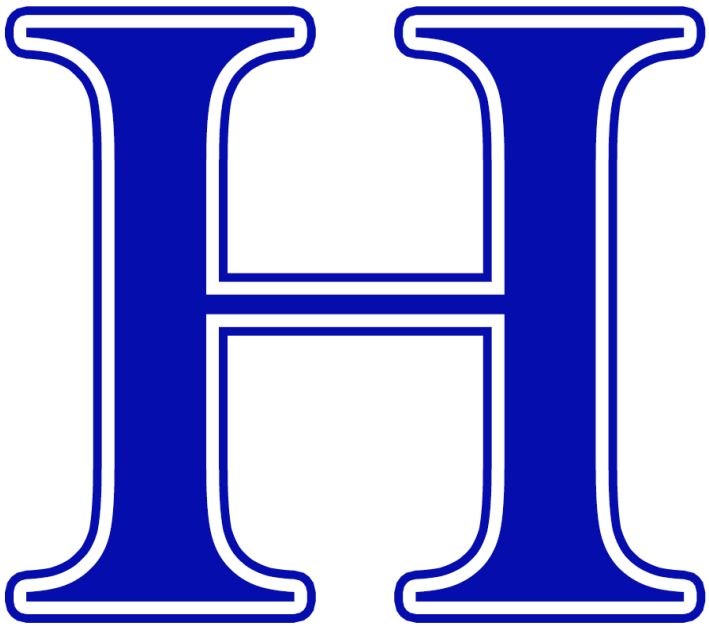
# HOLMDEL HIGH SCHOOL



# PROGRAM OF STUDIES
# 2022-2023

# HOLMDEL TOWNSHIP PUBLIC SCHOOLS

*"A COMMITMENT TO EXCELLENCE"*

**Holmdel High School**
**36 Crawfords Corner Road**
**Holmdel, New Jersey 07733**
**732.946.1832**

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MS. DENISE WRUBEL, Supervisor of Supplemental Programs

## SCHOOL COUNSELORS

MS. JILLIAN CHANDLER
MR. JOSEPH CLORES
MS. TRACEY MARASCO
MS. LORI VONA
MS. NICOLE WILSON

The Holmdel Township Board of Education guarantees to all persons equal access to all categories of employment, retention and advancement in this district, regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, non-applicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test.

Holmdel High School offers a comprehensive program of studies. Final decisions regarding the actual offering of any particular course for the upcoming school year will depend upon enrollment and budget constraints. Therefore, not all courses listed in this catalog are guaranteed to run every school year. Additionally, new courses may be approved by the Board of Education after the program was printed. Please reference the Program of Studies posted on the District's website for the most updated information.

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Dear Holmdel High School Student,

This program 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 2022-2023 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 valued individuals, as each has a great interest in you and your success.

During February and March of 2022, the specifics about the registration process for the 2022-2023 school year 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 you are scheduled properly. Abiding by this process and making timely and thoughtful decisions will ensure that you receive the best academic program.

The decisions you make as you engage in the scheduling process will directly impact your high school career and beyond. Please know that we are here to assist you.

Sincerely,

Matt Kukoda
Principal

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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 threshold on the NJSLA assessments as per their graduating class guidelines below:

| ***Subject Area*** | ***NJ Graduation Requirements*** | ***Minimum College Requirements*** | ***Comments*** |
|---|---|---|---|
| English | 4 years<br>*(20 credits)* | 4 years | 4 years of English are required by the state for graduation. Students must have a passing grade in each English course to meet those requirements. |
| Mathematics | 3 years<br>*(15 credits)* | 3 years<br>Algebra 1<br>Geometry<br>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<br>*(15 credits)*<br><br>*Including Biology*<br>***AND***<br>*a Chemistry, Physics or Environmental Science* | 2-3 years<br>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<br>*(15 credits)*<br>World Civilizations<br>U.S. History 1<br>U.S. History 2 | 3-4 years | Although only 3 years of courses are required in Social Sciences for graduation, many colleges/universities prefer a 4th year course to prepare students for the rigor of GEN Ed courses.There are many electives that qualify in areas of interest to the students. |
| World Language | 1 year<br>*(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<br>*(20 credits)* | | |
| Visual or Performing Arts | 1 year<br>*(5 credits)* | | |
| Technology Literacy, Career Education and Life Skills or Voc-Tech Ed | 1 year<br>*(5 credits)* | | |
| Financial and Economic Literacy | 1 semester<br>*(2.5 credits)* | | |
| 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.

2. 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.

3. 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).

4. A student, once eligible for a sport, is entitled to continuous participation until that specific sports season concludes.

5. 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.

6. Consideration of gender, religion, race or politics shall not prohibit participation in athletic programs.

7. 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. Please see the NCAA Division I and II Initial Eligibility Requirements on Pages 5-7.

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

# NCAA Division I and Division II Initial Eligibility Requirements

## Core Courses

- NCAA Division I requires 16 core courses, 10 of the core courses must be completed by the end of the student's junior year. Seven of the 10 core courses must be in English, Math, or Physical Science.
- NCAA Division II requires 16 core courses.
- See the chart below for a breakdown of the requirements.

## Test Scores

- NCAA Division I has a sliding scale of test scores and grade-point averages. The sliding scale for those requirements is shown on the NCAA website, at www.eligibilitycenter.org.
- NCAA Division II has a minimum SAT score requirement of 820, or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT
    - English
    - Mathematics
    - Reading
    - Science
- When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center. All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency.

## Grade-Point Average

- Be sure to check our high school's list of NCAA approved courses on the Eligibility Center's website to make certain that the courses taken have been approved as core courses. The website is www.eligibilitycenter.org. Approved core courses are also listed in this catalog.
- NCAA GPA is calculated using NCAA core courses only.
- Division I grade-point average requirements are listed on www.eligibilitycenter.org.
- Division II grade-point average requirement is a minimum of 2.2.

| Division I | Division II |
|---|---|
| *Core Course Requirement: 16<br><br>• 4 years of English<br>• 3 years of Math<br>  o Algebra I or higher<br>• 2 years of Natural/Physical Science<br>  o 1 year of lab (if offered)<br>• 1 year of additional English, Math, or Natural/Physical Science<br>• 2 years of Social Science<br>• 4 years of additional courses<br>  o Any area above<br>  o Foreign language<br>  o Comparative Religion/Philosophy<br><br>Ten (10) Courses completed before the start of the seventh semester<br><br>Seven (7) of the 10 must be in English, Math, or Natural/Physical Science<br><br>Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300 on the sliding scale)<br><br>Graduate from high school | 16 Core Courses<br><br>• 3 years of English<br>• 2 years of Mathematics<br>  o Algebra I or higher<br>• 2 years of Natural/Physical Science<br>  o 1 year of lab (if offered)<br>• 3 years of additional English, Math, or Natural/Physical Science<br>• 2 years of Social Science<br>• 4 years of additional courses<br>  o Any area above<br>  o Foreign language<br>  o Comparative Religion/Philosophy |

For complete information, please visit www.eligibilitycenter.org. You may also call the NCAA eligibility office at 877-262-1492.

## NCAA List of Holmdel High School Approved Core Courses (as of 9/1/21)

*English*
Practical English 9
Practical English 10
Practical English 11
Practical English 12
AP English Language and Composition
AP English Literature
English 9
English 10
English 11
English 12
Honors Classics of World Literature

*Mathematics*
Algebra 1
Geometry
Honors Geometry
Algebra 2
Advanced Algebra 2
Honors Algebra 2
PreCalculus
Honors PreCalculus
Calculus
AP Calculus AB
AP Calculus BC
Multivariable Calculus
Finite Mathematics
AP Statistics
AP Computer Science

*Natural/Physical Science*
Practical Science 9
Principles of Biology
Biology
Honors Biology
Physical Science
Principles of Chemistry
Chemistry
Honors Chemistry
Principles of Physics
Physics
Honors Physics
AP Biology
AP Chemistry
AP Environmental Science
AP Physics
College Biology
Earth & Space & Physical Science
Forensic Science
Honors Advanced Research
Honors Anatomy and Physiology
Honors Introduction to Organic Chemistry
Marine Science

*Social Science*
Practical Social Studies 9
Advanced US History 1
Anthropology
AP Macroeconomics
AP Microeconomics
AP Government
Psychology
AP Psychology
Sociology
US History 1
US History 2
AP US History
World Civilizations

*Additional Core Courses*
Chinese 1
Chinese 2
Chinese 3
Honors Chinese 4
AP Chinese
French 1
French 2
French 3
Honors French 4
AP French
Italian 1
Italian 2
Italian 3
Honors Italian 4
AP Italian
Latin 1
Latin 2
Latin 3
Honors Latin 4
AP Latin Vergil
Spanish 1
Spanish 2
Spanish 3
Honors Spanish 4
AP Spanish

## GRADING SYSTEM

| Grade | Numerical Equivalent |
|---|---|
| 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***

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

***Semester Course***

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

***Marking Period Course (PE/Health)***

| | | |
|---|---|---|
| 1st Marking Period | = | 25% |
| 2nd Marking Period | = | 25% |
| 3rd Marking Period | = | 25% |
| 4th 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:

| | Regular Course | Honors Course | AP Course w/o Exam | AP Course w/ Exam |
|---|---|---|---|---|
| A | 4.0 | 5.0 | 5.0 | 5.5 |
| B+ | 3.67 | 4.67 | 4.67 | 5.17 |
| B | 3.0 | 4.0 | 4.0 | 4.5 |
| C+ | 2.67 | 3.67 | 3.67 | 4.17 |
| C | 2.0 | 3.0 | 3.0 | 3.5 |
| D+ | 1.67 | 2.67 | 2.67 | 3.17 |
| D | 1.0 | 2.0 | 2.0 | 2.50 |

Example:

| | Final Grade | | Credits | | Grade Points |
|---|---|---|---|---|---|
| English | B+(3.67) | x | 5 | = | 18.35 |
| H. Geometry | A (5.00) | x | 5 | = | 25.00 |
| World Civilization | C (2.00) | x | 5 | = | 10.00 |
| Spanish 2 | B (3.00) | x | 5 | = | 15.00 |
| H. Biology/Lab | C+ (3.67) | x | 6 | = | 22.02 |
| Art 1 | A (4.00) | x | 2.5 | = | 10.00 |
| Graphic Arts | B+ (3.67) | x | 2.5 | = | 9.18 |
| PE/Health | A (4.00) | x | 5 | = | 20.00 |
| | | | 36 Total Credits | | 129.55 |

$$\frac{\text{129.55 Grade Points}}{\text{36 Total Credits}} = \text{3.60 GPA}$$

## COURSE PLACEMENT

Preliminary placement in core courses is based upon students' cumulative grades at the time of registration in high school. The published prerequisites in this Program of Studies will be used to determine appropriate placement for next year.

Students who initially meet the published prerequisites, but whose final grades fall below the published prerequisites found in the Program of Studies, will be removed from the classes for which they have been scheduled and placed appropriately during the summer months. Students will be notified by August 15th of their withdrawn status.

If a student desires to be placed in a higher level course than they were recommended for or assigned to, they can submit a waiver form here stipulating the reasons for their request. The supervisor will then set up a meeting with the parent to review the request. August 1, is the deadline for waiver requests.

## COURSE SELECTION

Please take the time to choose courses that are the best match for you. Please understand you must meet the prerequisite for courses you choose. 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 2022-2023 school year begins.

## ADVANCED PLACEMENT COURSES

Students who are enrolled in an AP course are expected to take the AP exam. The District will pay for the AP exams. Students who complete the course and take the AP exam will receive additional weight towards their grade that will improve their GPA according to the chart on Page 9. Students who do not take the AP exam will receive a weighted grade equal to that of an Honors Course. These changes ensure that your child receives a grade that reflects the academic rigor of the AP program and the extra effort to complete the AP exam. College credit is possible if students achieve a 3 or higher on the AP test.

