

HOLMDEL PUBLIC
SCHOOLS



HOLMDEL HIGH SCHOOL

HOLMDEL HIGH SCHOOL

PROGRAM OF STUDIES

2025-2026



www.holmdelschools.org



732-946-1832



36 Crawfords Corner Rd.
Holmdel, NJ, 07733

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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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^denotes dual enrollment options available

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 NJGPA assessments as per their graduating class guidelines below:

Content Area	NJ Graduation Requirements, Minimum College Requirements and Additional Requirements
English	<p>20 credits (4 years)</p> <p><i>AP Language and Composition & AP Literature and Composition may supplant English 11 and English 12 graduation requirements.</i></p>
Mathematics	<p>15 credits (3 years) including:</p> <ul style="list-style-type: none"> • Algebra I or the content equivalent • Geometry or the content equivalent • Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
Science	<p>15 credits (3 years) including:</p> <p>Biology <u>AND</u> a Chemistry, Physics or Environmental Science</p> <p><i>Most colleges/universities require biology and chemistry. Four years of science is preferred and may be required for some colleges. Physics may be required for certain majors, including engineering, science, and architecture.</i></p>
Social Sciences	<p>15 credits (3 years)</p> <p>World Civilizations US History I US History II</p> <p><i>AP World History & AP US History II may supplant social sciences graduation requirement.</i></p>
World Language	<p>5 credits (1 year)</p> <p><i>Most colleges require a 2-year minimum of world language. We suggest that students take the same language for both of those years to demonstrate consistency in their language studies. Three or more years of study is recommended for admission to competitive colleges.</i></p>
Health and Physical Education	20 credits (4 years)
Visual or Performing Arts	5 credits total
Technology Literacy, Career Education and Life Skills or Voc-Tech Ed	5 credits total
Financial Literacy	2.5 credits (1 Semester)

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 page 5.

*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.

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.

*** As of January 2023, standardized test scores are not required for all student-athletes who initially enroll full time on or after August 1, 2023. ***

Division I	Division II
<p>Complete 16 core courses using pass/fail grades:</p> <ul style="list-style-type: none"> • English; 4 years • Math (Algebra 1 or higher): 3 years • Natural/Physical Science (Including 1 year of lab, if offered): 2 years • Social Science: 2 years <p>Additional Courses:</p> <ul style="list-style-type: none"> ◦ English, Math or Science: 1 year ◦ English, Math, Sciences, Foreign Language, Comparative Religion or Philosophy: 4 years <p>You must complete 10 core courses by the beginning of senior year, or seventh semester. Among these 10, seven must be in the subjects of English, math or natural/physical science. This is known as the 10/7 rule.</p> <p>Earn a core course GPA of 2.2 or higher</p> <p>Graduate high school</p> <p>Receive final certification on your amateurism status via the NCAA Eligibility Center.</p>	<p>Complete 16 core courses using pass/fail grades:</p> <ul style="list-style-type: none"> • English; 4 years • Math (Algebra 1 or higher): 3 years • Natural/Physical Science (Including 1 year of lab, if offered): 2 years • Social Science: 2 years <p>Additional Courses:</p> <ul style="list-style-type: none"> ◦ English, Math or Science: 1 year ◦ English, Math, Sciences, Foreign Language, Comparative Religion or Philosophy: 4 years <p>Earn a core course GPA of 2.2 or higher</p> <p>Graduate high school</p> <p>Receive final certification on your amateurism status via the NCAA Eligibility Center.</p>

GRADE WEIGHTING

COURSE WEIGHTING AND GRADE POINT AVERAGE

Grade Points	Regular Course	Honors Course	AP Course w/o Exam	AP Course w/ Exam
A	4	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	2.00	2.00	2.50



CLASS OF 2028 - COURSE WEIGHTING

Grade Points	Regular Course	Honors Course	AP Course*
A	4	4.5	5.0
B+	3.67	4.17	4.67
B	3.0	3.5	4.0
C+	2.67	3.17	3.67
C	2.0	2.5	3.0
D+	1.67	2.17	2.67
D	1.0	1.5	2.00

*Non-AP courses with level 300 college course equivalency, such as Multivariable Calculus and Anatomy and Physiology, will also have a weight of 5.0.



COURSE PLACEMENT

Preliminary placement for rising 9th graders is based off of the [2025-2026 Placement Criteria Matrix](#). Waivers will not be approved for rising 9th grade students who are further than 10 points from the required prerequisite grade. For grades 10-12, the published prerequisites in this Program of Studies will be used to determine appropriate placement for next year. The waiver process is explained below.

