures of a court, prepare as lawyers, and act roles in this simulation. Several guest speakers will give added insight on topic and career opportunities.

Prerequisite: None

Length: Semester

Credits: 2.5

- 804 Accounting 1** - An introduction to accounting emphasizing how general purpose financial statements communicate information about a business' performance. Topics in the first semester include: documentation, journalizing transactions, ledger posts, bank reconciliations, worksheets, financial statements, and closing entries for sole proprietorship. The balance of the course concentrates on financial aspects of the corporation, which comprises the five special journals (sales, cash receipts, purchases, payments, and general), adjustments, formal financial statements, and the steps necessary to close accounts. A six week, hands-on simulation will be completed.

Prerequisite: None

Length: Year

Credits: 5

- 805 Accounting 2** - Introduces computerized accounting. Students will have hands-on experience completing accounting transactions for corporations, payroll, taxation, combined journals, depreciation, and writing off uncollectible accounts. A four week, hands-on simulation will be completed.

Prerequisite: Accounting 1 (≥70)

Length: Year

Credits: 5

- 808 Financial Literacy and Economics – (This requirement is to be met by most students in Grade 9).** This course is designed to promote a comprehensive understanding of personal finance and basic economics. Students will spend considerable time studying credit and debt management, banking and finance, planning, saving and investing, economics, money management, income and careers, and the global economy. Moreover, the course will be enhanced with speakers from various institutions on related financial topics, as well as career opportunities and current trends in the field. The course will culminate with an interactive simulation of personal finance events which affords students the opportunity to apply their knowledge and skills to real world scenarios. **NOTE: The course fulfills the graduation requirement for Financial and Economic Literacy; it may not be taken as an elective.**

Prerequisite: None

Length: Semester

Credits: 2.5

809 Sports and Entertainment Marketing - The sports and entertainment industries represent one of the fastest growing segments of the U.S. economy. This specialized course will provide students with the opportunity to learn advanced concepts of marketing and management in the sports and entertainment industries. The focus will be the study of marketing as it relates to: event management, sponsorship, promotion, strategic planning, endorsement, marketing plans, and legal and ethical issues. This course will develop mastery skills of 21st century technology, critical thinking, decision making, and communication skills through real world applications. Students will be prepared to handle specific tasks associated with either industry and offers students an edge if pursuing marketing or sports management degrees on the collegiate level. Students will complete a final advertising campaign using the skills developed throughout the course.

Prerequisite: None

Length: Semester

Credits: 2.5

811 Virtual Business – This course will focus on student use of cloud-based business simulations in order to learn about management, finance, entrepreneurship, hospitality, and other related business fields. Discussions/activities/simulations will take place on a range of business related topics including: business management, operations management, risk, business plan development. Students will engage in cloud-based online simulations ranging from business management and finance to retail operations and the global hospitality business.

Prerequisite: None

Length: Semester

Credits: 2.5

COMPUTER APPLICATIONS

Courses below fulfill the graduation requirement for Tech Literacy, Career Ed., and Life Skills or Vocational/Technical Education.

- 712 Introduction to Engineering and Design Principles** – This course will focus on problem solving in two and three dimensions. Students will explore how to develop and propose an idea using a wide range of computer design skills. Students will be exposed to design history and a variety of current and innovative fields including rapid prototyping, architecture, structures, and fabrication. Students will engage in real world application and have the opportunity to work in design teams.

Prerequisite: None

Length: Semester

Credits: 2.5

- 721 Computer Animation** – Computer Animation is geared towards the 2D and 3D animation fields. Students will learn the Adobe Flash interface and how to develop professional interactive animations. Students will also learn Autodesk 3D Studio Max and its use in the arts and engineering fields through animating, material mapping, and rendering. Supporting imagery editing software will be reviewed and used to aid in project development including Photoshop. Students will develop project ideas from concept to final design phase and present using the aforementioned medium.

Prerequisite: Introduction to Web Design

Length: Semester

Credits: 2.5

- 722 Introduction to Web Design** – Introduces the basic concepts and applications of designing for the web medium. Students will develop a working knowledge of the Internet, web-related “languages,” design principles, and web design software. Each student will be responsible for developing and maintaining multiple web sites. Upon completion of the web design units, students will be introduced to common computer applications, including: word processing, spreadsheets, and presentation software.

Prerequisite: None

Length: Semester

Credits: 2.5

- 723 Dynamic Web Applications** – The course familiarizes advanced students with the concepts and techniques needed to construct dynamic, interactive Web applications. The primarily Macromedia Flash-driven course will give students the tools necessary to create customized web sites, stunning visual effects, animation, and interactive navigation. Each student will be responsible for developing and maintaining dynamic HTML and Flash-driven Web sites.

Prerequisite: Introduction to Web Design

Length: Semester

Credits: 2.5

COMPUTER SCIENCE

Courses below fulfill the graduation requirement for Tech Literacy, Career Ed., and Life Skills or Vocational/Technical Education.

- 230 Introduction to Computer Science** - Introduces students to computer programming techniques using the Java programming language. Topics include: control structures, selection structures, iteration structures (loops), input/output statements, data types, files, arrays and matrices, object-oriented programming, and graphics. This course builds skills needed for a successful transition to AP Computer Science.

Prerequisite: Grade 8 Honors Algebra 1 (≥ 80) or
Geometry (≥ 80) or Basic Geo. (≥ 93) *Length:* Year *Credits:* 5

- 231 Advanced Placement Computer Science** - Familiarizes students with programming concepts (using the Java programming language) comparable to an introductory course in computer science at the college level. Topics include: Java fundamentals, arrays and matrices, selection and repetition, pointers and dynamic memory, strings and text, classes and object-oriented programming, recursion, searching and sorting techniques, algorithmic analysis, and references and dynamic memory.

Prerequisite: Grade 8 Honors Algebra 1 (≥ 90) or
Honors Geometry (≥ 80) or
Introduction to Computer Science *Length:* Year *Credits:* 5

- 233 Advanced Placement Computer Science Principles** - This course offers students a multidisciplinary approach to learning the underlying principles of computing. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. This class will focus on fostering students to be creative and it encourages students to apply creative processes when developing computational artifacts. Students are given the opportunity to use technology to address real-world problems and build relevant solutions. **Note: This class is just as much about problem solving, collaboration, writing, creativity and other 21st century skills as it is about programming.**

Prerequisite: Algebra 1 *Length:* Year *Credits:* 5

ENGLISH

Four years of English language arts are required for graduation. All courses address New Jersey's Student Learning Standards for English Language Arts.

PLACEMENT CRITERIA FOR HONORS ENGLISH 1 - GRADE 9

The Holmdel School District will continue to rely on multiple measures, such as, but not limited to, course grades, a critical reading and written response task administered in school, and data obtained from a standards-based ELA assessment to ensure proper English placement for students entering 9th grade for the 2017-2018 school year

- 111 English 1** – Approaches the study of literature with a focus on genre: poetry, short stories, nonfiction, biography, autobiography, mythology, novels, Shakespearean plays, and drama. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: None

Length: Year

Credits: 5

- 112 Honors English 1** - Offers an enhanced version of English 1 following a similar genre-driven approach. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: See placement criteria above

Length: Year

Credits: 5

- 121 English 2** – Focuses on American literature through short stories, poetry, drama, and novels. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: English 1 (all levels)

Length: Year

Credits: 5

- 122 Honors English 2** – Offers an enhanced version of English 2, following a similar focus on American literature. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite:

English 1 (≥90) + Critical Reading & Written Response Task or Honors English 1 (≥80)

Length: Year

Credits: 5

- 131 English 3** – Surveys world literature thematically. Featured literary texts include forms of tragedy, and other classic and contemporary readings in world literature. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: English 2 (all levels)

Length: Year

Credits: 5

- 132 Honors English 3** – Offers an enhanced survey of world literature (thematically). Featured texts include forms of tragedy and other classic and contemporary readings. This course also addresses research, public speaking, grammar usage, vocabulary, and writing. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite:

English 2 (≥90) + Critical Reading & Written
Response Task or Honors English 2 (≥80)

Length: Year

Credits: 5

- 141 English 4** – This course surveys a wide variety of British literature. Students will read poetry, novels, and plays that represent the Anglo-Saxon, Medieval, Renaissance, Romantic, Victorian, and Modern Periods. English 4 also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: English 3 (all levels)

Length: Year

Credits: 5

- 142 Honors English 4** – Offers an enhanced version of English 4 with more intensive study of acknowledged literary masters. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite:

English 3 (≥90) + Critical Reading & Written
Response Task or Honors English 3 (≥80)

Length: Year

Credits: 5

- 143 Advanced Placement Literature and Composition** – Examines an array of nonfiction, fiction, poetry, and drama in order to encourage each student's appreciation of the ideas and techniques good writers use. As students write to express, to interpret, and to analyze major works, they develop the skills and insights needed for success in future college courses and careers. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite:

English 3 (≥90) + Critical Reading & Written
Response Task or Honors English 3 (≥80)

Length: Year

Credits: 5

- 153 Journalism** – The Journalism elective serves as an introduction to news writing in print and online, with a focus on understanding the role of the press, news gathering, writing styles, headlines, interviews, and editorials. Students will explore and analyze newspapers, and magazines, and online publications, write their own articles, and publish their own newspapers. As part of the course requirement, each student will submit two articles to the school newspaper, *The Sting*, for publication.

Prerequisite: English 1 (all levels)

Length: Semester

Credits: 2.5

- 154a Creative Writing** – Using a writing workshop model, students analyze mentor texts of diverse genres in order to gain greater insight into professional writing techniques that they can then use creatively in their own writing pieces.

Prerequisite: English 1 (all levels)

Length: Semester

Credits: 2.5

155 Public Speaking - Addresses public speaking skills such as listening, topic selection, outlining, and effective delivery techniques for an informative speech, an impromptu speech, a persuasive speech, a voice only speech, and debate.

Prerequisite: English 2 (all levels)

Length: Semester

Credits: 2.5

157a Honors Classics of World Literature – This course examines important classic texts of world literature, with a focus on different literary traditions representing a variety of international cultures. Special attention will be paid to interrelationships between the works and their influence on later writings. Both Western and Eastern literature will be studied, with a view towards increasing cultural literacy for success on a college level. Emphasis will be on a differentiated approach to instruction to accommodate students of different academic levels to assure their success.

Prerequisite:

English 2 (≥90) or Hon. English 2 (≥80) or
English 3 (any level) or AP Language

Length: Semester

Credits: 2.5

157b Honors Literature and Film – This course explores complex process of translating the written page into the visual media of film by focusing on the use of cinematic techniques to adapt literature into another medium. This will be achieved by reading, analyzing and writing about literary fiction, viewing analyzing and discussing cinematic book adaptations, and through authentic screenwriting.

Prerequisite: English 2 (any level)

Length: Semester

Credits: 2.5

160 Film Study – Studies the medium of film with a focus on historical contexts, theory, and criticism. Examines cinema’s role as a unique technology-driven art form and provides students with the background and the tools to write and speak intelligently about film, as well as how to analyze film both in content and form.

Prerequisite: English 1 (all levels)

Length: Semester

Credits: 2.5

161a Introduction to Philosophy – This entry level course will be historically oriented and literature based. The course will be devoted to a close examination of seminal works in the history of Ancient and Western philosophy. The course is designed to give students understanding of the importance and meaning of philosophy in their lives and its relationship to the world around them.