# SCHEDULE ADJUSTMENTS

## *PRIOR TO SCHOOL YEAR:*

If it becomes necessary to make a schedule adjustment prior to the beginning of the 2022-2023 school year, students will have 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 30, 2022. In those cases, the grade earned in the dropped class (and assigned GPA credit) 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.

***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 9, 10, 11, 12<br>H. English 9, 10, 11, 12<br>AP Language-Comp.<br>AP Literature-Comp. | Algebra 1<br>Geometry<br>Honors Geometry<br>Intermediate Alg.<br>Algebra 2<br>Advanced Alg. 2<br>Honors Alg. 2<br>Honors Pre-Calc.<br>AP Calculus AB<br>AP Calculus BC | AP Biology<br>AP Chemistry<br>AP Physics | Adv. US H 1<br>AP US H 2<br>AP Psych | AP Chinese<br>AP French<br>AP Italian<br>AP Latin<br>Latin 1, 2, 3<br>H. Latin 4<br>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 |

# CAREER CONCENTRATIONS

Students have the option to choose a Career Concentration Pathway beyond a general high school diploma. The Holmdel High School Career Concentration Pathway offers students of all abilities and interests the opportunity to choose a sequence of courses they wish to follow as part of their four-year high school program.

With the goal of developing a clear path to graduation and beyond, a self-designed series of classes, focused on a career target will prepare a student for college and a rewarding career. These opportunities will help students cultivate their capabilities, assess and solidify career goals, and help focus choices for postsecondary work

Students may choose a Career Concentration at the end of ninth grade, during the spring scheduling process. Students who successfully complete the required courses will be recognized for this accomplishment on their high school transcript.

The Career Concentrations choices are listed below. If students have an idea for a Career Concentration that is not listed, they are encouraged to develop and share their own, unique Career Concentration which may be reviewed and approved by the guidance department.

- **Business Entrepreneurship**: 5 Course Concentration
    - Tier I courses (minimum of three): Business Law, Accounting 1, Economics, AP Macroeconomics, AP Microeconomics
    - Tier II courses: Accounting 2, Public Speaking, Sports and Entertainment Marketing, Virtual Business, AP Statistics

- **Communications and Broadcasting:** 5 Course Concentration
    - Tier I courses (required): Sports and Entertainment Marketing, Intro to Studio Production, Video and Editing 1.
    - Tier II courses: Advanced Studio Production, Video and Editing 2, Public Speaking,, Journalism

- **Computer Science**: 4 Course Concentration
    - Tier I courses (minimum of three): Introduction to Design and Engineering,, Introduction to Computer Science, Introduction to Game Design, Introduction to Robotics, Creating Apps with Animation
    - Tier II courses: AP Computer Science, Advanced Game Development with Animation, AP Computer Science Principles , Robotics 2

- **Engineering**: 5 Course Concentration
    - Tier I courses (minimum of three): Calculus (Regular, AB or BC), Introduction to Design and Engineering, Introduction to Robotics, Engineering Concepts,
    - Tier II courses: Architecture and Design, Engineering and Design Capstone(required), Robotics 2

- **Exploratory Medicine**: 4 Course Concentration
    - Tier I courses (minimum of three): Anatomy and Physiology, AP Biology, AP Chemistry, Honors Advanced Research, Honors Organic Chemistry
    - Tier II courses: Psychology, AP Psychology, Sociology, Medical Terminology, College Biology, Forensics, Latin

- **Government and Public Administration**: 5 Course Concentration
    - Tier I courses (minimum of two): Perspectives on America Today, Contemporary International Relations, AP Government, AP United States History I/II, Public Speaking
    - Tier II courses: Psychology, Sociology, Anthropology, Economics, AP Macroeconomics, AP Microeconomics, Human Geography

- **Graphic Arts**: 5 Course Concentration
    - Tier I courses (minimum of three): Graphic Design, Photography 1, Photography 2, Art 1, Art 2
    - Tier II courses: Advanced Graphic Design, Photography 3, AP Studio, Honors Advanced Drawing

- **Health Sciences**: 5 Course Concentration
    - Tier I courses (all required): Anatomy and Physiology, Dynamics of Healthcare, Emergency Clinical Care, Medical Terminology, Scientific Principles of Nutrition

- **International Relations:** 5 Course Concentration
    - Tier I courses (minimum of three): Level 4 World Language Course, Level 5 World Language Course, Economics, Perspective on America Today, Contemporary International Relations.
    - Tier II courses: Anthropology, Sociology, Psychology, AP Psychology, AP Macroeconomics, AP Microeconomics

- **Performing Arts, Acting**: 5 Course Concentration
    - Tier I courses (minimum of three): Acting 1, Acting 2, Film Study, Honors Literature and Film
    - Tier II courses: Intro to Studio Production, Advanced Studio Production, Video and Editing 1, Video and Editing 2, Drama 1, Drama 2, Public Speaking

- **Performing Arts, Dance:** 4 Course Concentration
    - Tier I courses (all required): Dance 1, Honors Dance 2, Intro Music Theory
    - Tier II courses: American 20th Century Music, Music Theory I

- **Performing Arts. Vocal Music**: 5 Course Concentration
    - Tier I courses (minimum of 4): 4 Years of Concert Chorus (2 at the honors level), Chamber Singers
    - Tier II courses: Music Theory 1, Music Theory 2

- **Performing Arts, Instrumental Music**: 5 Course Concentration
    - Tier I courses (minimum of 4): 4 Years of Symphonic Band (2 at the honors level), Jazz Ensemble
    - Tier II courses: Music Theory 1, Music Theory 2

- **Publishing and Journalism Dynamics:** 5 Course Concentration
    - Tier I courses (minimum of three): Graphic Design, Journalism, Honors English II/AP English Language, AP English Literature, Honors English 12/AP Literature
    - Tier II courses: Creative Writing, Classics of World Literature, Film Study, Public Speaking, Perspectives on America Today, Photography I, Psychology, Sociology, Honors Film and Literature

- **Scientific Research:** 4 Course Concentration
    - Tier I courses (required): Introduction to Research, Honors Advanced Research
    - Tier II courses: AP Biology, AP Chemistry, Honors Organic Chemistry, Honors Physics, AP Physics, AP Environmental Science, Marine Science, Earth and Space Science, Honors Advanced Research, AP Statistics

- **Visual Arts** :4 Course Concentration
    - Tier I course (required) AP Studio
    - Choose Group A or Group B
        - Group A: Art 1, Art 2, Honors Advanced Drawing
        - Group B: Ceramics 1, Ceramics 2, Honors Sculpture

***Note:*** **An internship/mentorship within any of the Career Concentrations would satisfy ANY *5 credits* within that chosen Career Concentration field.**

# NEW COURSE OFFERINGS

*The following courses/programs are new for the 2022-23 academic year:*

| Course Code | Course Name | Course Description |
|---|---|---|
| H2805 | General Algebra 1A | See course description on Page 37 |
| H2815 | General Algebra 1B | See course description on Page 37 |
| H2820 | General Geometry | See course description on Page 37 |
| H2809 | General Applications of Mathematics | See course description on Page 38 |
| H5315a | AP Physics: Mechanics | See course description on Page 50 |
| H5315b | AP Physics: Electricity & Magnetism | See course description on Page 50 |
| H5610a | AP Research | See course description on Page 51 |
| H6116 | Honors Acting 3 | See course description on Page 71 |
| H4820 | Novice Spanish | See course description on Page 81 |
| H1560/H5610a | AP Capstone Diploma Program | See course description on Page 84 |

# LEADERSHIP AND CHARACTER DEVELOPMENT

**H0001** **PEER Leadership** – Modeling the Six Pillars of Character, the Holmdel High School Peer Leadership Program provides students the opportunity to develop and practice leadership and action skills in a social setting. The course encourages students to be the catalysts for change, offering opportunity to develop awareness and understanding of social issues, problems, and resources. A rigorous curriculum demonstrating 21st Century Life Skills will include team building activities, small and large boundary breaking, public speaking, district-wide peer mentoring, and collaborative interaction with our Team UNIFY program. Social responsibility is integrated through community service initiatives that promote positive peer influence. In facilitating community partnerships with local Non-Profit Organizations, including (but not limited to) Ronald McDonald House, NJSO and Bridges at the Shore, social responsibility will be extended. Peer leaders engage in interactive team building, problem solving, conflict resolution, time and organizational management objectives. With increased self-esteem, students educate peers on relevant issues that impact the school and community.

| | | |
|---|---|---|
| *Prerequisite:* Available to Grade 12 students only and student must be a current member of the Peer Leadership Club. | *Length:* Semester | *Credits:* 2.5 |

# BUSINESS EDUCATION

*Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education*

**H7800** **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 |

**H7805** **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*: Full-Year | *Credits*: 5 |

**H7810** **Accounting 2** – A continuation of the fundamentals of the accounting structure will be studied. Students will be introduced to special journals, uncollectible accounts receivable, plant assets and depreciation, inventory, notes and interest, long term debt, accrued revenue and expenses, corporations, distribution of dividends, financial statements and end-of-year reports. Students will complete a web based interactive accounting simulation.

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

**H7815** **Financial Literacy and Economics** – 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 |

**H7820** **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 the course 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 |

**H7825** **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 |

# INTERNSHIP

*Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education*

**H7830** **Internship/Mentorship** – The Work Based Learning program provides high school seniors with real world, workplace experience prior to their graduation. Students will engage in an 8-10 week internship at a selected business of their choosing. In lieu of afternoon classes at school, students will leave campus and report to their internship location. In advance of the internship experience, students will learn resume building, discuss workplace situations, and collaborative teamwork in the business environment. Weekly class meetings will take place to reflect on the internship experience. Internship opportunities are available for every possible career. Students must identify their interest in this program by April 1, 2022 so that an internship location can be secured. Please reach out to Mr. Cohen at ECohen@Holmdelschools.org for more information.

| | | |
|---|---|---|
| *Prerequisite*: Grade 12 students only | *Length*: Semester | *Credits*: 10 |

# ENGINEERING EDUCATION

*Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education*

**H7275a** **Introduction to Design and Engineering** – The Introduction to Design and Engineering class will focus on real world applications through innovative design and engineering projects from around the world. Students will use two and three dimensional drawing and modeling techniques to develop problem solving solutions and work through the design process using case study examples. Students will be exposed to design history and a variety of current and innovative fields including 3d printing, architecture, engineering concepts, and industrial design. This course will be an introduction to the design and engineering framework geared towards practical application through model making and other student driven solutions.

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

**H7280a** **Engineering Concepts** – This course will focus on the foundations of engineering principles through hands-on projects in multiple disciplines including: AeroSpace, Electrical, Structural, Mechanical, Biomedical, and Biomechanical. Collaboration and group based activities will be the focus for each project fostering creativity through local and global problem solving using cutting edge technologies including CNC manufacturing, 3D printing, physical model production and 3D modeling. Students will be introduced to real world applications through a variety of site visits to influential projects in the area.

| | | |
|---|---|---|
| *Prerequisite*: Introduction to Design and Engineering OR Introduction to Engineering | *Length*: Semester | *Credits*: 2.5 |

**H7285** **Architecture and Design** – Students will explore the world of design through architectural history and many of today's influential projects around the world. Digital and physical models of various projects will be used to present design concepts for residential, commercial, and community based spaces. Modern high rises to residential homes will be explored through 3-dimensional and physical modeling with project site visits throughout the semester. Construction techniques will include hand tools, 3d printers, laser cutters, and all the resources available in the engineering lab. Architectural related careers will be introduced including construction principles, Industrial, Interior and Product Design through creative and interactive problem solving techniques.

| | | |
|---|---|---|
| *Prerequisite*: Introduction to Design and Engineering OR Introduction to Engineering | *Length*: Semester | *Credits*: 2.5 |

**H7290** **Engineering and Design Capstone** – The Engineering and Design capstone course will be focused on a comprehensive design project using expertise learned in prior courses to develop a solution to a local or global engineering problem. Students will work in design groups to complete a variety of exciting challenges through group activities with students from all engineering and design disciplines. The year-long course will culminate in a comprehensive semester capstone project geared towards connecting students with professionals in the field. Projects will be sponsored by active professionals who will help guide project teams through the process. Students will create large scale mockup models of their work and test ideas using all of the modern resources available in the engineering lab. The final presentation will include outside professionals and project stakeholders to help students further their understanding of industry connections and professional practice.