COURSE SELECTION

Please take the time to choose courses that are the best match for you. You will find course prerequisites listed under each course description. When choosing courses, 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 result in fewer scheduling issues once the 2025-2026 school year begins. ***Please note that course request changes are not guaranteed.***

ADVANCED PLACEMENT COURSES

Students who are enrolled in an AP course are expected to take the AP exam. Those in the graduating classes of 2025, 2026 and 2027, who complete the course **and** take the AP exam will receive additional weight towards their grade. Students who do not take the AP exam will receive a weighted grade equal to that of an Honors Course. This does not pertain to the class of 2028 and after. College credit is possible if students achieve a 3 or higher on the AP test (each college determines the score criteria for credit independently).

DUAL ENROLLMENT COURSES

Holmdel High School offers a selection of Dual Enrollment courses. Dual Enrollment courses allow high school students to take college-level classes and earn both high school and college credits simultaneously. These credits are recorded by the sponsoring university - if a student chooses to attend the sponsoring university, that student will automatically start with these credits on their transcript. Students who attend another institution **may** be able to transfer the credits to their university; however, this is *at the discretion of the receiving university*. Dual Enrollment courses are indicated by a ^ next to the course name. Click [HERE](#) for a full list of Dual Enrollment courses. Please pay attention to specific requirements through each college for earning credit. Weighting for each Dual Enrollment course can be found [HERE](#).

WAIVER PROCESS

During the course selection process, if a student chooses enrollment in a higher level course than they were recommended for, these students would be considered to have waived into this course. Students will be notified of their waiver status by June 30. Students who choose to waive into a course after June 30 must notify the Supervisor of School Counseling by July 15 using the "[Course Change Form \(During Summer\) for 2025-2026](#)". Students must indicate they are a waiver student. No waivers will be permitted after 11:59pm on July 15.

The courses listed below require waiver work. Students must submit the required waiver work by July 31, 2025 at 11:59pm. *There will be no extensions granted.* Students who do not complete their summer waiver work by the deadline will be rostered in their recommended course. Waiver work must be completed in addition to any summer assignment for that course.

Waiver Eligibility for 9th Grade Core Classes:

Students earning final averages that are within 10 points of the required prerequisite grade are eligible for a waiver. To enroll in the higher-level course, students must complete a summer waiver assignment. Students whose grades are more than 10 points below the prerequisite grade are not eligible for a waiver.

WAIVER WORK BY DEPARTMENT

English

Honors English 9	Honors English 11	AP Language & Composition
Honors English 10	Honors English 12	AP Literature & Composition

Math

Honors Algebra I	Honors Geometry	Advanced Algebra II
Honors Algebra II	Precalculus	Honors Precalculus
AP Calculus AB	AP Calculus BC	AP Statistics

Science

Biology	Chemistry	Physics
Honors Biology	Honors Chemistry	Honors Physics
AP Environmental Science		

Social Sciences

Honors World Civilizations	Honors US I	AP US History II
AP World History		

World Language

Any student who does not meet the prerequisite requirements to move from a Level 2 to Level 3 course must complete the summer waiver work and pass a placement exam to be enrolled in the Level 3 course

SUMMER MATHEMATICS ADVANCEMENT

Eligibility:

- Rising 9th graders with $\geq 90\%$ final average in Honors Math 8 or Honors Algebra I
- Rising 10th - 12th graders with $\geq 90\%$ final average in current math course

Courses for advancement purposes do not receive high school credit nor do they receive credit toward the calculation of rank or GPA.

To earn promotion through summer advancement, a coursework grade of 80% in an approved course **AND** at least a 75% on the District provided end-of-course assessment are required. In order to advance into an Honors-level course in the 2025-2026 school year through advancement, the Honors-level end-of-course assessment must be taken in the summer. Students who earn 65-74% on the Honors end-of-course assessment will be able to advance to the next course in the content sequence, but will be placed into the non-honors level. **No waivers and no exceptions to these guidelines are permitted for summer advancement courses.** The general process and department requirements are found below. Students can begin requesting summer advancement as early as April 1.

Summer Advancement Process

1. Student's final average in their current math class must be 90% or better to qualify.
2. Determine the course you would like to request to take; in-person or virtual options are accepted, but are subject to the Supervisor of Mathematics' approval.
3. Fill out the course advancement request form below. **Deadline for the form submission is May 30, 2025.** At the end of the form you will be required to schedule an appointment with Ms. Lotter, the Supervisor of Mathematics. Parent/guardian attendance at this meeting is strongly encouraged.
4. Meet with Ms. Lotter **on or before June 7, 2025.**
5. Submit proof of registration **on or before the last day of school.**
6. Complete the approved coursework and present proof of completion with at least 80% correctness by **August 18, 2025.**
7. Take the District end-of-course assessment for the approved course. **This must occur in person at Holmdel High School on either August 20, 2025 from 9am - 11am or August 21, 2025 from 12pm - 2pm.** The specific time will be scheduled with the department supervisor.