Prerequisite: English 2 (all levels)

Length: Semester

Credits: 2.5

162 Foundations of Language Arts Literacy – This elective uses a multi-sensory approach to teaching reading, writing strategies that foster internalization not memorization. Word study will focus on prefixes, suffixes and roots using Orton-Gillingham methods that promote authentic skill development to help students recognize and address obstacles to successful reading comprehension.

Prerequisite: Teacher Recommendation

Length: Semester

Credits: 2.5

170b Practical English 9 - This class approaches the study of literature with a focus on genre: short stories, novels, drama, fiction, nonfiction, and mythology. It focuses on literary elements that provide a strong foundation in improving reading comprehension skills. Answering “wh” questions, using context clues, strengthening vocabulary skills, identifying theme, inferring, making predictions, and the analysis of literature are modeled and reinforced in each unit.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

170c Practical English 10 - This class focuses on American Literature and addresses note-taking, vocabulary, grammar and reading comprehension skills. Students will study level-appropriate literature with reinforcement of the necessary tools to gain proficiency in literacy.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

171a Practical English 11-12 - This course continues the study of literature, including fiction and non-fiction works, as well as creative and functional writing. Thematic units are based on multiple genres that draw upon vocabulary instruction and grammar skills, and provide opportunities for students to respond to literature in a multitude of ways. The writing units are developed to expose students to the fundamentals of informative, explanatory and persuasive writing genres, as well as provide connections to effectively utilize newly learned grammar concepts.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

179 Transitional English – Approaches the study of literature with a focus on genre: poetry, short stories, nonfiction, biography, mythology, folk tales, novels, and drama with a special focus on the needs of second language learners. Students will study level appropriate literature and research with reinforcement of vocabulary and grammatical structure. **NOTE: this class is intended for English Language Learners (ELL).**

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

FAMILY AND CONSUMER SCIENCES

Courses below fulfill the graduation requirement for Tech Literacy, Career Ed., and Life Skills or Vocational/Technical Education.

- 701 Culinary Arts** – Explores, in unique semester cycles, a wide variety of food preparation techniques, dietary topics and important food issues using hands-on lab projects. Semester 1 will feature French regional cuisine, while Semester 2 will focus on those originating in Southeast Asia. Current technology in foods and preparation techniques is explored through the use of the Internet and lab projects. Each cycle will develop culinary skills and techniques and encourage group cooperation and self-confidence.

Prerequisite: None

Length: Semester

Credits: 2.5

- 704 Advanced Culinary Arts** - In this course, students will have the opportunity to practice advanced culinary principles. Students will work in a “real life” kitchen setting, and will be responsible for ordering, storing, preparing, and serving professional gourmet and comfort foods. Students will be graded on professionalism, cooperative group work and ability to meet deadlines, and perform under a time restraints.

Prerequisite: Culinary Arts (2 semesters)

Length: Full Year

Credits: 5

MATHEMATICS

Three years of mathematics are a graduation requirement. It is strongly recommended that all students elect a fourth year of mathematics. All courses address New Jersey Core Curriculum Content Standards. The New Jersey Department of Education and the American Diploma Project recommend the use of graphing calculators starting with Algebra 1.

- 214 Algebra 1**** - Introduces mathematical symbols, problem solving strategies, real numbers, equation solving, polynomials, factoring, algebraic fractions, linear equations and systems, inequalities, rational and irrational numbers, quadratic equations, and probability and statistics. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Grade 8 Algebra 1 (< 80) or
Grade 8 Math (≥80)

Length: Year

Credits: 5

**** Note: if final grade in Grade 8 Math is <80, students are required to take the “Alg. 1 Lab” elective concurrently with Algebra 1. Please see Page 47 for the “Alg. 1 Lab” course description.**

- 215 Basic Geometry** – Focuses on key topics that provide a strong foundation in the essentials of geometry. Topics include the study of points, lines, angles, triangles, areas of polygons, ratio and proportions, congruent and similar polygons, circles, areas and volumes of solids, right triangles, coordinate geometry, transformations, and introductory proofs and right triangle trigonometry.

Prerequisite: Algebra 1 (<80)

Length: Year

Credits: 5

- 216 Geometry** - Includes the study of lines and angles, deductive proofs, congruent triangles, quadrilaterals, circles, proportions, right triangle trigonometry, areas of polygons, regular polygons and the circle, solid geometry, coordinate geometry, and transformations.

Prerequisite: Honors Algebra 1 (<80) or
Algebra 1 (≥80)

Length: Year

Credits: 5

- 217 Honors Geometry** - Emphasizes high level conceptual thinking skills. Topics include complex proofs, solid figures, angle relationships, lines, planes, triangles, similar polygons, circles, coordinate geometry, areas of polygons and circles, areas and volumes of solids, and transformations. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Grade 8 Honors Algebra 1 (≥86)
or Algebra 1 (≥ 93)

Length: Year

Credits: 5

- 218b Intermediate Algebra** - Includes the study of real numbers, equations, inequalities, polynomials, rational expressions, complex numbers and radicals, quadratic functions, conic sections, linear and non-linear systems, and exponential and logarithmic functions. This course proceeds at a slower pace and does not delve into topics as deeply as Advanced Algebra 2. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Algebra 1 and
Basic Geometry or Geometry

Length: Year

Credits: 5

219a Advanced Algebra 2 - Includes the study of real numbers, equations, inequalities, polynomials, rational expressions, complex numbers and radicals, quadratic functions, polynomial equations, conic sections, linear and non-linear systems, exponential and logarithmic functions, sequences, series, and matrices. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Algebra 1 (≥ 80) **and** Geometry (≥ 80)
or Basic Geometry (≥ 93)

Length: Year *Credits:* 5

220a Honors Algebra 2 - Includes systems of numbers, inequalities, relations and functions, polynomials, rational expressions, complex numbers, radicals, quadratic functions, polynomial equations, conic sections, exponential and logarithmic functions, sequences, series, and matrices. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Honors Geometry (≥ 80) or
Algebra 1 (≥ 93) **and** Geometry (≥ 93)

Length: Year *Credits:* 5

221b Introduction to Pre-Calculus – Continues the study of functions, solving equations, and inequalities. Includes the study of trigonometry, exponential and logarithmic functions, sequences and series, combinatorial analysis, probability, graphs, and complex numbers.

Prerequisite: Adv. Algebra 2 (≥ 70) or Algebra 2 (≥ 80)

Length: Year *Credits:* 5

222 Pre-Calculus - Includes the study of functions, trigonometry, coordinate geometry, trigonometric functions, graphing, inverse functions, polynomials, inequalities, exponents and logarithms, conic sections, probability, and limits.

Prerequisite: Honors Algebra 2 (≥ 80) or
Adv. Algebra 2 (≥ 80) or Algebra 2 (≥ 93) or
Intro to Pre-Calculus (≥ 70)

Length: Year *Credits:* 5

223 Honors Pre-Calculus – Includes the study of functions and graphs, circular functions, trigonometry, complex numbers, polar coordinates, inverse functions, polynomial, exponential and logarithmic functions, Binomial Theorem, combinatorics and probability, limits, and derivatives. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Honors Algebra 2 (≥ 80) or
Adv. Algebra 2 (≥ 93) **and** Geometry (≥ 93)

Length: Year *Credits:* 5

224 Calculus – Reviews algebraic and graphing calculator skills, exponential and logarithmic functions, and trigonometric functions. Topics include functions and graphs, limits and continuity, differential calculus, and integral calculus.

Prerequisite: Pre-Calculus or Honors Pre-Calculus

Length: Year *Credits:* 5

225 Advanced Placement Calculus AB – Includes functions and graphs, limits and continuity, differential calculus, and integral calculus. This course is equivalent to College Calculus I.

Prerequisite: Honors Pre-Calculus (≥ 70) or
Pre-Calculus (≥ 90)

Length: Year *Credits:* 5

226 Advanced Placement Calculus BC – Presents a comprehensive study of functions and graphs, limits and continuity, differential calculus, integral calculus, parametric equations, polar graphs, and series. This course is equivalent to College Calculus I and II.
SUMMER ASSIGNMENT REQUIRED.

Prerequisite: Honors Pre-Calculus (≥ 80) *Length:* Year *Credits:* 5

227a Finite Math – Involves the study of a variety of mathematical concepts. Includes: calculator skills, functions and graphs, matrices, systems of equations, sequences and series, linear programming, mathematics of finance, probability, and statistics.

Prerequisite: Algebra 2 *Length:* Year *Credits:* 5

228 Advanced Placement Statistics - Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include interpreting graphical displays, summarizing and comparing distributions of univariate data, exploring bi-variate data, the normal distribution, sampling distributions, and inference based on confidence intervals and tests of significance.

Prerequisite: Honors Algebra 2 (≥ 70) or
Adv. Algebra 2 (≥ 83) *Length:* Year *Credits:* 5

250 Multi-Differential Calculus – This course is designed to explore two major themes in advanced mathematics. It is intended for students who have completed their first year of calculus studies and are now ready to extend the ideas they have learned and apply them to functions of more than one variable. The course will present the traditional material covered in a college-level “Calculus 3” program: quadric surfaces, vector valued functions, partial derivatives and their applications, multiple integrals and integration in vector fields. Then, the course will proceed to explore linear algebra, leading up to an understanding of Eigenvalues and Eigenvectors. These topics will be especially valuable to students who plan on continuing their studies in mathematics, engineering, physics or computer science.

Prerequisite: AP Calculus AB or BC (≥ 80) *Length:* Year *Credits:* 5

280d Practical Math 9 - This course reviews topics of pre-algebra. It introduces rules of algebra, solving linear equations and inequalities, graphs, probability, and factoring.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

280e Practical Math 10 - This course focuses on Pre-Algebra, Algebra 1, and Geometry skills. This includes the mastery of such skills as solving equations, evaluating expressions, proportions, and percents, understanding lines, planes, segments, angles, and problem solving.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

281a Practical Math 11-12- This course focuses primarily on “consumer math” with topics including budgeting, calculating wages, savings and checking accounts, using product information to make good buying decisions, taxes, and finances including owning a home and vehicle.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