**Note:** This course has a dual enrollment option with Stockton University. Students can earn 4 college credits upon successful completion of this class. For more information please contact your Guidance Counselor.

| | | |
|---|---|---|
| *Prerequisite*: Architecture and Design OR Engineering Concepts | *Length*: Full-Year | *Credits*: 5 |

# COMPUTER SCIENCE

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

**H7005** **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 by learning one of the more advanced and widely used computer programs.

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|---|---|---|
| *Prerequisite*: Geometry (≥80) OR Honors Geometry OR Honors Algebra 1 | *Length*: Full-Year | *Credits*: 5 |

**H7010** **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. This course prepares students to take the AP Computer Science "A" exam. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

| | | |
|---|---|---|
| *Prerequisite*: Honors Geometry (≥80) OR Geometry (≥90) OR Introduction to Computer Science | *Length*: Full-Year | *Credits*: 5 |

**H7205** **Advanced Placement Computer Science Principles** – The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. You will creatively address real-world issues and concerns while using the same processes and tools artists, writers, computer scientists and engineers use to bring ideas to life. The overarching goal of this course will be to prepare a student to take the College Board's Advanced Placement Examination in Computer Science Principles. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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|---|---|---|
| *Prerequisite*: Algebra 1 | *Length*: Full-Year | Credits: 5 |

# ENGLISH

Four years of English Language Arts are required for graduation.

**H1105** **English 9** – Approaches the study of literature thematically, using multiple genres, short stories, novels, biographies, autobiographies, mythology, nonfiction, poetry, Shakespearean plays, and drama. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED**.

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|---|---|---|
| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |

**H1110** **Honors English 9** – Offers an enhanced version of English 9 following a similar thematic and multi-genre approach. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED**.

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|---|---|---|
| *Prerequisite*: English 8 (≥90) AND Critical Reading & Written Response Task OR Honors English 8 (≥86) | *Length*: Full-Year | *Credits*: 5 |

**H1205** **English 10** – Approaches the study of American literature thematically, using multiple genres: short stories, novels, nonfiction, poetry, and drama. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED.**

| | | |
|---|---|---|
| *Prerequisite*: English 9 (all levels) | *Length*: Full-Year | *Credits*: 5 |

**H1210** **Honors English 10** – Offers an enhanced version of English 2, following a similar thematic and multi-genre approach using works from American literature. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED**.

| | | |
|---|---|---|
| *Prerequisite*: English 9 (≥90) AND Critical Reading & Written Response Task OR Honors English 9 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H1305** **English 11** – Approaches the study of world literature thematically using multiple genres: short stories, novels, nonfiction, epic poetry, Shakespearean plays, and drama. 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 10 (all levels) | *Length*: Full-Year | *Credits*: 5 |

**H1310** **Honors English 11** – Offers an enhanced version of English 3 following a similar thematic multi-genre approach using works from world literature. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: English 10 (≥90) AND Critical Reading & Written Response Task OR Honors English 10 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H1315** **Advanced Placement Language and Composition** – **A junior year course designed** to engage students in becoming more skilled readers of prose drawn from a range of periods, disciplines and rhetorical contexts. Students learn how to determine the meaning of text while examining how that text achieves meaning through language and rhetoric. To gain authority and learn to take risks in writing, they will write in both informal and formal contexts, and become acquainted with a wide variety of literary styles, mostly non-fiction. In addition, the course will reflect the increasing importance of visual analysis.The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED-students may not add AP course to their schedule without completing the summer assignment.**

| | | |
|---|---|---|
| *Prerequisite*: English 10 (≥90) AND Critical Reading & Written Response Task OR Honors English 10 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H1405** **English 12** – Approaches the study of British literature thematically, using multiple genres: novels, poetry, and plays that represent the Anglo-Saxon, Medieval, Renaissance, Romantic, Victorian, and Modern Periods. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED.**

| | | |
|---|---|---|
| *Prerequisite*: English 11 (all levels) | *Length*: Full-Year | *Credits*: 5 |

**H1410** **Honors English 12** – Offers an enhanced version of English 12 following a similar thematic multi-genre approach using works from British literature with a more intensive study of acknowledged literary masters. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills. **SUMMER ASSIGNMENT REQUIRED**.

| | | |
|---|---|---|
| *Prerequisite*: English 11 (≥90) AND Critical Reading & Written Response Task OR Honors English 11 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H1415** **Advanced Placement Literature and Composition** – **A senior year course** designed to immerse students in an array of sophisticated literary works, expanding their appreciation for the ideas and literary techniques of accomplished writers. Students will write to express, interpret, and analyze major works, developing the skills and insights needed for successful participation in college courses and future careers. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED-students may not add AP course to their schedule without completing the summer assignment.**

| | | |
|---|---|---|
| *Prerequisite*: English 11 (≥90) AND Critical Reading & Written Response Task OR Honors English 11 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H1505** **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, 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 9 (all levels) | *Length*: Semester | *Credits*: 2.5 |

**H1510** **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. **An option to complete a capstone project for this course to receive Honors credit is available to students who successfully submit and publish an original piece of writing and complete an Honors Portfolio.**

| | | |
|---|---|---|
| *Prerequisite*: English 9 (all levels) | *Length*: Semester | *Credits*: 2.5 |

**H6120** **Playwriting** – This course examines the structures of theatrical storytelling through the reading and writing of dramatic works. Students will write, revise, and workshop an original play. Students may enter their work into local, regional and national competitions as well as have the opportunity to have their works performed by professional actors.

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

**H1515** **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.

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| *Prerequisite*: English 10 (all levels) | *Length:*Semester | *Credits*:2.5 |

**H1520** **Honors Classics of World Literature** – This course examines important classic texts of world literature, with a focus on different literary traditions representing an array of cultures from around the world. Special attention will be paid to the interrelationship between notable literary works and their influence on later writings. Both Western and Eastern literature will be studied, with a view towards increasing cultural literacy for future success in college and beyond.

| | | |
|---|---|---|
| *Prerequisite*: English 10 (≥90) OR Honors English 10 (≥80) OR English 11 (all levels) OR AP Language & Composition | *Length*: Semester | *Credits*: 2.5 |

**H1525** **Honors Literature and Film** – This course explores the 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, culminating in authentic screenwriting.

| | | |
|---|---|---|
| *Prerequisite*: English 10 (all levels) | *Length*: Semester | *Credits*: 2.5 |

**H1530** **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 9 (all levels) | *Length*: Semester | *Credits*: 2.5 |

**H1535** **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. Some of the major philosophers studied in this course are, but not limited to,Spinoza, Kierkegaard, Sarte, Descarte, and Plato. THis course is designed to give students an understanding of the importance and meaning of philosophy in their lives and its relationship to the world around them.

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|---|---|---|
| *Prerequisite*: English 10 (all levels) | *Length*: Semester | *Credits*: 2.5 |

**H1540** **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 |

**H1555** **Honors Advanced Research for Humanities** – 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. Research is a major component of most college courses. Students who are proficient in research will be better prepared for college. Acquiring research skills prior to college will enhance the student's skills beyond basic inquiry.

| | | |
|---|---|---|
| *Prerequisite*: Honors-level Humanities course (>80) or Non-Honors Humanities course (>90) | *Length*: Full-Year | *Credits*: 6 |

**H1600** **SAT/ACT Prep** – This class affords students the opportunity to learn and practice strategies that will give them a better chance of success on the SAT and the ACT. During this semester course, students will alternate between a class that focuses on the verbal component of the tests and a class that focuses on the mathematical component of the tests.

| | | |
|---|---|---|
| *Prerequisite*: Algebra 1 OR Honors Algebra 1 AND Geometry OR Honors Geometry. Students in Grades 10, 11, 12 only. | *Length*: Semester | *Credits*: 2.5 |

**H1800** **Practical English 9** – This class utilizes curriculum from ***English 9*****,** with pacing modifications based on the needs of students as identified in their IEP. It 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 "what and why" questions, using context clues, strengthening vocabulary skills, identifying themes, inferring, making predictions, and the analysis of literature are modeled and reinforced in each unit. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills.

| | | |
|---|---|---|
| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1802** **Practical English 10** – This class utilizes curriculum from ***English 10*****,** with pacing modifications based on the needs of students as identified in their IEP. It 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. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills.

| | | |
|---|---|---|
| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1806** **Practical English 11/12** – This class utilizes curriculum from ***English 11 and English 12*****,** with pacing modifications based on the needs of students as identified in their IEP. It 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. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills.

| | | |
|---|---|---|
| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1835** **Transitional English** – This course applies a thematic approach to the study of literature with a focus on multiple genres: short stories, novels, biography, mythology, folk tales, nonfiction, poetry, and drama with a special focus on the needs of second language learners. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills using appropriate literature and research with reinforcement of vocabulary and grammatical structure. **NOTE: this class is intended for English Language Learners.**

| | | |
|---|---|---|
| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1809** **LLD English 9** – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School's English classes. This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, and everyday text including digital texts.

| | | |
|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1810** **LLD English 10** – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School's English classes. This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, and everyday text including digital texts.

| | | |
|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1815** **LLD English 11** – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School's English classes (such as speaking, writing, listening and analytical skills). This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, world text, or everyday text including digital media.

| | | |
|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1820 LLD English 12** – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School's English classes (such as speaking, writing, listening and analytical skills). This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, world text, or everyday text including digital media.

| | | |
|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1840 English Applications for the Real World** – This English course is a multi-grade area of study that prepares students with skills needed to function successfully in everyday life inside and outside of the classroom. Skills such as reading functional sight words (safety words, grocery words, etc.) and comprehension of those words in the real world, reading and following directions and reading and writing list. The course is individually designed to meet the English needs of each student so they can live more independently. Within this course differential instruction will be applied to meet the goals and objectives of each student's individual education plan.

| | | |
|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1560 Advanced Placement Seminar** – AP Seminar is a foundational course, open to students in grades 10, 11, and 12, that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™.

| | | |
|---|---|---|
| *Prerequisites:* Rising 10th, 11th, or 12th grade students | *Length*: Full Year | *Credits:* 5 |

# FAMILY AND CONSUMER SCIENCES

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

**H7105** **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. The Semester 1 class will feature a focus on French cuisine, while the Semester 2 class will focus on South East Asian cuisine. 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 |

**H7110** **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 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 select a fourth year of mathematics. The New Jersey Department of Education recommends the use of graphing calculators starting with Algebra 1.

**H2005** **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*: Full-Year | *Credits*: 5 |

****Note:** if final grade in Grade 8 Math is <70, students are required to take the "Algebra 1 Lab" elective concurrently with Algebra 1. Please see page 38 for the "Algebra 1 Lab" course description.*

**H2015** **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. **SUMMER ASSIGNMENT REQUIRED.**

| | | |
|---|---|---|
| *Prerequisite*: Grade 8 Algebra 1 (≥80) OR High School Algebra 1 | *Length*: Full-Year | *Credits*: 5 |

****Note:** if final grade in High School Algebra 1 is <70, students are required to take the "Geometry Lab" elective concurrently with Geometry. Please see page 38 for the "Geometry Lab" course description.*

**H2020** **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 (≥80) OR Grade 8 Algebra 1 (≥90) AND Department Recommendation OR High School Algebra 1 (≥90) | *Length*: Full-Year | *Credits*: 5 |

**H2025** **Algebra 2** – Includes the study of logarithmic and exponential functions, trigonometry, sequences and series, probability, and matrices. This class will further the understanding of graphs and complex numbers.**SUMMER ASSIGNMENT REQUIRED**

| | | |
|---|---|---|
| *Prerequisite*: Geometry AND Intermediate Algebra (≥70) OR Geometry and Algebra 1 (≥70) | *Length*: Full-Year | *Credits*: 5 |

***Note:** If final grade in Intermediate Algebra is <70, **OR** if final grade in Algebra 1 with Lab is <90, **OR** if final grade in Algebra 1 without lab is <70, then students are required to take the Algebra 2 Lab elective concurrently with Algebra 2. Please see page 39 for the Algebra 2 Lab course description.