Courses for advancement purposes do not receive high school credit nor do they receive credit toward the calculation of rank or GPA.

Course Advancement Information

Courses available for advancement:

Honors Algebra 1, Geometry, Honors Geometry, Algebra II with Trigonometry, Honors Algebra II with Trigonometry, Trigonometry (only for students who have completed Algebra II), Precalculus, Honors Precalculus

Specific to Honors Precalculus:

In order to be eligible for placement into AP Calculus BC, a grade of 93 in coursework and a 93 on the end-of-course assessment exam must be earned. No waivers or exceptions.

[Request form for Summer Advancement in Mathematics](#)



SCHEDULE ADJUSTMENTS

PRIOR TO THE START OF THE SCHOOL YEAR:

If it becomes necessary to make a schedule adjustment prior to the beginning of the 2025-2026 school year, students will have opportunities in the summer months to do so. Course change requests must be submitted using the "[Course Change Form \(During Summer\) for 2025-2026](#)" form. Course change requests must be submitted by July 15, 2025.

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)

There will be no changes for teacher preference. Due to seat availability, course request changes are not guaranteed.

AFTER THE SCHOOL YEAR BEGINS:

Once the school year has begun, students have until the second full rotation (September 12, 2025) to make any additional schedule changes. Changes to second semester electives must be made prior to the start of second semester.

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 December 1, 2025. In these cases, the current grade in the dropped class will transfer to the new class. Only the name of the new class will appear on the transcript. Please note, the student's schedule may be impacted by a schedule change, including the ability to remain in their currently scheduled classes.

If a student decides to drop a course entirely after December 1, the student will receive a Withdrawal Pass (WP) or Withdrawal Failing (WF) on their transcript for the dropped course. For students requesting to drop a course after December 1, the student must remain in the class until the conclusion of the **first semester**. Students may not add an additional study hall in lieu of the dropped course.

ALL COURSE CHANGES ARE SUBJECT TO SEAT AVAILABILITY

PROMOTION POLICY

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

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

SUMMER ASSIGNMENTS

Summer assignments can be found on each department website. Please check on each department header to assess the summer assignments. Summer assignments are required for the following courses:

English

English 9 Honors English 9	English 11 Honors English 11	AP Language & Composition
English 10 Honors English 10	English 12 Honors English 12	AP Literature & Composition

Math

Algebra I Honors Algebra	Algebra II Algebra II with Trigonometry Honors Algebra II with Trigonometry	AP Calculus AB AP Calculus BC
Geometry Honors Geometry	Precalculus Honors Precalculus	AP Statistics

Science

AP Biology Honors Biology	AP Physics: E&M	AP Physics: Mechanics
AP Chemistry Honors Chemistry	Honors Physics	AP Environmental Science

Social Sciences

Honors World Civilizations	Honors US History I	AP European History
AP World History	AP US History II	AP Psychology

World Language

AP Chinese	AP French
AP Italian	AP Spanish
AP Latin	

Engineering

Engineering and Design Capstone

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 any point in the 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.

- **Business Entrepreneurship:** 5 Course Concentration
 - Financial Literacy & Economics, Business Law, Accounting I, Economics, AP Macroeconomics, AP Microeconomics, Accounting II, Sports and Entertainment Marketing, Entrepreneurship, Entrepreneurship Experience^, AP Statistics
- **Communications and Broadcasting:** 5 Course Concentration
 - Sports and Entertainment Marketing, Intro to Studio Production, Video and Editing I, Advanced Studio Production, Video and Editing II, Journalism
- **Computer Science:** 4 Course Concentration
 - Engineering and Design I, Introduction to Computer Science, Introduction to Game Design, Introduction to Robotics, Creating Apps with Animation, AP Computer Science, Advanced Game Development with Animation, AP Computer Science Principles, Advanced Robotics
- **Engineering:** 5 Course Concentration
 - Calculus (any level), Engineering and Design I, Introduction to Robotics, Engineering and Design II, Engineering and Design Capstone (required), Advanced Robotics
- **Exploratory Medicine & Health Concentration:** 4 Course Concentration
 - AP Biology, Anatomy and Physiology I, AP Chemistry, Honors Organic Chemistry, Honors Advanced Research, Honors Dynamics of Healthcare, Honors Medical Terminology, Honors Advanced Emergency Clinical Care, Honors Scientific Principles of Nutrition, AP Psychology, Sociology, Psychology, Honors Patient Care Tech/Assistant
- **Government and Public Administration:** 5 Course Concentration
 - Perspectives on America Today, AP Government, Honors Advanced US History I, AP United States History II, Psychology, Sociology, Economics, AP Macroeconomics, AP Microeconomics
- **Graphic Arts:** 5 Course Concentration
 - Graphic Design, Photography I, Photography II, Art I, Art II, Advanced Graphic Design, AP Art Studio