Typical Mathematics Sequences 2017-2018

Grade 8

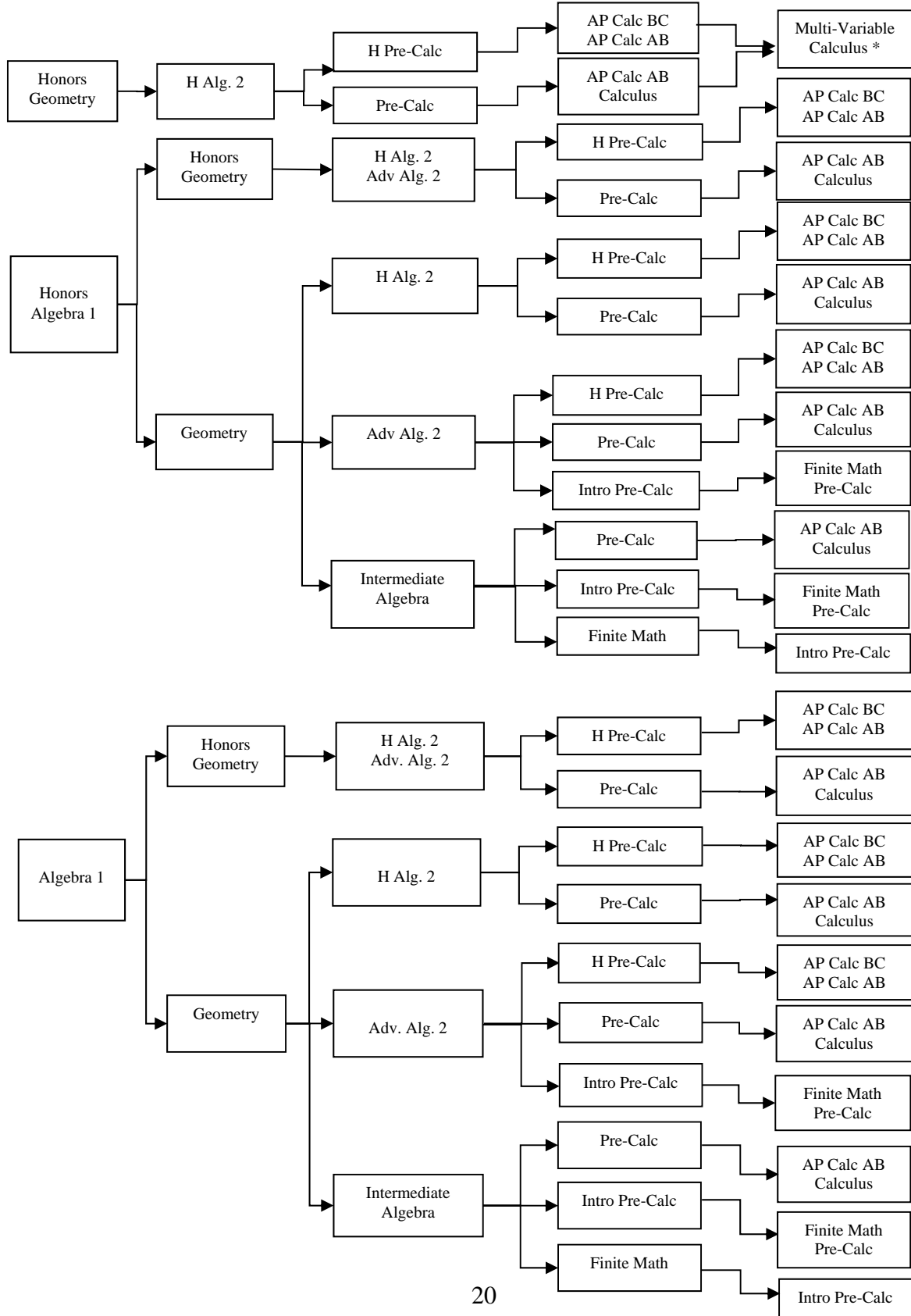
Grade 9

Grade 10

Grade 11

Grade 12

AP Statistics may be taken in grade 11 or 12.
Multi-Differential Calculus will be offered in 2017-2018



Typical Mathematics Sequences 2017–2018

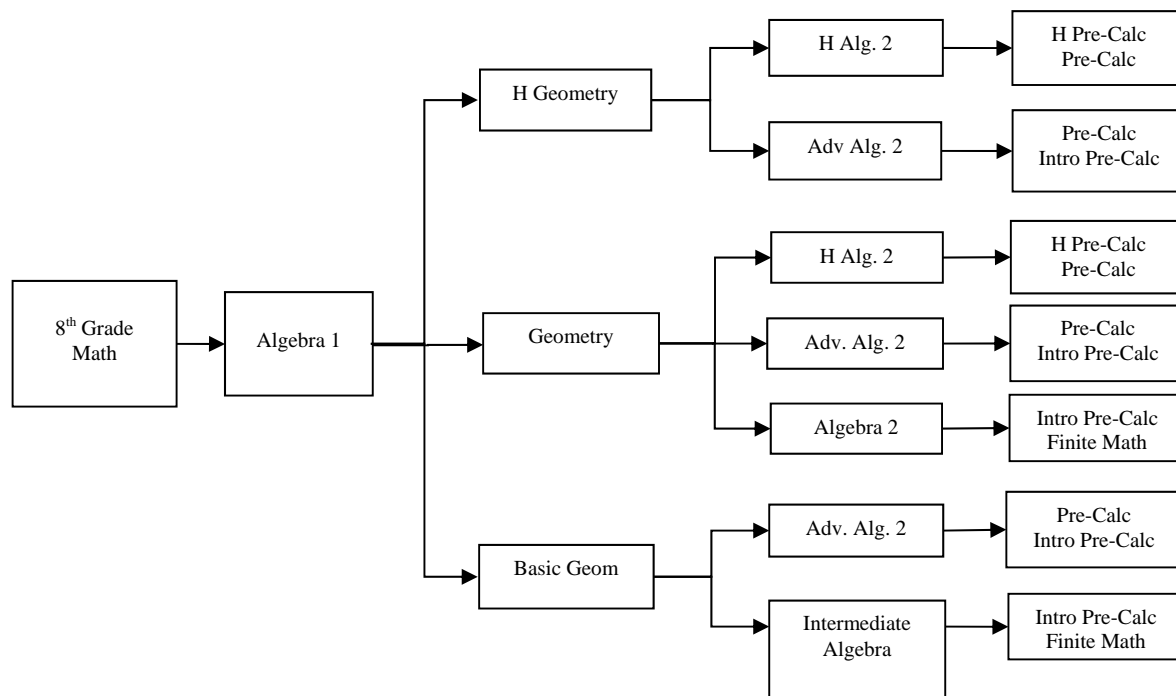
Grade 8

Grade 9

Grade 10

Grade 11

Grade 12



PHYSICAL EDUCATION AND HEALTH

Students must take one marking period of Health and three marking periods of Physical Education for each year enrolled in high school.

- 931 Health 9** – Emphasizes the students’ ability to understand common health problems and, through understanding, develop positive behaviors that will reduce health risk. This course is designed to assist all students as they begin to enter young adulthood. This course teaches students how to be good citizens, form lasting relationships, and make sensible decisions. It covers topics referring to family life, sexually transmitted diseases, HIV/AIDS, nutrition, fitness, alcohol, tobacco, and drugs.

Available to Grade 9 only

Length: 1 marking period *Credits:* 1.25

- 932 Driver’s Education** – Introduces students to Driver Education Theory, and is designed to help students become safe, knowledgeable drivers. Students learn the basic traffic laws and rules of the road that apply to common everyday driving situations. Introductory information on buying and insuring a car, the effects of alcohol and drugs on drivers, and the necessity of controlling emotions and attitudes, as related to the driving task, is also included. The New Jersey State Examination is administered. A unit on sexually transmitted diseases, including HIV/AIDS education has been incorporated.

Available to Grade 10 only

Length: 1 marking period *Credits:* 1.25

- 933 Family Life** – Provides the opportunity to improve student’s knowledge and understanding of family life issues. This course is designed to inform and review life lessons with students. This course teaches the students about sexuality, reproduction, labor and delivery, and communications about sexual issues and relationships. Students focus on abstinence, birth control, STDs and HIV/AIDS. Mental Health issues as well as choosing the appropriate health providers are discussed.

Available to Grade 11 only

Length: 1 marking period *Credits:* 1.25

- 934 First Aid and Safety** – Focuses on students recognizing emergencies and making appropriate decisions regarding first aid care and how to act on those decisions. After completing this course, the students are able to follow the emergency action steps, check or call CARE for any emergency. They can provide proper care for injury or sudden illness until medical help arrives.

Available to Grade 12 only

Length: 1 marking period *Credits:* 1.25

- 935 Physical Education** – Provides all students the opportunity to choose a variety of physical education activities. These activities are designed to provide lifetime carryover skills and are used at 9th, 10th, 11th and 12th grade levels to introduce skills transferable between all activities. Each activity has goals of physical fitness, skill development and activity knowledge.

Prerequisite: None

Length: 3 marking periods *Credits:* 3.75

Please note: while the Health and Physical Education courses are quarterly, the final grade will reflect the average as a full, 5-credit course.

937 Dynamics of Health Care in Society - This class is an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on process skill to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services.

Note: this course is run in conjunction with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term.

Prerequisite: Health 9

Length: Semester

Credits: 2.5

938 Scientific Principles of Nutrition – This class outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of the digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life including needs for fitness and physical activity, evaluating nutrition claims, food labeling, and other consumer concerns are emphasized.

Note: this course is run in conjunction with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term.

Prerequisite: Health 9

Length: Semester

Credits: 2.5

SCIENCE

Three years of science are a graduation requirement, including Biology **AND** a Chemistry, Physics, or Environmental Science.

- 500 Practical Science 9** - This course provides an introduction to the basic concepts of Physical Science. Activities and manipulatives are utilized in a small classroom setting to encourage the application of scientific knowledge to solve problems. Subjects are covered at a measured pace and topics are reinforced through activities and real-world application. Instructional focus includes Motion, Forces and Energy, and Properties of Atoms.

Prerequisite: Teacher Recommendation

Length: Year *Credits:* 5

- 500d Practical Science 10-11-12** - This course provides an introduction to the basic concepts of Biology. Activities and manipulatives are utilized in a small classroom setting to encourage the application of scientific knowledge to solve problems. Subjects are covered at a measured pace and topics are reinforced through activities and real-world application. Instructional focus includes the scientific method, biochemistry, genetics, human systems, and ecology.

Prerequisite: Teacher Recommendation

Length: Year *Credits:* 5

- 510 Principles of Biology/Lab** – Introduces students to the most fundamental concepts in biology. Activities encourage the application of biological knowledge to make decisions and solve problems. Instructional focus includes the scientific method, ecology, cell biology, biochemistry, metabolism, genetics, human systems, and unity and diversity of species.

Prerequisite: Grade 8 Science (<80)

Length: Year *Credits:* 6

- 511 Biology/Lab** – Provides an in-depth examination of the scientific method, cell theory, unity and diversity of life, photosynthesis, respiration, DNA, genetics, reproduction, human physiology, and plant and animal behavior, and ecology.

Prerequisite: Grade 8 Science (≥ 80)

Length: Year *Credits:* 6

- 512 Honors Biology/Lab** – Follows an analytical and interpretive molecular approach to studying cell theory, unity and diversity of life, metabolism, photosynthesis, respiration, DNA, genetics, reproduction, human physiology, and plant and animal surveys.

Prerequisite: Grade 8 Science (≥ 90)

Length: Year *Credits:* 6

- 514 Advanced Placement Biology/Lab** - Examines molecular, cellular, organism and population biology, evolution, ecology, human physiology, and behavior.
SUMMER ASSIGNMENT REQUIRED.

Prerequisite: Honors Biology (≥ 80) or Biology (≥ 90) **and**
Honors Chemistry (≥ 80) or Chemistry (≥ 90)

Length: Year *Credits:* 6

515 College Biology/Lab – Dual Enrollment - This course is designed to be a Science elective for upperclassmen that will be applicable to both college science and non-science majors. Students will be able to identify and interpret biological concepts through laboratory experiences and classroom experiences. These concepts include the chemical basis of life, metabolism, reproduction and development, genetic continuity and heredity as they pertain to the cellular level through the organismic levels of organization in living things. The Brookdale student application fee is waived and students would pay a reduced tuition. In addition to the six high school credits students receive, they will also qualify for four college credits.

Prerequisite: Biology (≥ 70), Chemistry (≥ 70),
540 (Verbal) and 530 (Math) SAT Scores or
student must take the “Accuplacer” test at
Brookdale

Length: Year *Credits:* 6

520 Marine Science/Lab - Examines marine zonation, plankton, tides, erosion, ichthyology, marine mammals, pollution, commercial fisheries, future of ocean resources, and shark physiology through field-oriented study. Lab requirements are met each quarter by required field experiences.