**H2030** **Intermediate Algebra** – Includes the study of real numbers, equations, inequalities, polynomials, rational expressions, complex numbers and radicals, quadratic functions, conic sections, linear and nonlinear systems, and exponential and logarithmic functions. Upon successful completion of this course, students will be eligible to enroll in Algebra 2. **SUMMER ASSIGNMENT REQUIRED.**

| | | |
|---|---|---|
| *Prerequisite*: Geometry AND Algebra 1 | *Length*: Full-Year | *Credits*: 5 |

**H2035** **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 nonlinear systems, exponential and logarithmic functions, sequences, series, and matrices. **SUMMER ASSIGNMENT REQUIRED**.

| | | |
|---|---|---|
| *Prerequisite*: Algebra 1 (≥80) OR Algebra 1 with Lab (≥90) AND Geometry | *Length*: Full-Year | *Credits*: 5 |

**H2040** **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*: Grade 8 Honors Algebra 1 (≥85), **AND** Geometry or Honors Geometry (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H2045** **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*: Advanced Algebra 2 (≥70) OR Algebra 2 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H2050** **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 Advanced Algebra 2 (≥80) OR Algebra 2 (≥90) OR Introduction to Pre-Calculus (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H2055** **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 Advanced Algebra 2 (≥90) AND Geometry (≥90) | *Length*: Full-Year | *Credits*: 5 |

**H2060** **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 (≥70) OR Honors Pre-Calculus (<80) | *Length*: Full-Year | *Credits*: 5 |

**H2065** **Advanced Placement Calculus AB** – Includes functions and graphs, limits and continuity, differential calculus, and integral calculus. This course is equivalent to College Calculus I. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: Honors Pre-Calculus (≥80) OR Pre-Calculus (≥90) | *Length*: Full-Year | *Credits*: 5 |

**H2070** **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. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: Honors Pre-Calculus (≥90) | *Length*: Full-Year | *Credits*: 5 |

**H2075** **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.

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| *Prerequisite*: Algebra 2 | *Length*: Full-Year | *Credits*: 5 |

**H2080** **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. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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| *Prerequisite*: Honors Algebra 2 (≥90) OR Advanced Algebra 2 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H2085** **Multivariable 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. This course is weighted as an honors level course.

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

**H2805** **General Algebra 1A** – This course is designed for students in resource center math who are approaching readiness for algebraic thinking. The intention of this course is to prepare students for Algebra 1 ICR/Lab or General Algebra 1B. Students will study the real number system, algebraic expressions, multi-step equations, inequalities, functions, graphing and writing linear functions, exponential expressions and exponential functions. *After taking General Algebra 1A students will take General Algebra 1B or Algebra 1 ICR with Lab.*

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| *Prerequisite*: Teacher and/or CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H2815** **General Algebra 1B** – This course is designed for students in resource center math who are continuing to approach readiness for algebraic thinking. The intention of this course is to continue building skills in Algebra 1 and prepare students for Geometry ICR/Lab or General Geometry. Students will review linear equations and functions, and study systems of equations, polynomial expressions, graphing quadratic functions, solving quadratic equations, factoring and radicals. *After taking General Algebra 1B students will take General Geometry, General Application of Mathematics or Geometry ICR with Lab.*

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| *Prerequisite*: Teacher and/or CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H2820** **General Geometry** – This course is designed for students in resource center math who are approaching readiness for geometric and spatial thinking. The intention of this course is to provide students with a modified Geometry course for students not taking Geometry ICR with an emphasis on developing students' spatial and reasoning skills. Students will learn about Geometric notation, definitions, relationships, theorems and postulates. Rather than proving theorems, students will focus on applying geometric concepts related to points, lines, planes, polygons, circles, and three-dimensional figures. Review of algebraic skills will be embedded in lessons throughout the year to ensure retention of the skills and concepts learned in General Algebra A & B or Algebra 1 ICR. *After taking General Geometry students will take General Applications of Mathematics.*

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| *Prerequisite*: Teacher and/or CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H2809** **General Applications of Mathematics** – This course is designed for junior or senior students in resource center math. Individualized reinforcement of State-mandated topics, real life applications of problem solving and computational skills are stressed in this course. Students will study applications of statistics, probability, analyzing data and financial math. The course will review the concepts needed for students to be successful on college placement exams. *After taking General Applications of Mathematics, students will take General Geometry or Geometry ICR with Lab (if not already taken).*

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| *Prerequisite*: Teacher and/or CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H2010** **Geometry Lab** – Intended to be taken concurrently with Geometry, this math elective will provide supporting content and exposure to topics covered in the Geometry curriculum. The pacing and sequence will mirror the Geometry curriculum, providing students the opportunity for additional instruction, review, and reinforcement of geometric concepts within the confines of the school day. This elective is required for any student earning below 70% as their final average in High School Algebra 1.

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| *Prerequisite*: High School Algebra 1 <70 | *Length*: Full-Year | *Credits*: 5 |

**H2007** **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 70% as their final average in Math 8.

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| *Prerequisite*: Grade 8 Math (<70) | *Length*: Full-Year | *Credits*: 5 |

**H2026** **Algebra 2 Lab –** Intended to be taken concurrently with Algebra 2, this math elective will provide supporting content and exposure to topics covered in the Algebra 2 curriculum. The pacing and sequence of topics will mirror the Algebra 2 curriculum, providing students the opportunity for additional instruction, review and reinforcement of more advanced algebraic concepts within the confines of the school day. This elective is required for any student earning below 70% as their final average in Algebra 1 or if final grade in Algebra 1 with Lab is below 90%.

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| *Prerequisite*: Intermediate Algebra (<70) OR Algebra 1 with Lab (<90) OR Algebra 1 (<70) | *Length*: Full-Year | *Credits*: 5 |

**H2825** **LLD Mathematics** – The objectives of the LLD Math course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through individual and specialized instructional strategies. This course is designed with the belief that all students must develop mathematical literacy in order to be successful in their careers and as consumers in the 21st century. This curriculum is designed to assure that all students are mathematically challenged to their appropriate ability and pace while developing critical thinking and problem-solving skills.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H2830** **Math Applications for the Real World** – This mathematics course is a multi-grade area of study that prepares students with skills needed to function successfully in everyday life inside and outside of the classroom. Skills such as expressive and receptive identification of numerals, addition and subtraction, counting, money identification and functional mathematical comprehension. The course is individually designed to meet the mathematical needs of each student so they can live more independently. Within this course differential instruction will be applied to meet the goals and objectives of each student's individual education plan.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H1600** **SAT/ACT Prep** – This class affords students the opportunity to learn and practice strategies that will give them a better chance of success on the SAT and the ACT. During this semester course, students will alternate between a class that focuses on the verbal component of the tests and a class that focuses on the mathematical component of the tests.

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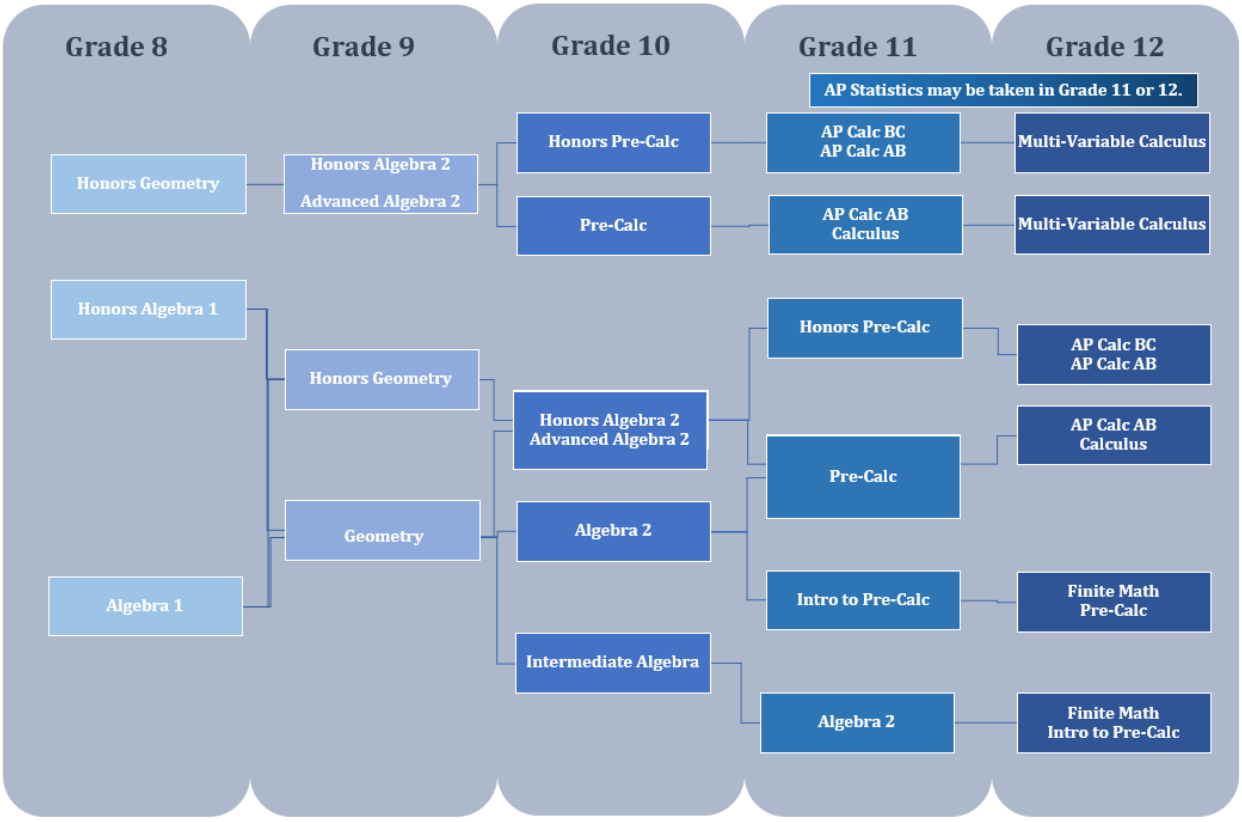
| *Prerequisite*: Algebra 1 OR Honors Algebra 1 AND Geometry OR Honors Geometry. Students in Grades 10, 11, 12 only. | *Length*: Semester | *Credits*: 2.5 |

# Typical Mathematics Sequences 2022-2023



# 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.

**H9109** **Personal Wellness** – 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.

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|---|---|---|
| *Prerequisite*: Available to Grade 9 only | *Length*: 1 Quarter | *Credits*: 1.25 |

**H9110** **Driver 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.

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| *Prerequisite*: Available to Grade 10 only | *Length*: 1 Quarter | *Credits*: 1.25 |

**H9111** **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.

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| *Prerequisite*: Available to Grade 11 only | *Length*: 1 Quarter | *Credits*: 1.25 |

**H9112** **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.

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| *Prerequisite*: Available to Grade 12 only | *Length*: 1 Quarter | *Credits*: 1.25 |

**H9000** **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.

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| *Prerequisite*: None | *Length*: 3 Quarters | *Credits*: 3.75 |

**Note:** While the Health and Physical Education courses are quarterly, the final grade will reflect the average as a full, 5-credit course.