- **Hospitality: 4 Course Concentration**
 - Financial Literacy & Economics, Culinary Arts (2 Semesters), Honors Advanced Culinary Arts, Business Law, Accounting I, Economics, AP Macroeconomics, AP Microeconomics
- **International Relations: 5 Course Concentration**
 - Level IV World Language Course, Economics, Perspectives on America Today, Sociology, Psychology, AP Psychology, AP Macroeconomics, AP Microeconomics
- **Performing Arts, Acting: 5 Course Concentration**
 - Acting I, Honors Acting II, Honors Acting III, Playwriting, Theatre History & Literature I, Theatre History & Literature II, Concert Chorus, Dance I
- **Performing Arts, Dance: 4 Course Concentration**
 - Dance I, Dance II, Honors Dance III, Acting I, AP Music Theory, Concert Chorus, Acting I
- **Performing Arts. Vocal Music: 5 Course Concentration**
 - 4-years of Concert Chorus or Chamber Singers (two at the Honors level), Introduction to Music Theory, AP Music Theory, Dance I, Acting I
- **Performing Arts, Musical Theatre: 6 Course Concentration**
 - Dance I, Dance II, Acting I, Honors Acting II, Concert Choir/Chamber Singers (two years)
- **Performing Arts, Instrumental Music: 5 Course Concentration**
 - 4-years of Symphonic Band (2 at the Honors level), Jazz Ensemble, Introduction to Music Theory, AP Music Theory
- **Publishing and Journalism Dynamics: 5 Course Concentration**
 - Graphic Design, Journalism, Honors English 11/AP English Language, Honors English 12/AP Literature & Composition, Creative Writing, Film Study, Perspectives on America Today, Photography I, Psychology, Sociology
- **Scientific Research: 4 Course Concentration**
 - AP Seminar, Honors Advanced Research, 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, AP Research
- **Visual Arts: 4 Course Concentration**
 - AP Studio
 - Choose Group A or Group B
 - Group A: Art I, Art II
 - Group B: Ceramics I, Ceramics II, 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 2025-2026 academic year:

H2032	Algebra II with Financial Applications
<p>This course blends advanced algebraic concepts with practical financial applications to engage students in real-world problem solving. Using an application-based learning approach, students will explore algebraic thinking, patterns, and functions in the context of personal and business finance. Topics build on key concepts from Algebra I, and Geometry, and incorporates core content from Algebra II. <i>After completing this course, students may take Intro to Precalculus or Statistics and Probability with Applications only.</i></p>	

H2009	Honors Algebra I
<p>This honors level course challenges students to deepen their mathematical understanding through advanced problem-solving and critical thinking. Students will engage in sophisticated analysis of equation solving, and linear, quadratic, exponential and other non-linear families of functions. Additional areas of focus include inequalities, rational and irrational numbers, and foundational concepts in probability and statistics. Designed for motivated learners, this course emphasizes both theoretical understanding and practical application, preparing students for higher-level mathematics.</p>	

H3157	Honors Holocaust, Genocide, and Modern Humanity Studies[^]
<p>This is a semester course available to sophomore, junior, and seniors interested in deepening their knowledge and understanding of both the Holocaust, and the lessons of other genocides. The course is designed to engage students in complex discussions of history including the rise and development of the Nazi regime, the targeting of innocent civilians, and the ways this time period has impacted modern history. Students will critically analyze and evaluate both literary and cinematic representations of these topics, in addition to diving into primary and secondary sources to deepen their knowledge of the subject. As this is a Dual Enrollment course, students have the opportunity to earn 3 college credits. This course is equivalent to Kean University's course ID1800: Holocaust, Genocide, and Modern Humanity. To earn college credit, students must register with Kean University (information will be provided in class; cost is \$300) and complete the course with a final average equal to or higher than a C. <i>There is a mandatory prerequisite assignment that must be submitted two weeks prior to the start of the semester.</i></p> <p><u><i>This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.</i></u></p>	