Prerequisite: 2 years of science

Preference given to grade 12, then grade 11 *Length:* Year *Credits:* 6

521 Physical Science with Earth Science/Lab – Provides students with a survey course which incorporates basic principles of physics, chemistry, and earth science. Topics covered include motion, forces and energy, properties of atoms, chemical bonds and reaction, stars and galaxies, rocks and minerals, and Earth’s changing surface.

Prerequisite: Principles of Biology

Length: Year *Credits:* 6

530 Principles of Chemistry/Lab – Covers an introduction to chemistry. Topics include atomic structure, chemical names and formulas, states of matter, thermochemistry, gas laws, introduction to chemical periodicity, bonding, water and aqueous systems, solutions, acids, and bases.

Prerequisite: Principles of Biology (≥ 83) and Algebra 1,
or Princ. of Biology and Physical Science

Length: Year *Credits:* 6

531 Chemistry/Lab - Examines scientific measurement, atomic structure, chemical reactions, stoichiometry, thermochemistry, behavior of gases, electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, equilibrium, acids and bases, oxidation-reduction reactions, and electrochemistry.

Prerequisite:

Math: Algebra 1 (≥ 80)

Science: Principles of Biology (≥ 93) or Biology (≥ 80)

Length: Year *Credits:* 6

532 Honors Chemistry/Lab - Emphasizes scientific measurement, atomic structure, chemical reactions, stoichiometry, thermochemistry, behavior of gases, electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, equilibrium, acids and bases, oxidation-reduction reactions, and electrochemistry.

Prerequisite:

Math: Algebra 1 (≥ 90) or Honors Algebra 1 (≥ 80)

Science: Honors Biology (≥ 80) or Biology (≥ 90)

Length: Year *Credits:* 6

533 Advanced Placement Chemistry/Lab - Investigates atomic structure, chemical bonding, molecular geometry, equations and quantitative relations, gases, liquids and solids, solutions, electrochemistry, kinetics and equilibrium, thermodynamics, acids and bases, ionic equilibria, organic and chemistry. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite:

Math: Algebra 2 (≥ 93) or Adv. Algebra 2 (≥ 90) or Honors Algebra 2 (≥ 80 or better)

Science: Chemistry (≥ 90) or Honors Chemistry (≥ 80) *Length:* Year *Credits:* 6

534 Honors Introduction to Organic Chemistry/Lab – Covers pertinent highlights of basic organic chemistry and deals with nomenclature, structure, and reactions. It also introduces major techniques used in the identification and analysis of organic compounds. Lastly, the course will introduce simple biochemical molecules and biochemical pathways involved in metabolism. This course is good preparation for careers in forensic science, nutrition, nursing, physician, and lab technologists.

Prerequisite: Honors Chemistry (≥ 70) or Chemistry (≥ 80) *Length:* Year *Credits:* 6

540 Earth and Space Science/Lab - Examines earth processes, such as earthquakes and volcanoes, and other natural forces that affect the Earth. Students will also examine the origin of the universe and the formation of our solar system. Students will be able to understand these concepts through “hands-on” classroom and laboratory activities.

Prerequisite: 2 years of science, including at least 1 year of a Physical Science course (examples include Principles of Chemistry, Physical Science with Earth Science/Lab, Chemistry, etc.)

Preference given to grade 12, then grade 11 *Length:* Year *Credits:* 6

541 Forensic Science/Lab – Provides students with an interactive and “hands-on” approach to understanding the nature of crime investigation. Using deductive reasoning and critical thought process, students will study and analyze various components of a criminal investigation, including physical evidence, DNA, fingerprints, osteology and odontology, toxicology, serology, and trace evidence. Furthermore, students will be exposed to the history and evolution of forensic science through studying technological advancements and landmark criminal cases.

Prerequisite: Honors Biology (≥ 70) **and** Honors Chemistry (≥ 70) or Biology (≥ 80) **and** Chemistry (≥ 80) or Principles of Biology (≥ 93) **and** Principles of Chemistry (≥ 93)

Length: Year *Credits:* 6

542 Principles of Physics/Lab – Introduces mechanics, properties of matter, heat, sound and light, electricity and magnetism, and an introduction to atomic physics.

Prerequisite:

Math: Algebra 1 (≥ 70)

Science: 2 years of science

Length: Year *Credits:* 6

543 Physics/Lab - Explores kinematics, dynamics, momentum, energy, gravitation, electromagnetism, sound, and optics.

Prerequisite:

Math: Basic Geometry (≥ 93) or Geometry (≥ 80)

Science: Principles of Chemistry (≥ 93) or Chemistry (≥ 80) *Length:* Year *Credits:* 6

544 Honors Physics/Lab – Emphasizes a mathematical treatment of mechanics, universal gravitation, electricity and magnetism, waves, sound, and optics.

Prerequisite:

Math: Algebra 2 (≥ 93) or Adv. Algebra 2 (≥ 83)
or Honors Algebra 2 (≥ 80)

Science: Honors Chemistry (≥ 80) or Chemistry (≥ 90) *Length:* Year *Credits:* 6

545 Advanced Placement Physics/Lab – Continues from previous preparation with advanced treatments of mechanics and electromagnetism in preparation of the AP Physics C-level exams in both subject areas. Includes advanced lab experiments appropriate for a college-level course.

Prerequisite:

Math: H. Pre-Calculus (> 80) or
Pre-Calculus (> 90 w/Summer Packet)

Science: Honors Physics (≥ 80) or Physics (≥ 90) *Length:* Year *Credits:* 6

550 Advanced Placement Environmental Science/Lab – Provides students with the scientific principles, concepts, and field experiments required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Topics include the flow of energy, the cycling of matter, the solid Earth, the atmosphere, the biosphere, human population dynamics, renewable and nonrenewable resources, environmental quality, and global changes and their consequences.

Prerequisite: Honors Chemistry (≥ 70) or Chemistry (≥ 83) *Length:* Year *Credits:* 6

551 Honors Advanced Research – Engages in high level problem solving activities through research and experimentation. The learners will work closely with the instructor to enlist a professional researcher to help them accomplish their goals. Students will be encouraged to enter their research projects in competitions that will earn recognition. Students may also work independently on a specific research project they have developed.

Prerequisite: At least one year of Honors-level science course (≥ 80) or Non-Honors science course (≥ 90).

Enrollment is contingent upon research proposal approval submitted to Science supervisor no later than May, 1, 2017 *Length:* Year *Credits:* 6

552 Introduction to Research and Design – This course is designed to be the prerequisite to Honors Advanced Research at Holmdel High School and is intended to introduce students to the nature and process of science. In this class, students will learn how to plan, develop, execute, analyze, and revise a research project. Furthermore, they will learn about the nature of peer review by communicating their findings through posters, presentations, and formal written papers. Throughout the semester, students will also aim to identify a mentor either within or outside of Holmdel High School who can guide them through their projects and help them explore the “big-picture ideas” of their specific research endeavors.

Prerequisite: None

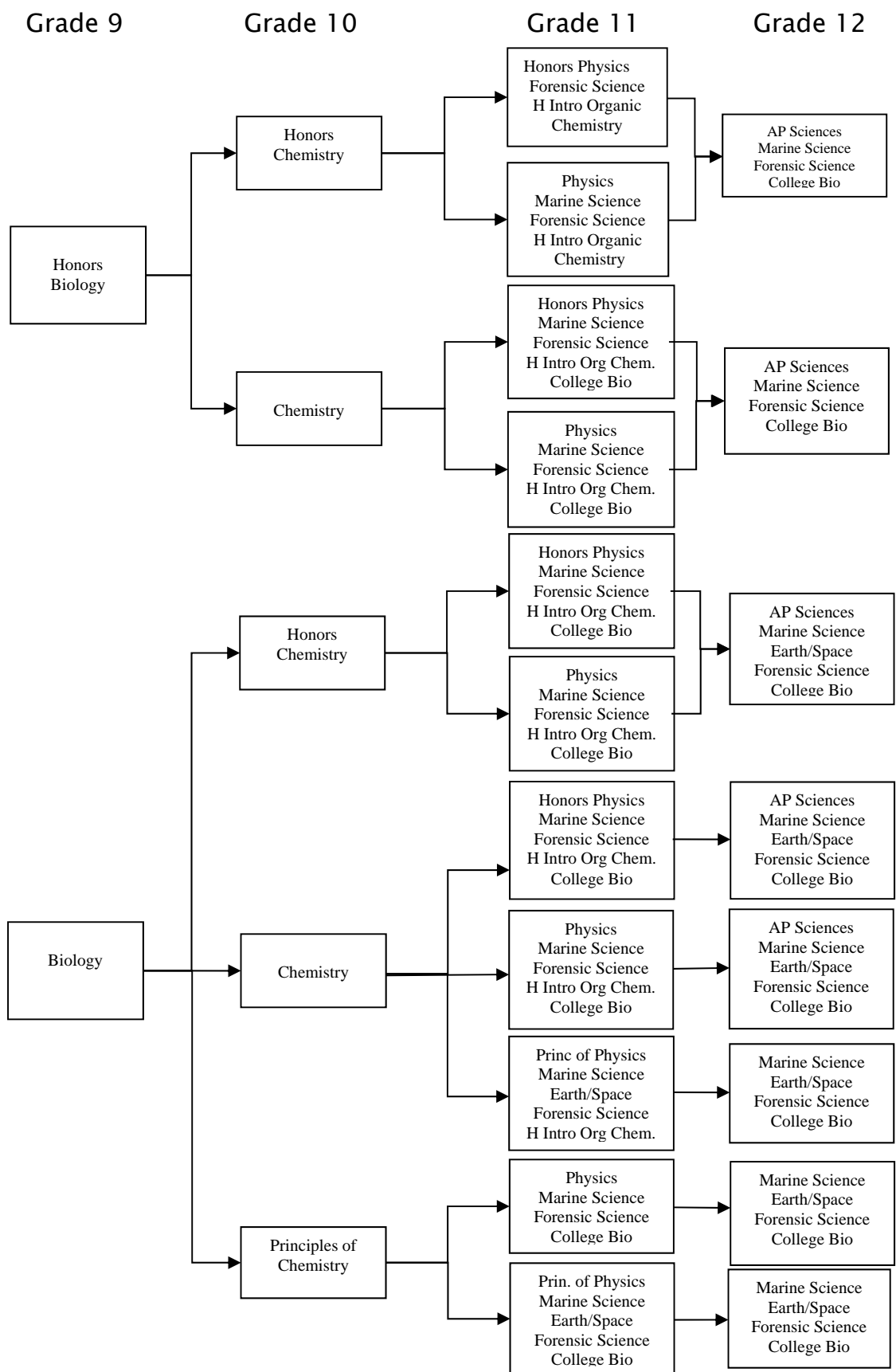
Length: Semester *Credits:* 2.5

553 Anatomy and Physiology – This class will focus on the study of the structure and function of the human body. This course will follow a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals, and studies of the human skeleton. The course will also use computer-simulated dissection. **Note: this course is run in conjunction with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term.**