**Option II for Athletics**

The New Jersey Department of Education (NJDOE) recognizes and acknowledges that all students will not achieve the New Jersey Student Learning Standards (NJSLA) in the same manner and/or with the same level of success. The Holmdel School District is permitted to allow students with individualized learning opportunities outside of the traditional classroom that are stimulating and challenging and that enable students to meet or exceed the New Jersey Student Learning Standards. This is commonly referred to as Option II.

Students are permitted to earn credit toward graduation through Option II experiences. Participation in Option II is predicated on the application process through which students seek approval. Attainment of credit toward graduation is based on the successful completion of documentation that verifies student achievement in meeting or exceeding the NJSLA at the high school level.

Students in grades 10-12 planning to pursue athletic activities for credit at Holmdel High School are required to submit a completed application to the Principal's Option II Review Committee no later than April 9, 2022. Each student's application will be reviewed on its own merit. Visit the Option II for Athletics webpage on our district's website for details and to access the application paperwork. Students must participate in one quarter of health class regardless of Option II status.

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| *Prerequisite*: None | *Length*: 3 Quarters | *Credits*: 3.75 |

**H9201a** **Rutgers Honors 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.

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|---|---|---|
| *Prerequisite*: Honors Dynamics of Healthcare | *Length*: Semester | *Credits*: 2.5 |

**H9206a** **Rutgers Honors Emergency and Clinical Care** – Emergency and Clinical Care is a course that deals with emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency. Students will be prepared to 1) obtain a patient's medical history, 2) take and record vital signs relative to medical/dental treatment, and 3) acquire cardiopulmonary resuscitation American Red Cross certification.

**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*: Honors Dynamics of Healthcare | *Length*: Semester | *Credits*: 2.5 |

**H9211a** **Rutgers Honors Clinical Internship** – Students will be enrolled in this “non-seated” class automatically each year when they are scheduled for a course that is run in conjunction with Rutgers University. Students will be placed in an online classroom where they will submit a journal entry for each clinical visit. They will be required to complete 15 hours of clinical shadowing that school year to be completed by June 1st of that year.

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

***Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education***

**H9216a** **Rutgers Honors Dynamics of HealthCare in Society** – This class is an orientation to health care and delivery, from an interdisciplinary perspective. It focuses 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**.**

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| *Prerequisite*: Personal Wellness | *Length*: Semester | *Credits*: 2.5 |

**H9221a** **Rutgers Honors Medical Terminology** – Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in diagnosing and treating conditions related to all of the human body systems.

**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*: Honors Dynamics of Healthcare | *Length*: Semester | *Credits*: 2.5 |

# SCIENCE

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

**H5803** **Practical Science 9** – This class utilizes curriculum from ***Biology*****,** with pacing modifications based on the needs of students as identified in their IEP. It provides an introduction to the basic concepts of Biology studies. 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, ecology and anatomy.

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| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H5820** **Practical Science 10/11/12** – This class utilizes curriculum from ***Physical Science,*** with pacing modifications based on the needs of students as identified in their IEP. It provides an introduction to the basic concepts of Physical Science studies. 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.

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| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H5000** **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. This course fully covers all life science standards as defined in the NJ Student Learning Standards for Science.

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| *Prerequisite*: Grade 8 Science (<80) | *Length*: Full-Year | *Credits*: 6 |

**H5005** **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.

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| *Prerequisite*: Grade 8 Science (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5010** **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.

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| *Prerequisite*: Grade 8 Science (≥90) AND Science Placement Assessment (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5015** **Advanced Placement Biology/Lab** – Examines molecular, cellular, organism and population biology, evolution, ecology, human physiology, and behavior. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

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| *Prerequisite*: Honors Biology (≥90) OR Biology (≥90) AND Honors Chemistry (≥80) OR Chemistry (≥90) | *Length*: Full-Year | *Credits*: 6 |

**H5020a** **Brookdale 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.

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| *Prerequisite*: Biology (≥70) AND Chemistry (≥70) AND EITHER Composite SAT SCORE (>1070) OR Student must take the Brookdale placement tests | *Length*: Full-Year | *Credits*: 6 |

**H5100** **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.

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| *Prerequisite*: 2 years of Science; with preference given to Grade 12 students, then Grade 11 students | *Length*: Full-Year | *Credits*: 6 |

**H5105** **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.

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| *Prerequisite*: Principles of Biology | *Length*: Full-Year | *Credits*: 6 |

**H5100** **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.

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| *Prerequisite*: Principles of Biology (≥80) AND Algebra 1 OR Principles of Biology AND Physical Science AND Algebra 1 | *Length*: Full-Year | *Credits*: 6 |

**H5105** **Chemistry/Lab** – Examines scientific measurement, atomic structure, chemical reactions, stoichiometry, thermochemistry, behavior of gasses, electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, equilibrium, acids and bases, oxidation-reduction reactions, and electrochemistry.

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| *Prerequisite*: Honors Biology (<80) OR Biology (≥80) AND Algebra 1 (≥80) OR Principles of Biology (≥90) AND Algebra 1 (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5110** **Honors Chemistry/Lab** – Emphasizes scientific measurement, atomic structure, chemical reactions, stoichiometry, thermochemistry, behavior of gasses, electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, equilibrium, acids and bases, oxidation-reduction reactions, and electrochemistry.

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| *Prerequisite*: Honors Biology (≥80) OR Biology (≥90) AND Algebra 1 (≥90) OR Grade 8 Honors Algebra 1 (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5115** **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. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: Honors Chemistry (≥80) OR Chemistry (≥90) AND Algebra 2 (≥90) OR Chemistry (≥90) AND Advanced Algebra 2 (≥90) OR Chemistry (≥90) AND Honors Algebra 2 (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5120** **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.

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| *Prerequisite*: Honors Chemistry (≥70) OR Chemistry (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5200** **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.

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| *Prerequisite*: 2 years of Science, including at least 1 year of a Physical Science course; with preference given to Grade 12 students, then Grade 11 students | *Length*: Full-Year | *Credits*: 6 |

**H5205** **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.

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| *Prerequisite*: Honors Biology (≥70) AND Honors Chemistry (≥70) OR Biology (≥80) AND Chemistry (≥80) OR Principles of Biology (≥90) | *Length*: Full-Year | *Credits*: 6 |

**H5300** **Principles of Physics/Lab** – Introduces mechanics, properties of matter, heat, sound and light, electricity and magnetism, and an introduction to atomic physics.

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| *Prerequisite*: 2 years of Science AND Algebra 1 (≥70) | *Length*: Full-Year | *Credits*: 6 |

**H5305** **Physics/Lab** – Explores kinematics, dynamics, momentum, energy, gravitation, electromagnetism, sound, and optics.

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| *Prerequisite*: Chemistry AND Algebra 2 (≥75) OR Chemistry AND Geometry (≥75) | *Length*: Full-Year | *Credits*: 6 |

**H5310** **Honors Physics/Lab** – Emphasizes a mathematical treatment of mechanics, universal gravitation, electricity and magnetism, waves, sound, and optics.

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| *Prerequisite*: Honors Chemistry (≥80) OR Chemistry (≥90) AND Algebra 2 (≥90) OR Advanced Algebra 2 (≥80) OR Honors Algebra 2 (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5315a** **Advanced Placement Physics: Mechanics/Lab –** Continues from previous preparation with advanced treatments of mechanics in preparation for the AP Physics C-level Mechanics exam. This course will also cover the additional topics of thermodynamics and fluid mechanics, which are also topics typically covered in a college level physics course. In addition, the course will include an introduction to, and projects with, the programming environment *Python.* Includes advanced lab experiments appropriate for a college-level course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

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|---|---|---|
| *Prerequisite*: **MATH:** Honors Pre-Calculus (≥80) OR Pre-Calculus (≥90 with completion of the summer assignment) **SCIENCE:** Honors Physics (≥80) OR Physics (≥90) | *Length*: Full-Year | *Credits*: 6 |

**H5315b** **Advanced Placement Physics: Electricity and Magnetism/Lab** - Continues from previous preparation with advanced treatments of electromagnetism in preparation for the AP Physics C-level Electricity and Magnetism exam. Includes advanced lab experiments appropriate for a college level course. This course may be taken as a stand alone science elective, or concurrently with AP Physics: Mechanics. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

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|---|---|---|
| *Prerequisite*: **MATH:** Honors Pre-Calculus (≥80) OR Pre-Calculus (≥90) with completion of the summer assignment) **SCIENCE:** Honors Physics (≥80) OR Physics (≥90) | *Length*: Semester (1st semester) | *Credits*: 3 |

**H5600** **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. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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|---|---|---|
| *Prerequisite*: 8th Grade Science (≥95) AND Science Placement Test Score (≥90) OR Honors Chemistry (≥70) OR Chemistry (≥80) | *Length*: Full-Year | *Credits*: 6 |

**H5605** **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, or participate in the Waksman Student Scholars Program (WSSP). Open to 10th, 11th, and 12th grade students, who either do not wish to pursue an AP Capstone diploma, or who have completed AP Seminar and AP Research, and who would like to pursue an additional year of independent research.

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| *Prerequisite*: At least one-year of Honors-level Science course (≥80) OR Non-Honors Science course (≥90) OR Honors-level Humanities course (>80) or Non-Honors Humanities course (>90) | *Length*: Full-Year | *Credits*: 6 |

Enrollment is contingent upon research proposal approval submitted to Science supervisor no later than May 3, 2022. This form may be obtained from the guidance counselor.

**H5610a** **Advanced Placement Research** – AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students are expected to present at symposiums to the greatest extent possible. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™.

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| *Prerequisite*: AP Seminar | *Length*: Full Year | *Credits*: 5 |

**H5615a** **Rutgers Honors 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.

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| *Prerequisite*: Biology AND Chemistry (any level) AND Dynamics Of Healthcare | *Length*: Full-Year | *Credits*: 6 |

**H5830** **LLD Science 9** – The objectives of the Language/Learning Disabilities (LLD) Science course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through individual and specialized instructional strategies. This course is designed with the belief that all students must develop literary skills driven by science content in order to be successful in their careers and as consumers in the 21st century. This curriculum is designed to assure that all students are challenged to their appropriate ability and pace while developing critical thinking and problem-solving skills.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 6 |

**H5835** **LLD Science 10** – The objectives of the Language/Learning Disabilities (LLD) Science course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through individual and specialized instructional strategies. This course is designed with the belief that all students must develop literary skills driven by science content in order to be successful in their careers and as consumers in the 21st century. This curriculum is designed to assure that all students are challenged to their appropriate ability and pace while developing critical thinking and problem-solving skills.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 6 |

**H5840** **LLD Earth and Space Science 11** – The objectives of the Language/Learning Disabilities (LLD) Science course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through individual and specialized instructional strategies. This course is designed with the belief that all students must develop literary skills driven by science content in order to be successful in their careers and as consumers in the 21st century. This curriculum is designed to assure that all students are challenged to their appropriate ability and pace while developing critical thinking and problem-solving skills. Students will be exposed to content areas including: Weather, Seasons and Natural Hazards; Earth's Surface; Climate and Climate Change; Natural Resources and Conservation; Planets.