New Dual Enrollment courses can be found [HERE](#)

ADJUSTED COURSE OFFERINGS

The following courses/programs have been rebranded for the 2025-2026 academic year:

H2038	Honors Algebra II with Trigonometry
<p><i>replaces Honors Algebra II (name change only)</i></p> <p>This rigorous course offers an in-depth study of advanced algebraic and trigonometric concepts. Students will explore linear and non-linear parent functions and their transformations and inverses, advanced methods for solving linear and nonlinear equations, trigonometric equations and identities, sequences and series and their real-life applications, and an introduction to statistics and probability. This course provides a comprehensive foundation for future mathematical studies at the Advanced Placement level.</p>	

H2037	Algebra II with Trigonometry
<p><i>replaces Advanced Algebra II (name change only)</i></p> <p>This course extends the understandings developed in Algebra I and includes an in-depth analysis of functions, polynomials, radicals, and rational expressions and equations. Additional topics include exponential and logarithmic functions, as well as an introduction to trigonometric functions and identities. The course concludes with foundational concepts in statistics and probability, preparing students for success in future math courses, with a potential for AP level course work.</p>	

H7111	Honors Culinary Arts / Pastry Arts
<p><i>replaces Honors Advanced Culinary Arts (name change)</i></p> <p>This immersive course provides students with a hands-on exploration of advanced culinary principles, offering a dynamic experience within an authentic, "real-life" kitchen environment. Students will actively engage in the end-to-end process of culinary operations, taking on responsibilities such as ordering, meticulous storage practices, precise food preparation, Food Costing and the art of serving both professional gourmet and comforting dishes. Beyond honing their culinary skills, students will be evaluated on their professionalism, emphasizing the importance of maintaining a high standard of conduct and etiquette in the culinary industry. Collaborative group work is a key component, encouraging students to develop effective communication and teamwork skills. Assessment criteria extend to evaluating the students' ability to meet deadlines and perform effectively under time constraints. This aspect reflects the fast-paced nature of the culinary field, where precision and efficiency are crucial. Students will not only refine their culinary techniques but also learn to thrive in a high-pressure kitchen environment, preparing them for success in their culinary endeavors.</p> <p>A second section has been added to the advanced standing culinary class. This class will focus on advanced pastry arts and will switch with the advanced culinary class after one semester. Each class will have an opportunity to work in both sides of the kitchen, sweet and savory.</p>	

H6126	Art I
<p><i>replaces Art 1: 2-and 3-Dimensional Arts (name change)</i></p> <p>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.</p>	

H6131	Art II
<p><i>replaces Art II: Drawing/Painting (name change)</i></p> <p>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.</p>	

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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7805 Accounting I – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H7810 Accounting II – 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.

<i>Prerequisite:</i> Accounting I (≥80)	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7825a Entrepreneurship – Using online simulations and hands-on projects, students will launch and grow their own businesses while learning the fundamentals of entrepreneurship. Creating a business from scratch will provide students with valuable experience, from spotting opportunities to writing business plans, financing, elevator pitches, and more. Besides gaining entrepreneurial experience, students will develop critical skills for college and beyond.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7825b Entrepreneurship Experience^ – This course builds upon the strong foundation developed in previous business courses, featuring further development of entrepreneurship-related knowledge, skills, and experiences. Students will create and develop components of a business plan and have the opportunity to compete in the University of Delaware - Horn Entrepreneurship Diamond Challenge. Teams chosen for this challenge will compete in late February. Dual enrollment credits are available through University of Delaware.

<i>Prerequisite:</i> Grades 12 and 11 students only AND Financial Literacy OR Entrepreneurship	<i>Length:</i> Semester 1 only	<i>Credits:</i> 2.5
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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 almost every possible career. *As internships are subject to safety regulations, not all internship sites can be approved.* See below for the Internship Approval Process.

Prerequisite: Grade 12 students only	Length: Semester	Credits: 10
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2025-26 Internship Approval Process

1. Students must identify their interest by submitting the [2025-26 Internship Interest Form](#). **This form must be submitted by May 15, 2025.**
2. By June 1, 2025, Mr. Cohen, (ecohen@holmdelschools.org) will schedule a meeting with each student to discuss areas of interest and potential internship sites.
3. Students must secure and submit the appropriate paperwork to request approval of the internship site.
4. Mr. Cohen will conduct a final site visit to provide approval.
5. **Please note: Internships that are not approved by the last day of school, June 18, 2025, cannot be guaranteed for the 2025-26 school year.**



ENGINEERING EDUCATION

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

H7275b Engineering and Design I – This course 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7280b Engineering and Design II – Students will explore a variety of engineering and design based careers through exciting project based learning opportunities. Multiple disciplines will be explored through each collaborative and group based activity within the design and engineering fields. The focus for each project will be local and global problem solving using cutting edge technologies including CNC manufacturing, 3D printing, physical model production and 3D modeling. Students are encouraged to explore their chosen field of interest and foster creativity through each project with the support of site visits and guest speakers. Real world applications will allow for greater understanding of these fields and how they come together in professional practice.