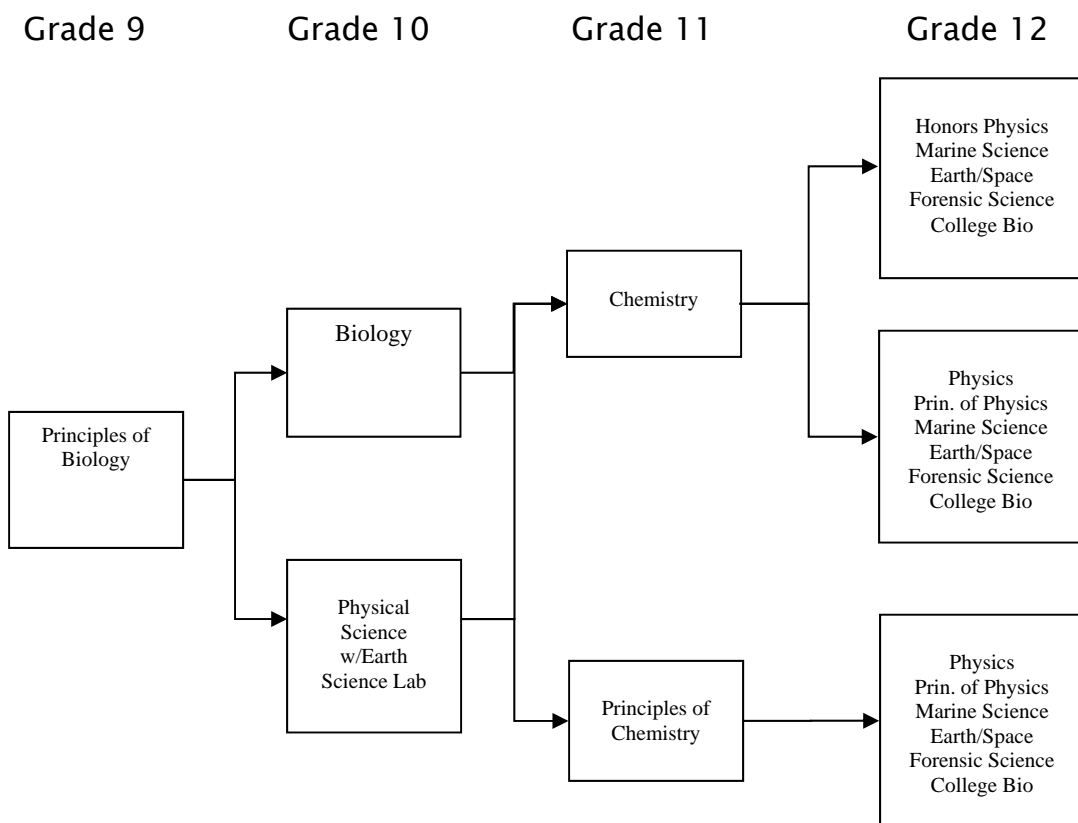
Prerequisite: Biology and Chemistry (all levels)

Length: Year *Credits:* 6

Typical Science Sequences 2017–2018



Typical Science Sequences 2017–2018



SOCIAL SCIENCES

Three years of social science are required for graduation. Refer to the list below for the usual sequence of courses:

Grade 9	World Civilizations
Grade 10	U.S. History 1 or Advanced United States History 1
Grade 11	U.S. History 2 or AP United States History 2

300b Practical Social Studies 9 - This class will dive deep into the Ancient societies of the world. Students will learn about the earliest evidence of human civilization, as well as the societies of Mesopotamia. They will study ancient artifacts and documents in an effort to understand the characteristics of ancient societies. Students will also study the Ancient Empires, including India, Egypt, China, Greece, and Rome.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

300c Practical Social Studies 10 -- This class is designed to increase the students' knowledge base of American history. This course also aims to develop content-related skills such as research, written expression, and study skills for learning new vocabulary in social studies, as well as fostering critical thinking on historical topics. Topics of study include: Native American culture, the American Revolution, and the Civil War.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

301b Practical Social Studies 11-12 - This course continues the study started in Practical Social Studies 10 and is designed to increase the students' knowledge base of American history. This course also aims to develop content-related skills such as research, written expression, and study skills for learning new vocabulary in social studies, as well as fostering critical thinking on historical topics. Topics of study include: Civil War, the World Wars I and II and onto present day.

Prerequisite: Teacher Recommendation *Length:* Year *Credits:* 5

311 World Civilizations – Examines the historical and cultural development of world history beginning with the Renaissance and concluding with the modern era. Emphasis will be placed on political, social, economic, and technological developments as well as historical change. The course includes a contextual introduction to the social sciences with an emphasis on the impact of geography on history and culture.

Prerequisite: None *Length:* Year *Credits:* 5

- 320 U.S. History 1** – Presents a survey of American history beginning with the Age of Exploration and culminating with the end of Reconstruction after the Civil War. Throughout the course of the year, students will trace the political, economic, cultural, and geographic development of the United States of America.
- Prerequisite:* World Civilizations *Length:* Year *Credits:* 5
- 330 U.S. History 2** – Examines the Age of Expansion, Progressivism, World War I, 1920's, Great Depression, New Deal, World War II, Cold War and the Fair Deal, Korea, Eisenhower years, McCarthyism, Kennedy's New Frontier, Johnson's Great Society, Vietnam, and current political issues, figures and administrations.
- Prerequisite:* U.S. History 1 (all levels) *Length:* Year *Credits:* 5
- 331 Human Geography** – An introduction to the study of geography as a social science. The course emphasizes the role of geographic concepts to past and present human issues in an effort to understand human behavior. Students will analyze the role of geographic resources in regional and world conflicts, immigration and migration population issues, allocation of natural resources, as well as spatial variation and impact of climate on humans. Regional geographic issues as they relate to race relations, impact of nationalism, and human rights shall be investigated.
- Prerequisite:* U.S. History 1 (all levels) *Length:* Semester *Credits:* 2.5
- 332 Perspectives on America Today: Politics, Government, and Current Issues** – Provides students with an in-depth understanding of the structure of American government, including the way it was designed by its founding fathers, and an understanding of the indirect influences on government in the modern world, including media and technology. The course will rely heavily on current events.
- Prerequisite:* None *Length:* Semester *Credits:* 2.5
- 342 Contemporary International Relations** – Provides students with an overview of the structures and regimes that vie for control of the international system. The origins of international law, avoiding conflicts, war, failed states, nation-building, and post-conflict reconstruction. Global and domestic terrorism will be investigated in depth as well as weapons of mass destruction, genocide, human rights, and current issues as they arise.
- Prerequisite:* U.S. History 1 (all levels) *Length:* Semester *Credits:* 2.5
- 344 Psychology** - Reviews the issues of individual behavior, perception, states of consciousness, memory and thought, motivation and emotion, learning, human development, personality, abnormal psychology, psychological research methods, and the theories and applications of Freud, Erikson, and Harlow.
- Prerequisite:* U.S. History 1 (all levels) *Length:* Semester *Credits:* 2.5
- 345 Anthropology** - Surveys physical and cultural anthropology. Physical anthropology topics include natural selection, primatology, paleontology, forensics, and epidemiology. Cultural anthropology topics include food getting, kinship systems, culture change, and applied anthropology.
- Prerequisite:* U.S. History 1 (all levels) *Length:* Semester *Credits:* 2.5

346 Sociology - Reviews the basic concepts and methods in search of social patterns, culture, socialization, groups, marriage and family, social stratification, ethnic and racial relations, collective behavior, and contemporary social issues (crime, violence, etc.).

Prerequisite: U.S. History 1 (all levels)

Length: Semester

Credits: 2.5

347 Economics - Through an introductory examination of the nine principles of economics, students will apply critical thinking skills to help them analyze cost, understand the relationship between supply and demand, and become familiar with the impact marketing incentives have on consumer choices. This course will also help students develop a familiarity with economics on a personal, national and global level.

Prerequisite: U.S. History 1 (all levels)

Length: Year

Credits: 5

348 Advanced Placement Economics: Macroeconomics - Provides a thorough understanding of the principles of economics that apply to an economic system as a whole. Emphasizes the study of national income and price determination and also develops familiarity with economic performance measures, economic growth, and international economics.

Prerequisite: Juniors – US History 1 (≥90) or
Adv. US History 1 (≥80)
Seniors – US History 2 (≥90) or
AP US History 2 (≥80)

Prerequisite: U.S. History 1 (all levels)

Length: Semester

Credits: 2.5

Students taking only one semester of AP Economics must take Macroeconomics the 1st semester.

349 Advanced Placement Economics: Microeconomics - Provides a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. Special emphasis placed on the theory of the firm.

Prerequisite: Juniors – US History 1 (≥90) or
Adv. US History 1 (≥80) **and**
AP Macroeconomics

Seniors – US History 2 (≥90) or
AP US History 2 (≥80) **and**
AP Macroeconomics

Length: Semester

Credits: 2.5

350 Advanced Placement American Government and Politics - Provides knowledge of the United States' diverse political structure and practices. The course encompasses the study of both specific policies and the general concepts used to interpret the key political relationships found in virtually all politics.

Prerequisite:

Juniors – US History 1 (≥90) or Adv. US History 1 (≥80)

Seniors – US History 2 (≥90) or AP US History 2 (≥80)

Length: Year

Credits: 5

351 Advanced United States History 1 - Presents the first course of a two-year program for tenth and eleventh grade students. Year one covers the discovery and settlement of North America to 1877. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by a full-year introductory college course. **SUMMER ASSIGNMENT REQUIRED**

Prerequisite: World Civilizations (≥90) **and**
English 9 (≥90) or Honors English 9 (≥80) *Length:* Year *Credits:* 5

352 Advanced Placement United States History 2 - Presents the second course in a consecutively taught, two-year sequence of college level study in United States History. The course examines the following topics within the time frame of 1877 and the present day: immigration, foreign policy, national politics, progressive movements, and the economy. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Advanced US History 1 (≥80) *Length:* Year *Credits:* 5

353 Advanced Placement Psychology – Addresses the systematic and scientific study of behavior at the college level. The course content includes the major sub-fields of psychology: history, biological bases of behavior, sensation/perception consciousness, learning/cognition, motivation, development, personality, intelligence, abnormal, and social psychology with a heavy emphasis on writing. The program aligns with the AP Psychology course outline as it appears in the College Board catalog. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Biology (≥80) or Honors Biology (≥70) **and**
Juniors – US History 1 (≥90) or
 Adv. US History 1 (≥80)
Seniors – US History 2 (≥90) or
 AP US History 2 (≥80) *Length:* Year *Credits:* 5

354 Art History – This course will illustrate how time, place, and society influence the arts through an examination of major forms of artistic expression. Students will learn how to interpret and evaluate works of art inferring the artist's latent and manifest messages by applying their knowledge of history, and historical research methods.

Prerequisite: U.S. History 1 (all levels) *Length:* Semester *Credits:* 2.5

TECHNOLOGY EDUCATION

Courses below fulfill the graduation requirement for Tech Literacy, Career Ed., and Life Skills or Vocational/Technical Education.

- 711 Graphic Design** – This basic course provides an overview of the computer applications used in today’s graphic’s industry. In the first term, students are introduced to Adobe Photoshop, “Adobe Indesign” and Adobe Illustrator, all key applications utilized in graphic design studios and advertising agencies. In the second term, students will learn building block topics of graphic design, such as typography and layout design. In this project-based course, students will build a graphic design portfolio. The course will give students the skills and knowledge necessary for advancement to the Photography 1 course.

Prerequisite: None

Length: Semester

Credits: 2.5

- 716a Television Production 1** – Introduces students to the basics of studio television production. Areas of study and practical learning experiences will include: directing for television, writing for television, the television camera, newscasts, advertising, lighting, video recording, audio for television and talent for television. Television shows to air on the local area cable channel may be produced.

Prerequisite: None

Length: Semester

Credits: 2.5

- 717a Television Production 2** – Provides students an overview of television using the location procedures of shooting in segments and editing. This course includes the possibility of movie making. Those students taking the course for the second time will have the opportunity to further develop their communication skills in this medium, both in the studio and on location. Programs to “air” on the local area cable channel will be produced.