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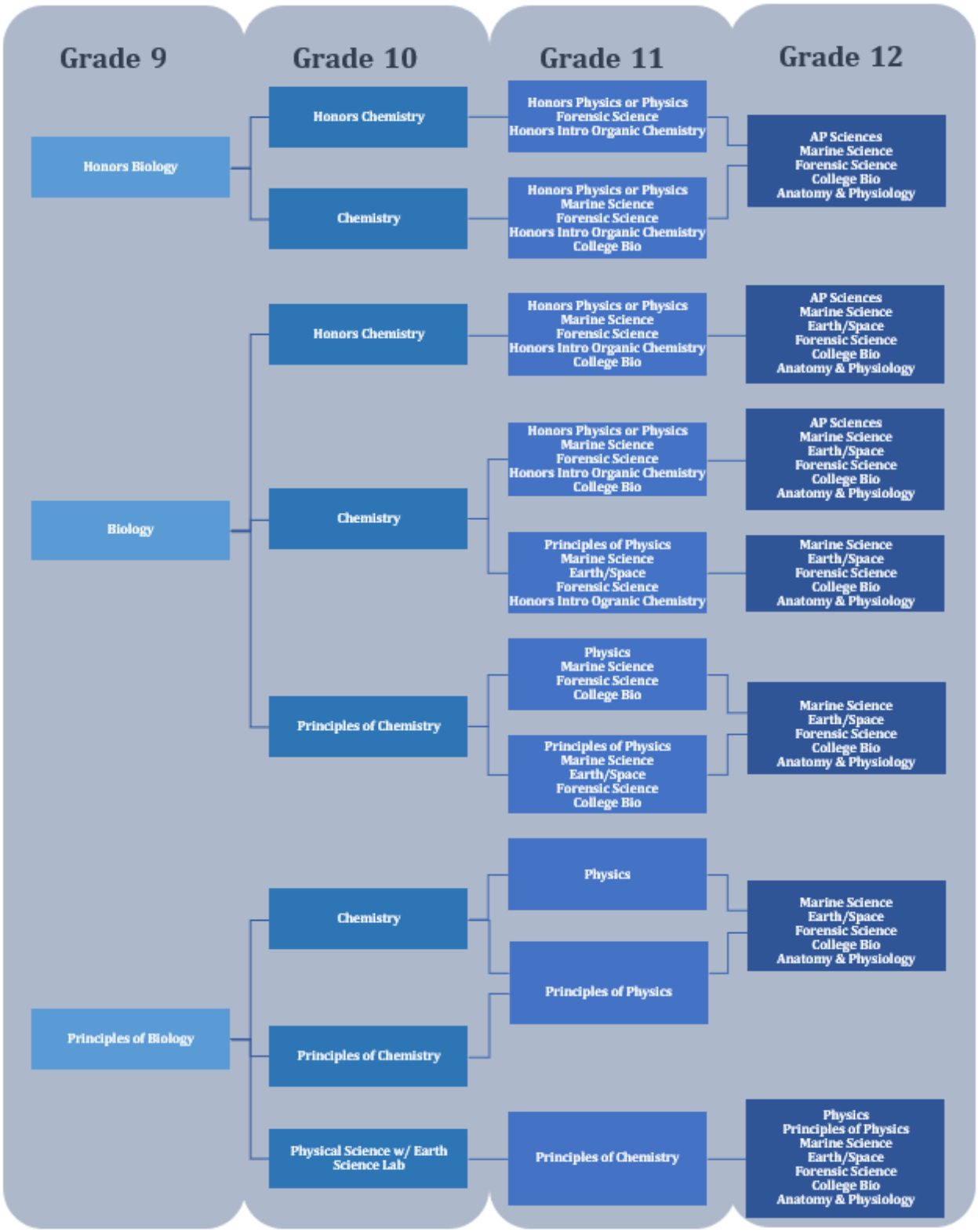
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 6 |

## Typical Science Sequences for 2022-2023



# SOCIAL SCIENCES

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

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|---|---|
| Grade 09 | World Civilizations or AP World History |
| Grade 10 | U.S. History 1 or Advanced United States History 1 |
| Grade 11 | U.S. History 2 or AP United States History 2 |

**H3805** **Practical Social Studies 9** – This class utilizes curriculum from ***World Civilizations*****,** with pacing modifications based on the needs of students as identified in their IEP. It will dive deep into the Ancient societies of the world. 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. Students will learn about the earliest evidence of human civilization, as well as the ancient societies of Mesopotamia, Egypt, India, China, Greece, and Rome. They will study ancient artifacts and documents in an effort to understand the characteristics of ancient societies.

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| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H3815** **Practical Social Studies 10** – This class utilizes curriculum from ***US History 1*****,** with pacing modifications based on the needs of students as identified in their IEP. It is designed to increase the students' knowledgebase of American history. This course also aims to develop content-related skills such as research, written expression, and study skills. Equal attention is devoted to learning facts , as well as fostering critical thinking on historical topics. Topics of study include: Native American culture, the American Revolution, and the Civil War.

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| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H3825** **Practical Social Studies 11/12** – This class utilizes curriculum from ***US History 2*****,** with pacing modifications based on the needs of students as identified in their IEP. It serves as a continuation of Practical Social Studies 10. It 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. Equal attention is devoted to learning academic, as well as fostering critical thinking on historical topics. Topics of study include: the Progressive Era, World Wars I and II, and present day issues.

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| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H3100** **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.

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| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |

**H3105** **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, students will trace the political, economic, cultural, and geographic development of the United States of America. This course is taken by sophomores and is a prerequisite for most of the other social sciences courses and electives.

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| *Prerequisite*: World Civilizations OR AP World History | *Length*: Full-Year | *Credits*: 5 |

**H3110** **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.

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| *Prerequisite*: U.S. History 1 (all levels) | *Length*: Full-Year | *Credits*: 5 |

**H3125** **Human Geography** – An introduction to the study of geography as a social science. The course emphasizes the role of geographic concepts on past and present human issues in an effort to understand human behavior. Students will analyze the role of geography in regional and world conflicts, which includes immigration and migration issues, the allocation of natural resources, as well as the impact of climate.

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

**H3130** **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 media and technology has on government in the modern world. The course will rely heavily on current events.

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

**H3135** **Contemporary International Relations** – Provides students with an overview of the structures and regimes that vie for control of the international system. Students will examine the origins of international law and global undertakings designed to avoid conflicts and war as well as global initiatives to support failed states, nation-building, and 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.

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

**H3140** **Psychology** – This elective is a survey course covering the major topics in psychology. This includes: individual behavior, perception, states of consciousness, memory and thought, motivation and emotion, learning, human development, personality, abnormal psychology, psychological research methods.

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

**H3145** **Anthropology** – This elective 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.

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

**H3150** **Sociology** – Reviews basic sociological concepts and methods in social patterns, culture, socialization, groups, marriage and family, social stratification, ethnic and racial relations, collective behavior, and contemporary social issues, such as gangs, crime, and violence.

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

**H3155** **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.

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| *Prerequisite*: U.S. History 1 (all levels) | *Length*: Full-Year | *Credits*: 5 |

**H3160** **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. Students taking only one semester of AP Economics must take Macroeconomics first and Semester 1.The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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|---|---|---|
| *Prerequisite*: **Grade 12:** U.S. History 2 (≥90) OR AP U.S. History 2 (≥80) **Grade 11:** U.S. History 1 (≥90) OR Advanced U.S. History 1 (≥80) | *Length*: Semester | *Credits*: 2.5 |

**H3165** **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 is placed on the theory of the company as an entity.The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. This course is to be taken Semester 2, following the prerequisite of AP Macroeconomics taken during Semester 1. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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|---|---|---|
| *Prerequisite*: **Grade 12:** U.S. History 2 (≥90) OR AP U.S. History 2 (≥80) AND AP Macroeconomics **Grade 11:** U.S. History 1 (≥90) OR Advanced U.S. History 1 (≥80) AND AP Macroeconomics | *Length*: Semester | *Credits*: 2.5 |

**H3170** **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 key political relationships. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

| | | |
|---|---|---|
| *Prerequisite*: **Grade 12:** U.S. History 2 (≥90) OR AP U.S. History 2 (≥80) **Grade 11:** U.S. History 1 (≥90) OR Advanced U.S. History 1 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H3115** **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.**

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| *Prerequisite*: World Civilizations (≥90) AND English 9 (≥90) OR Honors English 9 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H3120** **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 to the present: immigration, foreign policy, national politics, progressive movements, and the economy. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: Advanced U.S. History 1 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H3175** **Advanced Placement Psychology** – Addresses the systematic and scientific study of behavior at the college level. The course content includes the major subfields of psychology: history, human development, 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 prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.. **SUMMER ASSIGNMENT REQUIRED.**

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|---|---|---|
| *Prerequisite*: **Grade 12:** Biology (≥80) or Honors Biology (≥70) AND U.S. History 2 (≥90) OR AP U.S. History 2 (≥80) **Grade 11:** Biology (≥80) or Honors Biology (≥70) AND U.S. History 1 (≥90) OR Advanced U.S. History 1 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H3180** **Art History** – This course will illustrate how time, place, and society influence the arts through an examination of major forms of artistic expression by examining 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. Some of the artist's that will examined in this course are, but not limited to, Michelangelo, Leonardo da Vinci, Jan van Eyck, Botticelli,Rapheal, Titian, Caravaggio, Velazquez,Manet,Monet,
Van Gogh,Rodin, and Picasso

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

**H6150** **Advanced Placement Art History** – AP Art History actively exposes students to the global art world while emphasizing a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis while building on their historical knowledge. By examining works of art from diverse cultures and the relationships of these works, students will build on their cultural knowledge. Students will analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. They will contextualize art as it relates to its purpose, audience, and the role of the artist and the work in its particular society. Students will develop a holistic understanding of the history of art from a global perspective, which will build understanding of the place of art within broader historical, cultural, religious, and political frameworks. Literacy is a key focus as students discuss, read, and write about art, artists, and the responses and interpretations of art. AP Art History allows students to make connections in forms of global artistic expression and appreciate diversity. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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| *Prerequisite*: Students must be in Grades 10, 11, or 12, and have achieved proficiency scores on standardized tests in reading and writing skills | *Length*: Full-Year | *Credits*: 5 |

**H3835** **LLD World Civilizations** – This course exposes students to a historical, geographical, and political survey of World History beginning with the changing world views in Europe with the emergence of the Renaissance (1350-1600) to the challenges facing the rulers of early modern Europe (1450-1789). Emphasis is on political, social, economic, and technological developments, as well as the concept of historical change.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H3840** **LLD United States History I** – This course exposes students to American History beginning with the world at the time of Columbus and exploration and ending with the Civil War. Emphasis is on political, social, economic, and technological developments, as well as the concept of historical change.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H3845** **LLD United States History II** – After learning about the growth of the United States, through its infancy, students in United History II will learn about the nation's continued upward trajectory into a global superpower. This course will examine our nation's transformation into a world power, through differentiated, direct, and small group instruction. By the end of this course, students will have been exposed to the importance of the United States' role and responsibility within the international community.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H3122** **Advanced Placement World History** – The nature of AP World History is a study of the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will gain proficiencies in evaluating primary and secondary sources, putting historical developments in context and making connections between them, analyzing the claims, evidence, and reasoning you find in sources, and coming up with a claim or thesis and explaining and supporting it in writing. Teaching methodology would follow the College Board's guidance and units of study. Both AP standards and NJSLS 2020 Social Studies standards will be addressed. Open to 9th grade students as a first experience with our AP program and as an alternative selection to World Civilizations. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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| *Prerequisite*: Social Studies 8 (≥90) AND English 8 (≥90) AND Critical Reading & Written Response Task OR Honors English 8 (≥86) | *Length*: Full-Year | *Credits*: 5 |

# TECHNOLOGY EDUCATION

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

**H7215** **Advanced Graphic Design** – Advanced Graphic Design is for students who are interested in learning more about the graphic design field. Advanced Graphic Design class will build on the elements of art and principles of design taught in Graphic Design Class. Students will use Adobe Photoshop, Adobe InDesign and Adobe Illustrator to complete in-depth projects that focus on different careers in graphic design, such as publishing and advertising. Students will create a digital portfolio that will be presentation-ready when applying for college graphic design programs.