<i>Prerequisite:</i> Engineering and Design I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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. **SUMMER ASSIGNMENT REQUIRED.**

Note: This course has a dual enrollment option with Stockton University. Students can earn 4 college credits upon successful completion of this class.

<i>Prerequisite:</i> Architecture and Design OR Engineering Concepts OR Engineering and Design II	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> Geometry (≥83) OR Honors Geometry OR Honors Algebra I	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> Honors Geometry (≥83) OR Geometry (≥93) OR Introduction to Computer Science	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H7205 Advanced Placement Computer Science Principles** – The AP Computer Science Principles course explores essential ideas of computer science and shows how computing and technology can influence the world around you. You will creatively address real-world issues utilizing technology and coding as a way to help solve problems. Students will develop functional and intuitive software applications utilizing coding techniques and knowledge learned in class. 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.

<i>Prerequisite:</i> Algebra I	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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ENGLISH

Four years of English Language Arts are required for graduation.

- H1105 English 9** – This course adopts a thematic approach to the study of literature, encompassing a diverse array of genres such as short stories, novels, biographies, autobiographies, mythology, nonfiction, poetry, Shakespearean plays, and drama. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 8 or English 8	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1110 Honors English 9** – This course adheres to the identical curriculum as English 9, albeit with a heightened level of rigor. Enrolled students in Honors English 9 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 9 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 9. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 8 (≥93) and Placement Test OR Honors English 8 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1205 English 10** – The 10th grade American Literature English course adopts a thematic approach to the exploration of American literary works across a diverse array of genres. Through the examination of short stories, novels, nonfiction, poetry, and drama, students delve into the rich tapestry of American literary tradition. The thematic focus allows for an in-depth exploration of various themes and motifs prevalent in American literature. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1210 Honors English 10** – This course adheres to the identical curriculum as English 10, albeit with a heightened level of rigor. Enrolled students in Honors English 10 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 10 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 10. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 9 (≥93) OR Honors English 9 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1305 English 11** – This course strives to broaden students’ experience with a variety of authors and viewpoints from around the world and throughout time. In doing so, students will learn about the connection between what people write and the beliefs and events of their time period. Additionally, this course integrates opportunities for research, public speaking, grammar refinement, vocabulary development, and writing enhancement, fostering well-rounded language skills essential for academic success. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 10 OR English 10	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1310 Honors English 11** – This course adheres to the identical curriculum as English 11, albeit with a heightened level of rigor. Enrolled students in Honors English 11 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 11 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 11. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 10 (≥93) OR Honors English 10 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1315 Advanced Placement English Language & 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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 10 (≥93) OR Honors English 10 (≥86)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1405 English 12** – This course adopts a thematic approach to the study of British literature, encompassing a wide range of genres including novels, poetry, and plays that epitomize the distinct eras of Anglo-Saxon, Medieval, Renaissance, Romantic, Victorian, and Modern Periods. Additionally, it provides comprehensive instruction in research methodologies, public speaking techniques, grammar utilization, vocabulary enrichment, and writing proficiency. The course also includes an overview of the College Essay. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 11 OR English 11	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1410 Honors English 12^** – This course adheres to the identical curriculum as English 12, albeit with a heightened level of rigor. Enrolled students in Honors English 12 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 12 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 12. This course is also eligible for dual enrollment through Seton Hall University. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 11 (≥93) OR Honors English 11 (≥83) OR AP Language & Composition	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1415 Advanced Placement English Literature & 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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 11 (≥93) OR Honors English 11 (≥86) OR AP Language & Composition (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H1515 Public Speaking** – Addresses public speaking skills such as listening, topic selection, outlining, and effective delivery techniques for an informative speech, an impromptu speech, and persuasive speech, a voice only speech, and debate.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H1533 Writing Lab** – This course is designed to address the specific needs of students who would benefit from additional support in developing essential writing skills. The course aims to provide a focused and supportive environment where students can enhance their writing proficiency, fostering academic success and preparing them for the challenges of higher-level coursework.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H1800b General 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H1802b General 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H1806b General 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.**