Prerequisite: Television Production 1

Length: Semester

Credits: 2.5

- 718 * Television Production 3** – This advanced level course requires students to understand and use the skills learned in the two previous TV courses. This course will highlight production management and will teach students to manage and produce projects from the TV II class. As such, students will be in charge of production schedules, coordination, as well as producing and shooting their own productions to “air” on the local area cable channel. Studio and on-location shoots are an integral part of the course, as are taping and editing. Students will be required to shoot an independent movie to be shown at the Holmdel High School Film Festival.

Prerequisite: Television Production 2

Length: Semester

Credits: 2.5

** Television Production 3 also qualifies as a Visual and Performing Arts requirement.*

725 Photography 1 – Photography I Course serves as a comprehensive introduction to the technical and creative aspects of digital and 35mm film photography. Through a variety of projects, the course introduces the shooting modes, controls and functions of the digital camera. With this technical knowledge at hand, students learn the composition guidelines and techniques necessary to attain an advanced level of picture taking. With a nod to the history of photography, the course covers 35 millimeter film photography with hands on lessons that feature “old school” cameras, photo chemistry and darkroom printmaking. The curriculum then reverts back to digital photography as students, now equipped with photography’s building blocks, are challenged with creative assignments. Throughout the semester, students also analyze the works of photography masters and explore the advanced tools of the Adobe Photoshop application.

Prerequisite: Graphic Design

Length: Semester

Credits: 2.5

726 Photography 2 – This course builds on the concepts learned in Photography I course. During the first term, students are introduced to advanced technical topics and techniques. New equipment is presented to students in the form of studio lighting, light meters and more. Various photography careers, such as event photography, are explored via projects in Unit 3. Additional creative projects will challenge the students in the second half of the second term. Students will continue to explore the masters of photography and Adobe Photoshop application.

Prerequisite: Photography 1

Length: Semester

Credits: 2.5

727 Photography 3 – Using techniques, concepts and equipment employed in Photography I and II courses, students will compile a portfolio of photographs. Students will work independently, and not in groups this semester. Students will be challenged with thematic projects and will rely on their Photo I and II experience to explore creative solutions. New techniques and equipment will also be introduced. By the end of the course, students will amass a portfolio of 20 photo explorations that display a knowledge of composition techniques, photo history and camera function.

Prerequisite: Photography 2

Length: Semester

Credits: 2.5

728 Advanced Drafting 1 – This course takes the students into a progressively challenging area of drawing projects. They work out of teacher made project books geared to challenge their problem solving abilities. Using the computer, the students will create a series of different types of drawings on the computer relying on what they have learned in the prerequisite course. Each student will work at their own pace, working on “one view”, “three view”, and “find the missing line” type of drawing. They will keep a portfolio of their work.

Prerequisite: Graphics Design

Length: Semester

Credits: 2.5

729 Advanced Drafting 2 – This course introduces intricate concepts of computer drawing. They work out of teacher made project books geared to challenge their problem solving abilities. The students will create a series of different types of drawings on the computer relying on what they have learned in the prerequisite course. Each student will work at their own pace, working on pictorial type drawings such as isometric, oblique, and perspective drawings. Architectural drawing is also offered for the student that wishes to pursue this area.

Prerequisite: Advanced Drafting 1

Length: Semester

Credits: 2.5

VISUAL AND PERFORMING ARTS

Courses below fulfill the graduation requirement for Visual and Performing Arts.

- 158 Drama 1** - Examines all aspects of modern drama including appreciation of the art form, history of the theater including the contemporary period, play production, and acting techniques.
- Prerequisite:* None *Length:* Semester *Credits:* 2.5
- 159 Drama 2** – Explores the rich multi-cultural history of theatre including Eastern and Western forms of drama, Russian influences upon and the development of contemporary acting styles, and advanced study of improvisation and scene analysis.
- Prerequisite:* Drama 1 *Length:* Semester *Credits:* 2.5
- 602a Art 1: 2- and 3- Dimensional Art** – Presents a foundation for creating, understanding and appreciating art taught through hands-on experiences. Students will work both two and three dimensionally and develop skills in a variety of drawing and painting media. Functions of art, criticism, and historical perspectives will be explored. This course is recommended for students who want to experience visual arts on the high school level as well as those who want to begin a sequential high school art program.
- Prerequisite:* None *Length:* Semester *Credits:* 2.5
- 603a Art 2: Drawing/Painting** – Presents perceptual and conceptual approaches to drawing and painting through exploration of traditional media and techniques, as well as new technology and historical perspectives. A weekly sketchbook is required.
- Prerequisite:* Art 1 *Length:* Semester *Credits:* 2.5
- 604a Honors Advanced Drawing** – Presents advanced techniques and concepts in drawing. This course is strongly suggested for students who are interested in developing their drawing skills, intend to elect Art Studio, and/or wish to prepare a portfolio.
Note: Advanced Drawing and Art Studio may be combined when necessary.
- Prerequisite:* Art 2 *Length:* Semester *Credits:* 2.5
- 605a Honors Sculpture** – Presents principles of design relating to three-dimensional art. Topics include, but are not limited to: use of armature, development of plaster molds, casting techniques, carving, and historical perspectives. Emphasis on developing the student's individual style when working in three-dimensions.
- Prerequisite:* 2 Semesters of Art *Length:* Semester *Credits:* 2.5
- 606 Ceramics 1** - Provides hand building and wheel throwing experiences with emphasis on ceramic form and design, decorating and glazing, and cultural and historical perspectives. Readings and worksheets will cover clay, glazes, and firing.
- Prerequisite:* None *Length:* Semester *Credits:* 2.5

606a Ceramics 2 - Presents advanced hand building and wheel thrown projects. The class will be structured and at the same time flexible enough for individual expression and experience.

Prerequisite: Ceramics 1

Length: Semester *Credits:* 2.5

608a Advanced Placement Art Studio – Emphasizes portfolio development, teacher-and-student generated visual problems, presentation and display of work at the advanced level; sketchbook required. *Note: Advanced Drawing and Art Studio may be combined when necessary.*

Prerequisite: 4 semesters of Art including
Honors Advanced Drawing
(Grades 11 and 12)

Length: Year *Credits:* 5

610 Introduction to Music Theory – Designed for students with no musical knowledge who wish to understand the fundamentals of music or those who wish to brush up on the basics of music theory. Students will be taught the first steps in music (the staff, notes, and rhythms) through to the complexities of scales, modes, and form. Additionally, students will learn sight reading, aural training, and the basics of dictation and composition.

Prerequisite: None

Length: Semester *Credits:* 2.5

611 Chamber Singers - this course is for an advanced choral ensemble, chosen from among the top scoring auditions during the regular choral audition process in late March / early April of each year. The group, intentionally limited in size, would allow for the more advanced singers in the school to pursue higher difficulties of musical performance than those currently available through the current Concert Chorus.

Prerequisite: Audition

Length: Year *Credits:* 5

612* Concert Chorus - This course welcomes students interested in singing various styles of music, with an emphasis on learning vocal techniques and the fundamentals of sight singing. The course is performance-oriented with **required** participation in concerts and school/community events. Membership in Concert Chorus or Chamber Singers, along with recommendation of the choral director, is required of students planning to apply for All-Shore and/or All-State consideration.

Prerequisite: Audition by appointment with the instructor *Length:* Year *Credits:* 5

613* Symphonic Band – This course welcomes students interested in playing various styles of music, with an emphasis on proper technique and the fundamentals of sight playing. The course is performance-oriented with **required** participation in concerts and school/community events (including Football games). Membership in Symphonic Band or Jazz Ensemble, along with recommendation of the band director, is required of students planning to apply for All-Shore, All-Region, or All-State consideration.

Prerequisite: Audition by appointment with the instructor *Length:* Year *Credits:* 5

614* Jazz Ensemble – This course explores the Jazz idiom within the context of performance. Jazz styles, history, theory, and improvisation are emphasized. The course is performance-oriented with **required** participation in concerts and school/community events (including Football games). Membership in Jazz Ensemble or Symphonic Band, along with recommendation of the band director, is required of students planning to apply for All-Shore, All-Region, or All-State consideration.

Prerequisite: Audition by appointment with the instructor *Length:* Year *Credits:* 5

* Based on individual performance, and across a variety of assessments (extended musical preparation for auditioned and other ensembles, extended musical study and research), students in Concert Chorus (612), Symphonic Band (613), and Jazz Ensemble (614) will be eligible to earn honors credit. Written criteria and timelines for honors consideration will be distributed and articulated by the instructor during the first week of the course.

615 American 20th Century Music – Through this non-performance course, students gain a clear understanding of the social, historical, and musical time line that has evolved during the 20th century. The development of both classical and popular musical styles is taught through in-class demonstrations, recordings, and videos.

Prerequisite: None *Length:* Semester *Credits:* 2.5

619 Acting 1 – Provides an opportunity for students to develop an understanding and appreciation for the specific processes inherent in the art of acting. Offered in unique semester cycles, the course explores the history and techniques associated with this craft. Cycle A outlines basic vocabulary, warm-up techniques, improvisation, script analysis and character development in short scene work and monologues. Cycle B reinforces and builds upon these skills while working with full-length contemporary comedic and dramatic scripts. Cycle C continues to address the basics while applying the techniques to classical, Shakespearean, and modern works, while Cycle D focuses on the actor as director, critic, and playwright. All cycles include vocational information for students hoping to pursue careers in theatre performance, production, and design. This course is intended for any individual wishing to develop poise, confidence, and improved speaking skills while working in a supportive, collaborative environment. Each semester, the acting classes showcase their skills in an evening performance. Due to the cyclical nature of the course, students may elect to take it multiple semesters.
Cycles D (Fall) and A (Spring) will be offered in 2017-2018

Prerequisite: None *Length:* Semester *Credits:* 2.5

620 Acting 2 - A career-related performing arts course that continues training in acting skills that students begin in Acting 1, Acting 2 will focus on real-world projects—ones that create theatre pieces and plays for performances in other schools, and for parents, and community members. These projects may include a children’s play that could be performed in district elementary schools; an interactive, partially improvised, immersive murder mystery dinner theatre that would include collaboration with the culinary arts program; and an oral history project in which stories of local residents’ lives would be dramatized. Students would also have the chance to compete in a statewide acting competition. In addition, the class would seek out collaborative and educational activities with other classes and groups.

Prerequisite: Acting 1 and/or Audition *Length:* Semester *Credits:* 2.5

621 Music Technology 1 -- Open to all musicians and non-musicians who want to further their knowledge concerning digital recording techniques. This course will take place in a lab setting where students will become familiar with, and use, recording software and MIDI applications to create their own musical compositions. In addition, students will learn basic concepts of music theory such as scales, chords and song structure. They will gain piano keyboarding skills as well as an understanding of music notation software.

Prerequisite: None

Length: Semester *Credits:* 2.5

621a Music Technology 2 – A continuation of the concepts addressed in Music Technology 1, this course will allow for advanced study of recording software and MIDI applications; students will master more intricate concepts of music theory, and will enhance further their piano keyboarding skills and understanding of music notation software.

Prerequisite: Music Technology 1

Length: Semester *Credits:* 2.5

622 Music Theory 1 - is meant to provide students a course that further develops an understanding of how music is written and performed in the Western musical culture. The fundamentals of music, including elements of pitch and rhythm, chords, tonalities, voice leading, dictation, and composition will be addressed. Aural aspects of music, such as ear training and sight-reading, will also be addressed. Previous musical study, such as an instrumental background, is encouraged but not required.

Prerequisite: Intro to Music Theory (>80) or (>85) on qualifying exam.