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| *Prerequisite*: Graphic Design | *Length*: Semester | *Credits*: 2.5 |

**H7220a** **Introduction to Studio Production** – This course introduces students to the basics of studio television production. Areas of study and skills will include: directing for television, writing for television, camera operation, working with audio, creating text for television, lighting and performing on camera. Unit topics include: broadcast news, commercials, public service announcements, and studio productions. Students will collaborate on production teams to produce "as-live" productions in a studio setting. This course will emphasize teamwork, preparedness, goal-setting, verbal and non-verbal communication skills, meeting deadlines, and performing under "live" conditions.

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

**H7223a** **Advanced Studio Production** – In Advanced Studio Production, students will be introduced to a challenging and advanced learning environment for those interested in news broadcasting. Students will be able to work in a competitive production team to produce a weekly school newscast. Students will further sharpen their skills learned in *Intro to Studio Production* like producing, directing, and camerawork. Students will also develop their writing, organization, and presentation and communication skills all while strengthening their decision-making and leadership skills. Daily and weekly deadlines must be met similar to a professional broadcast news production team. Career opportunities in news broadcasting and studio production will be discussed and explored.

**Note: This course has a dual enrollment option with Stockton University. Students can earn 4 college credits upon successful completion of this class. For more information please contact your Guidance Counselor.**

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| *Prerequisite*: Introduction to Studio Production | *Length*: Full-Year | *Credits*: 5 |

**H7225a** **Video and Editing 1** – This is the first of two courses in video and editing production. Video and Editing 1 will introduce students to the fundamentals of videography and editing. Students will use high definition camcorders and non-linear editing software to produce and edit videos. Students will learn how to operate a video camcorder and cover topics such as video framing, shot composition, and rule of thirds. Students will learn how to edit with non-linear editing software like Adobe Premiere Pro. Topics covered include: layering video, blending audio, sound effects, and visual storytelling. In addition to video and editing, students will write scripts and create storyboards for film. Projects include: sequencing, proverb videos, commercials, and movie trailers. This course will emphasize proper preparation, preparedness, goal-setting, teamwork, and the ability to meet deadlines.

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

**H7230a** **Video and Editing 2** – This course is intended for students who would like to further enhance their video and editing skills. A successful completion of Video and Editing 1 is a prerequisite for this course. Video and Editing 2 will build on the concepts and skills learned in Video and Editing 1. Topics covered include: keying video, special effects and animation with text. Video and Editing 2 will incorporate group projects and long form productions like short films, instructional videos, and music videos. Students are expected to write scripts and create storyboards for their videos. Every short film that is produced in this class is eligible to be entered into the Holmdel High School Annual Film Festival in April. Students will also explore video and editing college and career opportunities.

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| *Prerequisite*: Video and Editing 1 | *Length*: Semester | *Credits*: 2.5 |

**H7235** **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, photochemistry 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.

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| *Prerequisite*: Graphic Design | *Length*: Semester | *Credits*: 2.5 |

**H7240** **Photography 2** – This course builds on the concepts learned in the 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 |
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**H7245** **Photography 3** – Using techniques, concepts and equipment employed in Photography 1 and 2 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 |
|---|---|---|

**H7250** **Creating Apps with Animation** – Students will learn the basic structure of writing applications and integrating animation that can be used in popular mobile based platforms. Students will gain real project experience by developing new ways to think about using code to impact the world around them. Exciting design challenges will be completed along with an introduction to developing a graphic user interface, user input methods, data management, and more. Real world problems will be addressed from concept design to full pilot testing of the application. Upon completion of the course, students will be able to showcase modern applications that work for popular mobile operating systems incorporating basic animation techniques and solutions to real world development challenges through an in class portfolio.

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

**H7255** **Introduction to Robotics** – In this introductory class, students will explore the field of robotics through a variety of hands-on learning experiences. Students will work collaboratively and individually to design, build, program and test digital controls and robotic systems. Students will use microprocessors, sensors, actuators, motors, servos and other materials while utilizing the Engineering Design process to design and build robotic systems that solve problems in their everyday life.

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

**H7260** **Robotics 2** – ***Honors Option*** This unique hybrid course will bring the FIRST Technology Challenge (FTC) to life inside the classroom. Students will design and build robotic devices that will compete at local and state competitions. The use of CAD software, computer programming, and construction materials such as Tetrix, will be used to help students explore various design options to create custom robots to compete in a variety of tasks and obstacles. Students will participate during class time and designated hours outside of class to prepare to compete in highly competitive contests against other high school teams. Club participation after school (September to May) is mandatory. This course can be taken more than once.

*An Honors option is available for students who successfully complete differentiated projects throughout the year.*

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| *Prerequisite*: Introduction to Robotics. **Honors:** Previous year's Math grade (≥90) AND Teacher Recommendation AND Introduction to Robotics | *Length*: Full-Year | *Credits*: 5 |

**H7265** **Introduction to Game Design** – In this course, students will learn how to create their own video games from scratch by using the graphical side of the Javascript programming language. Students will first learn the ins and outs of basic syntax and control structures before applying game concepts such as timers, collisions, mouse clicks, and keystrokes to their programs. After re-creating some classic arcade games, the course culminates in a personal project where each student will combine the skills they've learned with their own interest. The result will be a game that is not only fun to play, but a game where they know exactly how and why each line of code makes the program function.

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

**H7270** **Advanced Game Development and Animation** – Advanced Game Development and Animation will expand upon the principles of two-dimensional game design learned in Introduction to Game Design and introduce students to the principle of three-dimensional modeling and animation for game development. Through the use of a game engine, students will implement controls, physics, collision detection, sound, animation, and memory management. Students will use C# programming language, the Unity 3d editor and many of the concepts that are used in successful game design. They will also become familiar with elements of game play and project management concepts, as related to video games. Students will utilize STEM skills as they apply the design process to the creation of their own games.

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| *Prerequisite*: Introduction to Game Design | *Length*: Semester | *Credits*: 2.5 |

# VISUAL AND PERFORMING ARTS

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

**H7210** **Graphic Design** – This basic course provides an overview of the computer applications used in today's graphic 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. ***This course counts as a Visual and Performing Arts graduation requirement, <u>not</u> a Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education graduation requirement.***

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

**H6000** **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.

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

**H6005** **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.

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| *Prerequisite*: Drama 1 | *Length*: Semester | *Credits*: 2.5 |

**H6125** **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.

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

**H6130** **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.

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| *Prerequisite*: Art 1 | *Length*: Semester | *Credits*: 2.5 |

**H6135** **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. *Advanced Drawing and Art Studio may be combined when necessary.*

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| *Prerequisite*: Art 2 | *Length*: Semester | *Credits*: 2.5 |

**H6140** **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.

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| *Prerequisite*: Art (2 Semesters) | *Length*: Semester | *Credits*: 2.5 |

**H6150** **Advanced Placement Art History** – Advanced Placement Art History - AP Art History actively exposes students to the global art world while emphasizing a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis while building on their historical knowledge. By examining works of art from diverse cultures and the relationships of these works, students will build on their cultural knowledge. Students will analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. They will contextualize art as it relates to its purpose, audience, and the role of the artist and the work in its particular society. Students will develop a holistic understanding of the history of art from a global perspective, which will build understanding of the place of art within broader historical, cultural, religious, and political frameworks. Literacy is a key focus as students discuss, read, and write about art, artists, and the responses and interpretations of art. AP Art History allows students to make connections in forms of global artistic expression and appreciate diversity.The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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| *Prerequisite*: Students must be in Grades 10, 11, or 12, and have achieved proficiency scores on standardized tests in reading and writing skills | *Length*: Full-Year | *Credits*: 5 |

**H6144** **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.

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

**H6150** **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.

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| *Prerequisite*: Ceramics 1 | *Length*: Semester | *Credits*: 2.5 |

**H6155** **Advanced Placement Art Studio** – Emphasizes portfolio development, teacher-and-student generated visual problems, presentation and display of work at the advanced level; sketchbook required. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.
*Note: Advanced Drawing and Art Studio may be combined when necessary.*

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| *Prerequisite*: Art (4 Semesters), including Honors Advanced Drawing. Students in Grades 12 and 11 only. | *Length*: Full-Year | *Credits*: 5 |

**H6505** **Chamber Singers** –***Honors Option*** 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. 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 Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble 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.

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| *Prerequisite*: Audition by appointment | *Length*: Full-Year | *Credits*: 5 |

**H6515** **Concert Chorus** – ***Honors Option*** This course welcomes students interested in singing a variety of diverse styles of music including western choral music, musical theater, and pop 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. 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 Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble 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.

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| *Prerequisite*: Audition by appointment | *Length*: Full-Year | *Credits*: 5 |

**H6525** **Symphonic Band** – ***Honors Option*** 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 **Students are required to participate in a variety of public performances after school hours (including football games for which they are eligible to earn community service hours and a Varsity letter). Alternate performance assignments are available for students whenever unable to participate in performances.** 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. 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 Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble 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.

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| *Prerequisite*: Audition by appointment | *Length*: Full-Year | *Credits*: 5 |

**H6535** **Jazz Ensemble** – ***Honors Option*** This course explores the Jazz idiom within the context of performance. Jazz styles, history, theory, and improvisation from Ragtime to Bebop are explored. The course is performance-oriented with required participation in concerts and school/community events. **Students are required to participate in a variety of public performances after school hours (including football games for which they are eligible to earn community service hours and a Varsity letter). Alternate performance assignments are available for students whenever unable to participate in performances.** 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. 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 Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble 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.

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| *Prerequisite*: Audition by appointment | *Length*: Full-Year | *Credits*: 5 |

**H6545** **American 20th Century Music** – Through this non-performance course, students gain a clear understanding of the social, historical, and musical timeline 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.

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| *Prerequisite*: Audition by appointment | *Length*: Semester | *Credits*: 2.5 |

**H6010** **Acting 1** – Provides understanding and appreciation for the specific skills and processes inherent in the art of acting by exploring the history and techniques associated with the craft. Students engage in basic vocabulary, warm-up techniques, improvisation, script analysis, and character development through short scenes, monologues, and full-length contemporary comedic and dramatic scripts. This course is intended for any individual wishing to develop poise, confidence, and improved speaking skills while working in a supportive, collaborative environment.

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

**H6115** **Honors Acting 2** – A continuation of the concepts and skills introduced in Acting 1 through deeper exploration of classical and modern styles of performance. Scene work may include plays from Greek & Roman theatre, Shakespearean drama, Absurdist theatre, and contemporary works. This course is intended for any individual wishing to develop poise, confidence, and improved speaking skills while working in a supportive, collaborative environment. The course will culminate with a public showcase of students' work.

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| *Prerequisite*: Acting 1 AND/OR Audition | *Length*:Semester | *Credits*: 2.5 |

**H6116** **Honors Acting 3** – A career-related performing arts course that extends skills begun in Acting 1 and Acting 2 with a focus on student artistry and creative voice. Performance projects will be devised for specific audiences, which may include other schools, parents, peers, and/or community members. An example may be a children's play performed in district elementary schools; an interactive, partially improvised, or devised piece that may include collaboration with in-school or community-based programs. Students may also have the chance to compete in a statewide acting competition dependent upon competition scheduling and availability.

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| *Prerequisite*: Honors Acting 2 AND/OR Audition | *Length*:Semester | *Credits*: 2.5 |

**H6550** **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.

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

**H6555** **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 further enhance their piano keyboarding skills and understanding of music notation software.

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| *Prerequisite*: Music Technology 1 | *Length*: Semester | *Credits*: 2.5 |

**H6500** **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 the complexities of scales, modes, and form. Additionally, students will learn sight reading, aural training, and the basics of dictation and composition.

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

**H6560** **Music Theory 1** – A course that 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 explored. Previous musical study, such as an instrumental background, is encouraged but not required.