<i>Prerequisite:</i> Program Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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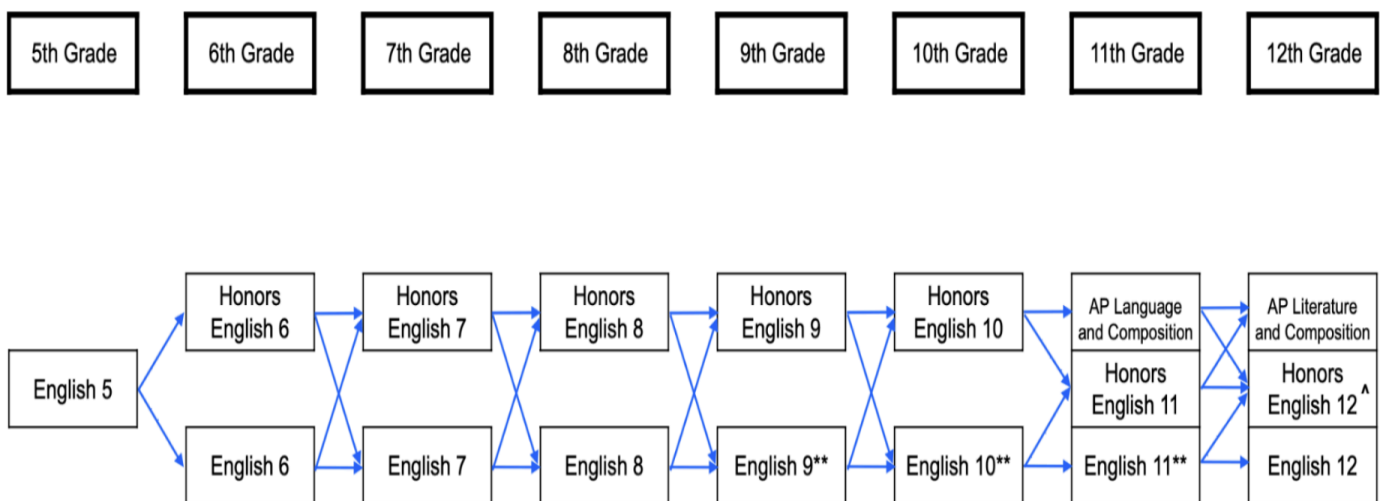
H1820 LLD English 12 – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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™. **This course does not supplant the English credit required for graduation by the NJDOE.**

<i>Prerequisites:</i> Rising 10th, 11th, or 12th grade students	<i>Length:</i> Full Year	<i>Credits:</i> 5
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Typical English Course Sequences 2025-2026



****Students earning <73 in their prerequisite English are recommended to be enrolled in Writing Lab concurrently.**

^Dual Enrollment Available.

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 – Culinary Arts is a dynamic eight course cycle that immerses students in diverse food preparation techniques, dietary concepts, food origins and migration along with critical food issues through unique semester cycles. For the upcoming school year, semester 1 will be France and Semester 2 will be South East Asia. The course integrates current technology via the Internet along with Chef Recipes and hands-on lab projects, offering a blend of traditional and innovative learning. Students develop practical skills, cultural awareness, and confidence through collaborative group work. In essence, Culinary Arts provides a comprehensive and engaging exploration of the culinary world, emphasizing both skill development and cultural appreciation.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7110 Honors Culinary Arts / Pastry Arts – This immersive course provides students with a hands-on exploration of advanced culinary principles, offering a dynamic experience within an authentic, "real-life" kitchen environment. Students will actively engage in the end-to-end process of culinary operations, taking on responsibilities such as ordering, meticulous storage practices, precise food preparation, Food Costing and the art of serving both professional gourmet and comforting dishes. Beyond honing their culinary skills, students will be evaluated on their professionalism, emphasizing the importance of maintaining a high standard of conduct and etiquette in the culinary industry. Collaborative group work is a key component, encouraging students to develop effective communication and teamwork skills.

Assessment criteria extend to evaluating the students' ability to meet deadlines and perform effectively under time constraints. This aspect reflects the fast-paced nature of the culinary field, where precision and efficiency are crucial. Students will not only refine their culinary techniques but also learn to thrive in a high-pressure kitchen environment, preparing them for success in their culinary endeavors.

A second section has been added to the advanced standing culinary class. This class will focus on advanced pastry arts and will switch with the advanced culinary class after one semester. Each class will have an opportunity to work in both sides of the kitchen, sweet and savory.