Length: Year *Credits:* 5

625 Dance 1 - This course, open to students of all dance backgrounds (no prior formal training required), will feature a comprehensive overview of dance instruction aligned with the state-approved model dance curriculum. Students will be exposed to a variety of dance techniques including, but not limited to: ballet, modern, jazz, tap and hip-hop. In addition to performance, the course will touch on topics such as dance history, physiology, nutrition, careers and cultural influences. The course will culminate with a public performance.

Prerequisite: None

Length: Semester *Credits:* 2.5

625a Dance 2 – A continuation of the concepts addressed in Dance 1, this course will allow for advanced study. Students will be exposed to a variety of dance techniques including, but not limited to: ballet, modern, jazz, tap and hip-hop. In addition to performance, the course will touch on topics such as dance history, physiology, nutrition, careers and cultural influences. The course will culminate with a public performance.

Prerequisite: Dance 1

Length: Semester *Credits:* 2.5

** Television Production 3 also qualifies as a Visual and Performing Arts requirement - (Description on Page 35)*

WORLD LANGUAGES

Students have a one year graduation requirement; however, it is strongly recommended that college bound students complete a **minimum** of a two-year sequence of one language at the high school level. To demonstrate commitment to an academically challenging program, students should continue their study through levels 4 or higher. **Provided minimum competency is achieved, Level 1 courses taken at Satz may not be repeated in the high school.**

401 French 1- is a communicative course emphasizing the three modes of communication; Presentational, Interpretive and Interpersonal. The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. The use of differentiation and implementation of a *natural approach* to second language acquisition allows for the development of authentic meaningful educational experiences. The course covers grammatical structures such as noun/adjective agreement, present, near future and past verb tenses, explores cultural and historical aspects of France in an enjoyable and clear manner.

Prerequisite: None

Length: Year

Credits: 5

402 French 2 - This course continues to strengthen student performance in the three modes of communication introduced in French 1. Its purpose is to further develop student proficiency in the French language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

Prerequisite: French 1 (≥73)

Length: Year

Credits: 5

403 French 3 - This course continues with the progression of language learning using the modes of communication with an emphasis on oral proficiency and listening skills. Through differentiation and the implementation of *natural approach* to second language acquisition, all of the domains of language are developed with an emphasis on the growth of language skills aligned to the novice-high and intermediate low proficiency standards. A more structurally intensive focus is on grammar, as well as an exploration of cultural comparisons between French-speaking countries.

Prerequisite: French 2 (≥73)

Length: Year

Credits: 5

404 Honors French 4 - Increases emphasis on reading, speaking, and refining composition skills. Grammatical focus: indicative mood review including perfect tenses, present and past subjunctive, and pronouns. Cultural focus: literary extracts of French and Francophone authors, debates, films, discussion, novelette, and play.

Prerequisite: French 3 (≥80)

Length: Year

Credits: 5

405 Advanced Placement French - Emphasizes the in-depth studies of French language and literature and includes extensive discussions within six authentic topical and cultural themes. The course expands upon the aural, oral, grammar, reading and writing skills mastered in Honors French 4. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Honors French 4 (≥80)

Length: Year

Credits: 5

410 Italian 1 – This is a communicative course emphasizing the three modes of communication; presentational, interpretive and interpersonal. The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. The use of differentiation and implementation of a *natural approach* to second language acquisition allows for the development of authentic meaningful educational experiences. The course covers grammatical structures such as parts of speech, present and past verb tenses, explores cultural and historical aspects of Italy in an enjoyable and clear manner.

Prerequisite: None

Length: Year

Credits: 5

411 Italian 2 - This course continues to strengthen student performance in the three modes of communication introduced in Italian 1. Its purpose is to further develop student proficiency in the Italian language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

Prerequisite: Italian 1 (≥73)

Length: Year

Credits: 5

412 Italian 3 - This course continues with the progression of language learning using the modes of communication with an emphasis on oral proficiency and listening skills. Through differentiation and the implementation of *natural approach* to second language acquisition, all of the domains of language are developed with an emphasis on the growth of language skills aligned to the novice-high and intermediate low proficiency standards. A more structurally intensive focus is on grammar, as well as increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

Prerequisite: Italian 2 (≥73)

Length: Year

Credits: 5

413 Honors Italian 4 – This is an intermediate-mid course designed to increase students' communicative competency in speaking, writing, listening, and reading, while simultaneously expanding their cultural awareness, knowledge and appreciation. Students learn and use more sophisticated vocabulary and more complex grammatical structures with the aim of increasing and improving spoken and written self-expression and cultural knowledge and understanding. Students will demonstrate an ability to comprehend, discuss, and analyze specific aspects of contemporary Italian culture through a wide range of materials: newspapers and magazines articles, authentic letters, advertisement, online blogs, interviews, radio and TV program excerpts, and public speeches and announcements. The course aims to reinforce and expand the vocabulary related to the problems of today's globalized world and is designed to foster the acquisition of relevant cultural information through the integrated study of authentic materials and literature.

Prerequisite: Italian 3 (≥80)

Length: Year

Credits: 5

414 Advanced Placement Italian – This is an advanced language and culture course in which students study advanced grammar, read from a selection of fictional and non-fictional materials, and further develop their communicative skills. The course reflects current thinking regarding second language instruction and acquisition. Its aim is to develop listening, speaking, reading, and writing skills within a cultural frame of reference reflective of the richness of the Italian language and culture. The course will also focus on the structural aspects of the language while interweaving cultural content throughout the course. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Honors Italian 4 (≥80)

Length: Year

Credits: 5

420 Latin 1 - Introduces the Latin language and Roman culture. Vocabulary development through the knowledge of Latin roots, prefixes, and suffixes. The grammatical focus will be Latin word order, case usages, concepts of declension and conjugation; development of basic reading and writing skills in Latin through a continuous storyline which follows the adventures of the well-known Pompeian banker Lucius Caecilius Iucundus. Cultural focus: includes many real-life stories based in ancient Pompeii and Roman Britain. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: None

Length: Year

Credits: 5

421 Latin 2 - Reviews comprehensively Latin I grammar and introduces Latin II concepts through the continuing story of Quintus Caecilius after his escape from the eruption of Vesuvius. The geographical focus will be Roman Britain and ancient Alexandria with a special emphasis on comparing and contrasting life in these very different corners of the Roman Empire during the 1st century C.E. Grammatical focus will be the subjunctive mood, participles, and infinitives with continued reinforcement of vocabulary development and translation techniques. Cultural focus: the Roman army, the Romano-British town of Aquae Sulis, Fishbourne Palace, socio-economic issues in Roman Britain and ancient Alexandria, the politics of conquest during the time of Domitian. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Latin 1 (≥73)

Length: Year

Credits: 5

422 Latin 3 – Combines a continuation of the storyline set in Rome along with actual selections from real Roman authors. Grammatical focus: comprehensive grammar review and continued vocabulary development. Literary focus: selections from personal letters, epic poetry, lyric poetry, history, and ancient epigrams. Cultural focus: the political and social aspects of the Roman Republic and Empire with special emphasis on main events spanning the Ciceronian Age, Augustan Age, and reigns of Domitian and Trajan. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Latin 2 (≥73)

Length: Year

Credits: 5

424a Honors Latin Seminar: Catullus/Ovid/Horace – The course content will be derived from the poetry of Catullus, Ovid, and Horace and will focus on three basic genres of Latin poetry: elegiac, lyric, and epic. Students will develop skills in the following areas: translation, literary analysis, scansion, and interpretation of text within cultural, political, and social contexts of the Roman Republic and Augustan Age.

The Honors Seminar course will provide primary source experience via a wide range of topics within the poems of the assigned authors. The subject matter will cover personal and political relationships, mythology, politics, social attitudes, and historical reference. **SUMMER ASSIGNMENT REQUIRED.**

Length: Year

Credits: 5

Prerequisite: Latin III (≥80) or AP Latin (≥80)

Advanced Placement Latin will be offered the following year (2018-2019).

432 Spanish 1 - This course continues to strengthen student performance in the three modes of communication introduced in Spanish 1. Its purpose is to further develop student proficiency in the Italian language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

Prerequisite: None

Length: Year

Credits: 5

433 Spanish 2 - This course continues to strengthen student performance in the three modes of communication introduced in Spanish 1. Its purpose is to further develop student proficiency in the Italian language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

Prerequisite: Spanish 1 (≥73)

Length: Year

Credits: 5

434 Spanish 3 - This course continues with the progression of language learning using the modes of communication with an emphasis on oral proficiency and listening skills. Through differentiation and the implementation of *natural approach* to second language acquisition, all of the domains of language are developed with an emphasis on the growth of language skills aligned to the novice-high and intermediate low proficiency standards. There is a more structurally intensive focus on grammar, as well as increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

Prerequisite: Spanish 2 (≥73)

Length: Year

Credits: 5

435 Honors Spanish 4 - Increases emphasis on reading, speaking, and refining composition skills. Grammatical focus: complete review of indicative verb tenses and present subjunctive mood, imperfect subjunctive and various fine grammatical points. Cultural focus: oral discussion and written analysis of Spanish plays and Latin American literature, and art and current issues in the Spanish-speaking world.

Prerequisite: Spanish 3 (≥80)

Length: Year

Credits: 5

436 Advanced Placement Spanish – Course conducted entirely in the target language. Emphasizes linguistic development in vocabulary, advanced grammar, writing, reading, speaking, and listening skills. Reading and listening examples come from authentic sources meant for Spanish speakers. Class discussion will be based on current issues, reading materials, videos, podcasts, websites and online Hispanic news source.
SUMMER ASSIGNMENT REQUIRED.

Prerequisite: Honors Spanish 4 (≥80)

Length: Year

Credits: 5

440 Practical Spanish 9 - This course presents students with an exposure to the Spanish language and culture. Though vocabulary study and grammar skill building, students will come to understand the answers to the following questions:

How do I introduce myself and others? / How do introductions differ in various countries?
/ How do I describe myself and others? / What do students like to do and how does that compare with students from around the globe? / What do people do during a normal school day? / How do I talk about my family, house and daily life?
How do I talk about foods that I enjoy?

Prerequisite: Teacher Recommendation

Length: Year

Credits: 5

440a Practical Spanish 10- This course continues the study of concepts learned in Practical Spanish 9, with continued emphasis of vocabulary mastery and grammar skill development.

Prerequisite: Teacher Recommendation

Length: Year

Credits: 5

- 450 Chinese 1** - Introduces the Chinese language with basic skill development and everyday vocabulary. Focus is on pinyin for phonetics, dialogues, basic grammar and introduction of Chinese characters. Cultural topics are included.
- Prerequisite:* None *Length:* Year *Credits:* 5
- 451 Chinese 2** - Reviews Chinese 1 concepts with increased emphasis on skill building and character recognition. Grammatical focus: basic grammar, complex sentences, and dialogue development reflecting modern Chinese society and business. Cultural focus: calligraphy, customs, and art.
- Prerequisite:* Chinese 1 (≥73) *Length:* Year *Credits:* 5
- 452 Chinese 3** – Emphasizes speaking, reading, and writing the language using Chinese characters. Grammatical focus: important components of grammar, including time clauses and conjunctions. Cultural focus: diverse Chinese cultures
- Prerequisite:* Chinese 2 (≥73) *Length:* Year *Credits:* 5
- 453 Honors Chinese 4** – Increases emphasis on reading, speaking, character recognition and writing, syntax building, text analysis, and composition skills. Cultural focus: short stories, extracts of Chinese writers, poems, newspaper ads, and oral discussion/presentations.
- Prerequisite:* Chinese 3 (≥80) *Length:* Year *Credits:* 5
- 454 Advanced Placement Chinese** – This course deepens students’ immersion into the language & culture of the Chinese speaking world, and further develops their proficiency across the full range of language skills. General activities include conversation based on daily life activities, role plays, debates, oral reports, story telling and discussions of Chinese films. **SUMMER ASSIGNMENT REQUIRED.**
- Prerequisite:* Honors Chinese 4 (≥80) *Length:* Year *Credits:* 5

EDUCATIONAL SUPPORT SERVICES (Basic Skills)

- 900 Academic Center for Educational Services (A.C.E.S.)** – This program emphasizes key academic study skills, such as academic organization, note-taking formats, as well as test taking techniques. Direct instruction is also devoted to meaningful academic learning strategies, based on students' needs. This focus is designed to ensure students experience greater success in their other classes. This course is available to all students.