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| *Prerequisite*: Introduction to Music Theory (>80) OR (>85) on Qualifying Exam | *Length*: Full-Year | *Credits*: 5 |

**H6501** **Advanced Placement Music Theory** – In this course, students learn to recognize, understand, and describe the basic forms and processes of music. Students develop skills by listening to, reading, writing, and performing a wide variety of music. The skills students learn include: identifying features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music; singing a notated melody on sight; notating music that is heard; and completing music based on cues, following common-practice style. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

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| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |

**H6700** **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 required public performance.

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

**H6705** **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.

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| *Prerequisite*: Dance 1 | *Length*: Semester | *Credits*: 2.5 |

**H6710** **Dance 3** – This course is a continuation of Dance 1 and Dance 2 and provides students with the opportunity to continue their study of advanced dance technique, dance history, social and cultural implications within dance, anatomic and kinesthetic awareness and compositional skills. With a focus on composition, students in this course will be able to explore and develop their own artistic voice. The goal of this course is for students to continue to strengthen their skills as a dancer as well as create dance works that express their experiences and interpretations of the world around them.

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| *Prerequisite*: Dance 1 and 2 | *Length*: Semester | *Credits*: 2.5 |

**H6120** **Playwriting** – This course examines the structures of theatrical storytelling through the reading and writing of dramatic works. Students will write, revise, and workshop an original play. Students may enter their work into local, regional and national competitions as well as have the opportunity to have their works performed by professional actors.

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

# 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 W.R. Satz School may not be repeated in high school.

**H4100** **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.

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| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |

**H4105** **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.

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| *Prerequisite*: Chinese 1 (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H4110** **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.

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| *Prerequisite*: Chinese 2 (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H4115** **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.

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| *Prerequisite*: Chinese 3 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4120** **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, storytelling and discussions of Chinese films. 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. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: Honors Chinese 4 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4200** **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, and explores cultural and historical aspects of France in an enjoyable and clear manner.

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| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |

**H4205** **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.

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| *Prerequisite*: French 1 (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H4210** **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.

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| *Prerequisite*: French 2 (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H4215** **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*: Full-Year | *Credits*: 5 |
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**H4220** **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. 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. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

| *Prerequisite*: Honors French 4 (≥80) | *Length*: Full-Year | *Credits*: 5 |
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**H4300** **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. This communicative approach, supported by an understanding of the building blocks of language, forms the basis for future success and a lifelong love of the Italian language. The course covers grammatical structures such as parts of speech, present and past verb tenses, and explores cultural and historical aspects of Italy in an enjoyable and clear manner.

| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |
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**H4305** **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 (≥70) | *Length*: Full-Year | *Credits*: 5 |
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**H4310** **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. Course strategies will further develop strong vocabulary skills and mastery of designated grammar points, verb tenses, and linguistic constructions/devices through active and consistent engagement in an array of instructional experiences that includes various performance based assessments and the integration of content from various subject areas while infusing linguistic and cultural awareness.

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| *Prerequisite*: Italian 2 (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H4315** **Honors Italian 4** – This is an intermediate-mid course designed to increase students' communicative competence 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.

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| *Prerequisite*: Italian 3 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4320** **Advanced Placement Italian** – This is an advanced language and culture course in which students study 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. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: Honors Italian 4 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4400** **Latin 1** – This introductory course presents the basic skills of vocabulary building, grammatical forms and syntax. The fundamentals of grammar such as declensions of nouns and adjectives, verb tenses and case uses are studied for the development of basic reading and writing skills. This course is recommended for any student interested in learning the Latin language and Roman culture. Cultural focus: includes many real-life stories based in ancient Pompeii and Roman Britain. **SUMMER ASSIGNMENT REQUIRED.**

| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |
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**H4405** **Latin 2** – A comprehensive review of 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, a country rich in early Roman heritage 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 (≥70) | *Length*: Full-Year | *Credits*: 5 |
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**H4410** **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 (≥70) | *Length*: Full-Year | *Credits*: 5 |
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**H4415** **Advanced Placement Latin: (Virgil – Caesar)** – This course will focus on the required AP syllabus readings, in both Latin and English, from Virgil's Aeneid and Caesar's Commentarii De Bello Gallico. The AP Latin syllabus of required readings will be followed with an emphasis on developing student abilities in these areas: literary genres (epic and historical commentary), overview of artistry and style, grammatical structures, Latin morphology, sight translation, reading Latin aloud, literal translation, figures of speech, scansion, written analysis and interpretation of text within the social, historical, and political setting of the Roman Republic and Augustan Age. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

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|---|---|---|
| *Prerequisite*: Latin 3 (≥80) OR Honors Latin 4 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4421** **Honors Latin 4** – The course content will be derived from the poetry and prose of Roman authors. The course will introduce students to a variety of literary styles and the history and culture of Rome. 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 Empire. The Honors Latin course will provide primary source experience via a wide range of topics within the poems and prose of the assigned authors. The subject matter will cover personal and political relationships, mythology, politics, social attitudes, and historical reference. **SUMMER ASSIGNMENT REQUIRED**.

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| *Prerequisite*: Latin 3 (≥80) OR AP Latin (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4500** **Spanish 1** – This course concentrates on student performance in the three modes of communication. Its purpose is to develop student proficiency in the Spanish 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.

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| *Prerequisite*: None | *Length*: Full-Year | *Credits*: 5 |

**H4505** **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 Spanish 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 (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H4510** **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 a *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 (≥70) | *Length*: Full-Year | *Credits*: 5 |

**H4515** **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.

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|---|---|---|
| *Prerequisite*: Spanish 3 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4520** **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 sources. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED**.

| | | |
|---|---|---|
| *Prerequisite*: Honors Spanish 4 (≥80) | *Length*: Full-Year | *Credits*: 5 |

**H4800** **Practical Spanish 9** – This course, a modified version of ***Spanish 1***, 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*: Full-Year | *Credits*: 5 |
|---|---|---|

**H4805** **Practical Spanish 10** – This course, a modified version of ***Spanish 1***, continues the study of concepts learned in Practical Spanish 9, with continued emphasis of vocabulary mastery and grammar skill development.

| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |
|---|---|---|

**H4820** **Novice Spanish** – Novice Spanish 1 introduces the Spanish Language and Culture to students who achieve in an environment that benefits learners from diverse backgrounds and abilities. Students will learn to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment in addition to learning to ask and answer basic questions in Spanish. The curriculum and pacing of the course content are adapted for students with diverse learning abilities. The Novice Spanish 1 curriculum is the equivalent of the first half of our regular Spanish 1 curriculum.

| *Prerequisite*: Teacher Recommendation | *Length*: Full-Year | *Credits*: 5 |
|---|---|---|

# EDUCATIONAL SUPPORT SERVICES

**H2010** **Geometry Lab** – Intended to be taken concurrently with Geometry, this math elective will provide supporting content and exposure to topics covered in the Geometry curriculum. The pacing and sequence will mirror the Geometry curriculum, providing students the opportunity for additional instruction, review, and reinforcement of geometric concepts within the confines of the school day. This elective is required for any student earning below 70% as their final average in HS Algebra 1.

| | | |
|---|---|---|
| *Prerequisite*: Algebra 1 | *Length*: Full-Year | *Credits*: 5 |

**H2007** **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 70% as their final average in Math 8.

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|---|---|---|
| *Prerequisite*: Grade 8 Math (<80) | *Length*: Full-Year | *Credits*: 5 |

**H2026** **Algebra 2 Lab –** Intended to be taken concurrently with Algebra 2, this math elective will provide supporting content and exposure to topics covered in the Algebra 2 curriculum. The pacing and sequence of topics will mirror the Algebra 2 curriculum, providing students the opportunity for additional instruction, review and reinforcement of more advanced algebraic concepts within the confines of the school day. This elective is required for any student earning below 70% as their final average in Algebra 1 or if final grade in Algebra 1 with Lab is below 90%.

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|---|---|---|
| *Prerequisite*: Algebra 1 (<70) OR Algebra 1 with Lab (<90) | *Length*: Full-Year | *Credits*: 5 |

**H0015** **Life Skills –** The Life Skills course is a multi-grade study of daily living skills designed to assist students to optimize performance in their daily living needs and self-management. Students are able to focus on developing their individual abilities to care for themselves. Instruction in the areas of self care, hygiene, and home management are provided on an individualized basis to challenge each student's unique skills. Routines acquired in Life Skills 7-8 can be carried over and expanded upon depending on the needs of the student.

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| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H0020** **Community Awareness** – This course offers a clear educational pathway leading to development of skills necessary for students to be productive, independent citizens with career readiness skills and knowledge of safety and social awareness within the community. Course instruction is linked to Community Based Instruction (CBI) and Structured Learning Experiences (SLE) through authentic assignments for building self-determination. This course will help transition students from school to the community obtaining optimal levels of independence.

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|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H0025** **Career Exploration** – This course prepares students to develop independence and self-awareness in a supervised learning environment. Emphasis is placed on applying real-world skills with focus on exploration of careers to develop students' personal career interests. Content in 4/16 career cluster areas are introduced per year on a rotating schedule. Students participate in Structured Learning Experiences (SLE) and/or vocational training within the school setting and/or within the community as applicable to their individualized skills.

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|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 5 |

**H0040** **S.T. A. R. S. Program** – Student Transition to Adulthood Ready for Success (STARS) Program offers an opportunity for students with disabilities 18-21 years of age who have completed their high school requirements to focus primarily on their desired post-secondary goals in areas of employment, independent living and lifelong learning. This person-centered all-inclusive transition course bridges students from high school to adulthood through continued functional education, work experience, and leisure activities. The STARS Program places individualized person-centered focus on functional academics, communication skills, adult health and wellness, independent living skills, self-determination training, career exploration, employability, and community integration, promoting successful attainment of post-secondary goals and a smooth transition to adult life upon exiting school.

| | | |
|---|---|---|
| *Prerequisite*: CST Recommendation | *Length*: Full-Year | *Credits*: 10 |

# AP CAPSTONE DIPLOMA PROGRAM

AP Capstone™ is an innovative diploma program from College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.The AP Capstone program aims to empower students by: engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion; extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts; enabling them to collect and analyze information with accuracy and precision; cultivating their abilities to craft, communicate, and defend evidence-based arguments; and providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

**Advanced Placement Seminar:** AP Seminar is a foundational course, open to students in grades 10, 11, and 12, that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™.

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|---|---|---|
| *Prerequisites:* Rising 10th, 11th, or 12th grade students | *Length*: Full Year | *Credits:* 5 |

**Advanced Placement Research:** AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students are expected to present at symposiums to the greatest extent possible. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™.

| | | |
|---|---|---|
| *Prerequisites:* AP Seminar | *Length:* Full Year | *Credits:* 6 |

# 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.

For more information, or if you suspect your child may need specially-designed instruction, please contact Janine Arciero, Supervisor of Humanities, at 732-846-1832.

# 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 at 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 provides 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.

Please contact Ms. Angela Thomas or
Mr. Michael Ferrarese if you have questions regarding
a High School 504 Accommodation Plan.

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. Angela Thomas or Mr. Michael Ferrarese, for additional information at 732-946-1832.

# VOCATIONAL EDUCATION

Courses below fulfill the graduation requirement for Tech Literacy, Career Education, 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 and10. 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*: Generally, students in Grades 12 and 11 are eligible; application and visit to school are required | *Length*: Two (2) Full-Years | *Credits*: 17.5-20, per year |

Vocational Specialties include:

- Automotive
- Carpentry
- Cisco Networking
- Commercial Art
- Computer Information Technology
- Cosmetology
- Culinary Arts
- Dental Assistant
- Diesel Mechanics
- Electricity
- Graphic Arts
- Health Occupations/Dietary Aide

- Marine & Engine Boat Repair
- Nursing Assistant
- Patient Care/Medical Assistant
- Residential & Commercial Plumbing

Credits awarded as follows:

| | **Vocational School** | **Career Center** |
|---|---|---|
| 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:

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

*Prerequisite*: Junior class standing and completed application to program

# ARTS HIGH SCHOOL

Special Offering

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 (NJSLA, 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., the Brookdale placement tests, 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, students and the school district.

## NOTES

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