Prerequisite: None

Length: Semester

Credits: 2.5

- 910 Algebra 1 Lab** - Intended to be taken concurrently with Algebra 1, this math elective will provide supporting content and exposure to topics covered in the Algebra 1 curriculum. The pacing and sequence of topics will mirror the Algebra 1 curriculum, providing students the opportunity for additional instruction, review and reinforcement of algebraic concepts within the confines of the school day. This elective is required for any student earning below 80% as their final average in Math 8.

Prerequisite: Teacher recommendation

Length: Year

Credits: 5

- 922- Basic Skills (BSIP)** – Students are assigned to Educational Support Services as a result of their performance on state assessments. Specifically, when a student's score has not met expectations, remediation is required. In order to assist the student in strengthening literacy, mathematical, or biology skills, a Basic Skills Instructional Plan (BSIP) is developed through review and analysis of the student's performance data. Periodic consultation between the basic skills teacher and the academic teachers promotes student progress. Participation in the program is evaluated yearly for participating students.

Prerequisite: None

Length: Semester

Credits: 2.5

ENGLISH LANGUAGE LEARNERS (ELL)

The English Language Learners (ELL) program is designed to meet the needs of students whose native language is not English and whose proficiency in English is limited. The ELL Program emphasizes the acquisition of basic interpersonal communications skills (BICS) for successful social interaction and cognitive academic language proficiency (CALP) to support success in the mainstream academic program. The ELL Program also seeks to foster a sense of self-confidence among these students, and to provide them with an orientation to American culture while maintaining pride in their linguistic and cultural heritages.

Each student is evaluated using the **ACCESS** assessment instrument. A proficiency level is assigned, and the student is scheduled to attend classes in a pull-out fashion, for one to two class periods per day. Students are supported by certified ELL teachers who provide content-based instruction focusing on language skills to enhance comprehension. Students in grades 9-12 may also take advantage of the Transitional English Program that allows them to study grade-level appropriate literature with reinforcement of vocabulary and grammatical structure.

SPECIAL SERVICES

The mission of the Special Services Department in the Holmdel School District is to maximize student success in the general education program and on state assessments required for graduation by offering a range of educational programs and/or related services in accordance with individual needs. The Special Services Department at Holmdel High School supports this mission by cultivating an educational setting that provides students with enriching learning experiences, and by ensuring that any accommodations made are consistent with the identified needs of students, are reflected in their Individualized Education Plans (IEPs), and are implemented cohesively into their educational program. To facilitate the execution of this mission, services are designed for students in the context of the least restrictive environment and include a continuum of placement options such as general class placements with support, resource centers, special class programs, and specialized placements. The frequency and duration of a student's participation in each program is based on the identified needs of the Individualized Educational Plan (I.E.P.).

For more information, or if you suspect your child may need specially-designed instruction, please contact the Special Services Department directly (732-946-1186).

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 sets forth the requirement that no qualified student with a disability shall, on the basis of said disability, be denied services and access to general education. Rather, the law ensures that a school district provide the full range of reasonable accommodations necessary for such students to participate in, and benefit from, public education programs and activities.

Section 504 protects all students with disabilities who have “a physical or mental impairment that substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such an impairment.”

The determination for whether a general education student receives services/accommodations under Section 504 is made by a school-based “504 Team” through a variety of sources including, but not limited to, independent assessments (i.e. doctor's report), and teacher and parent input. (It is important to note that a student may qualify for Section 504 services and not require special education services.)

If the 504 Team determines a student is eligible, they will develop a “504 Accommodation Plan” that describes the impairment (disability), and the accommodations and modifications needed to offer the student equal access to the curriculum. These accommodations may be temporary (such as an accommodation for a broken leg) or may be year-long in nature.

Mr. Eric Swensen, Director of Guidance and 504 Officer, is available to assist you with any additional questions you may have concerning Section 504. He may be reached at 732-946-1839 or eswensen@holmdelschools.org

For additional information, you may wish to visit the New Jersey Department of Education website at www.state.nj.us/education/students/safety/behavior/504 and read the “Frequently Asked Questions” section.

INTERVENTION & REFERRAL SERVICES (I&RS)

The New Jersey State Board of Education has established that the primary mission of schools is to enhance student achievement of high academic standards in safe and disciplined learning environments. The effectiveness of public education in fulfilling this mission depends largely upon the capacity of school systems to respond to the diverse educational needs of students. Constantly evolving social conditions and the changing educational needs that tend to emerge with these changes can pose dramatic barriers to student achievement.

The educational mission is made more complex by the increased incidence, prevalence, and intensity of problems students bring to school. The type of "at-risk" behaviors students manifest while in school place students in jeopardy of school failure and other problems, leaving parents and teachers frustrated and in need of assistance.

In response to these circumstances and the attendant needs of students, the New Jersey Department of Education mandates the development and implementation of school-based Intervention & Referral Services committees. Such committees are to be multi-disciplinary and collaborative in nature and approach.

Teachers and other school personnel typically apply their full range of skills and preferred strategies to resolve student academic, behavior and/or health issues prior to seeking assistance from their colleagues or other school resources. Educators commonly require supplemental support when educational problems are considered unmanageable, complex in nature, or determined to be beyond what can be dealt with within the confines of the school setting. As the numbers and types of student problems increase in both complexity and intensity, schools are being challenged to establish effective mechanisms for addressing these problems to ensure students' academic success.

The team approach, designed to support school staff and parents who seek assistance for the resolution of diverse educational problems, is supported by research and literature as an effective system for organizing and providing intervention and referral services for general education students.

Please contact one of our co-chairs of the I&RS Committee, Ms. Lisa Marino or Mr. Giuseppe Calella, for additional information at 732-946-1832.

VOCATIONAL EDUCATION

Courses below fulfill the graduation requirement for Tech Literacy, Career Ed., and Life Skills or Vocational/Technical Education.

SHARED-TIME PROGRAMS

The Monmouth County Vocational School District offers a variety of programs and courses to residents of Monmouth County. High school students may choose from a variety of courses in the shared-time program or apply for admission into one of the full time schools administered by the District. All programs are designed for youngsters who have an expressed interest in a particular area of study. Shared-time programs offer vocational and employment training in a specific field while the full time programs offer a full diploma program emphasizing a particular field of study.

Students must be entering the 11th grade to elect one of the vocational programs listed below, except Career Center, which is available to students in grades 9 and 10. These two-year programs are taught at ten locations in Monmouth County. Vocational students take their academic courses at Holmdel High School during one-half of the school day and their vocational courses at an alternate location during the other half of the school day. Transportation is provided by the Holmdel School District.

Prerequisite: Application required and visit to Vocational School
 Generally, Grades 11 and 12 *Length:* 2 years *Credits:* 17½ - 20/year*

Vocational Specialties include:

- Computer Information Technology
- Carpentry
- Residential & Commercial Plumbing
- Electricity
- Auto Body
- Diesel Mechanics
- Marine & Engine Boat Repair
- Auto Mechanics
- Dental Assistant
- Patient Care/Medical Assistant
- Health Occupation/Dietary Aide
- Commercial Art
- Cosmetology
- Culinary Arts
- Graphic Arts
- Cisco Networking
- Nursing Assistant

Credits awarded as follows:

	<u>Vocational School</u>	<u>Career Center</u>
➤ Applied Science	5 credits	2.5 credits
➤ Applied Math	5 credits	2.5 credits
➤ Vocational Specialty	10 credits	12.5 credits

TECH PREP PROGRAMS

Tech Prep 2 + 2 is a concept in schools offering a combination of academic and vocational experience. The program provides the student with marketable skills for employment in competitive technological areas. Students not only learn the trade and technical skills in their chosen specialty, they also study mathematics and science as they relate to those areas. The science courses offered include: Chemistry, Physics, Anatomy & Physiology, Environmental Science, and Nutrition. Mathematics courses include Algebra II, Statistics, Advanced Technical Mathematics and Management Mathematics. The specific courses taken will depend on the program selected.

The Tech Prep 2 + 2 programs are administered by the Monmouth County Vocational School District in cooperation with Brookdale Community College. The four year sequential program is designed to begin in the junior year of high school, culminating with an Associate Degree. These courses offer the student a unique opportunity to gain college credit while still in high school. Students successfully completing the program will be guaranteed acceptance into the Associate Degree Program in their specialization at Brookdale Community College. Offerings in this program include:

- Cosmetology
- Law Enforcement
- Visual Communications
- Advanced Networking
- Electricity/Telecommunications
- Heating, Ventilation & Air Conditioning
- Allied Health
- Auto Mechanics

Prerequisite: Junior class standing and completed application to program.

CAREER ACADEMIES

The Career Academies offer four-year, full-time programs. The academies include Academy of Allied Health and Science, the High Technology High School, the Marine Academy of Science and Technology, the Communications High School, and the Biotechnology High School. Students will apply to these academies through the Monmouth County Vocational School District during eighth grade. Students interested in these programs should go to the website at www.mcvsd.org.

Special Private Offering
ARTS HIGH SCHOOL

The Arts High School is a special release time program for gifted and talented teens. They are administered by the Arts & Education Center, which has been operating the program in Middlesex County for the past 34 years. A similar program for school districts in Monmouth County, NJ began in January 2004, and the Ocean County Arts High program began in January 2011. Students are selected for the program by audition. Those accepted into the program will receive classes in the literary, performing and visual arts taught by distinguished teaching artists. The classes are taught at an advanced level and provide a rigorous curriculum for developing artistic skills and creative expression in the art form of the student's choice.

Arts High School classes are held from January to May, on Monday afternoons from 1:30-4:30 pm for a fourteen-week term. Arts High School is open to students in 9th through 12th grade.

Please note: The parent is solely responsible for the tuition required to enroll in the Arts High School.

DUAL ENROLLMENT PROGRAM
Release time to earn 12-18 college credits:

1. Prerequisites:
 - Accumulation of 100 credits prior to senior year
 - A passing score on an appropriate proficiency assessment (PARCC, PSAT, SAT).
2. Enroll in at least three consecutive courses at HHS – first three periods or last three periods of the school day.
3. Enroll in a sequence of courses at HHS which when combined with college courses will fulfill our graduation requirement.
4. Secure prior written approval by counselor and department supervisor in order to have college courses appear on our transcript and receive HHS credit. (Each 3 or 4 credit course will count as 5 HHS credits and will not be included in the GPA.)
5. Register for a minimum of six college credits per semester in an accredited college. Adhere to admissions criteria for a specific college, i.e., "Accuplacer" placement test for appropriate placement in Brookdale Community College courses.
6. Parents are responsible for tuition, fees, books, and transportation.
7. Parents sign a contract which outlines conditions and responsibilities of parents, student and the school district.