<i>Prerequisite:</i> 2 different semesters of Culinary Arts	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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MATHEMATICS

Three years of mathematics are a graduation requirement. It is strongly recommended that all students select a fourth year of mathematics based on their post secondary goals.

Advancement Opportunities: *Students wishing to accelerate their mathematics coursework may do so through summer advancement and/or concurrent scheduling (see below).*

- ❖ [Summer Advancement:](#) Click bookmark for details
- ❖ **Concurrent Scheduling Options:**
 - **Following completion of Honors Math 8:**
 - Final Average: 83–92% → Honors Algebra I and Geometry (waiver available for Honors Geometry)
 - Final Average: $\geq 93\%$ → Honors Algebra I and Honors Geometry.
 - **Following completion of Algebra I**
 - Final average of $\geq 93\%$ → Eligible for Honors Geometry and Algebra II with Trigonometry (no waiver eligibility)
 - **Following completion of Honors Algebra I:**
 - Final Average: 83–92% → Eligible for Honors Geometry and Algebra II with Trigonometry (waiver eligible for Honors Algebra II with Trigonometry)
 - Final Average: $\geq 93\%$ → Honors Geometry and Honors Algebra II with Trigonometry

Reinforcement Opportunities: *Students who do not meet the core course grading requirements (<73 in previous year course) for Algebra I, Geometry, and/or Algebra II are strongly recommended to enroll in [Math Lab](#).*

H2005 Algebra I – 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.**

<i>Prerequisite:</i> Math 8	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2009 Honors Algebra I – This honors level course challenges students to deepen their mathematical understanding through advanced problem-solving and critical thinking. Students will engage in sophisticated analysis of equation solving, and linear, quadratic, exponential and other non-linear families of functions. Additional areas of focus include inequalities, rational and irrational numbers, and foundational concepts in probability and statistics. Designed for motivated learners, this course emphasizes both theoretical understanding and practical application, preparing students for higher-level mathematics. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Satz Honors Algebra 1 (<73) OR Honors Math 8 (≥ 83) OR Math 8 (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.**

<i>Prerequisite:</i> Satz Honors Algebra 1 (≥ 73) OR HHS Algebra I.	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.**

<i>Prerequisite:</i> Honors Algebra 1 (≥ 83) OR Algebra I (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2032 Algebra II with Financial Applications – This course blends advanced algebraic concepts with practical financial applications to engage students in real-world problem solving. Using an application-based learning approach, students will explore algebraic thinking, patterns, and functions in the context of personal and business finance. Topics build on key concepts from Algebra I, and Geometry, and incorporates concepts from Algebra II. *After completing this course, students may take Intro to Precalculus or Statistics and Probability with Applications only.*

<i>Prerequisite:</i> Geometry	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2025 Algebra II – This course builds on concepts of Algebra I and Geometry. Students will continue their study of linear functions, parent functions, and their transformations, along with techniques for solving quadratic equations, including complex numbers. The curriculum includes a further analysis of functions, polynomials, radicals, and rational expressions and equations. Additional topics include exponential and logarithmic functions, and foundational concepts in statistics and probability. **SUMMER ASSIGNMENT REQUIRED.** *After completing this course, students who wish to take Precalculus must complete units in Trigonometry through summer advancement.*

<i>Prerequisite:</i> Geometry (≥ 73) and Algebra I (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H2037 Algebra II with Trigonometry** – This course extends the understandings developed in Algebra I and includes an in-depth analysis of functions, polynomials, radicals, and rational expressions and equations. Additional topics include exponential and logarithmic functions, as well as an introduction to trigonometric functions and identities. The course concludes with foundational concepts in statistics and probability, preparing students for success in future math courses, with a potential for AP level course work. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Algebra I (≥ 83) AND Geometry (≥ 83) OR Honors Algebra I (≥ 73) AND Honors Geometry (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H2038 Honors Algebra II with Trigonometry** – This rigorous course offers an in-depth study of advanced algebraic and trigonometric concepts. Students will explore linear and non-linear parent functions and their transformations and inverses, advanced methods for solving linear and nonlinear equations, trigonometric equations and identities, sequences and series and their real-life applications, and an introduction to statistics and probability. This course provides a comprehensive foundation for future mathematical studies at the Advanced Placement level. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Algebra I (≥ 93) AND Geometry (≥ 93) OR Honors Algebra I (≥ 83) AND Honors Geometry (≥ 83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H2045 Introduction to Precalculus** – 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. *After completing this course, students must take Precalculus in order to advance to Calculus.*

<i>Prerequisite:</i> Advanced Algebra II (≥ 73) OR Algebra II (≥ 83) OR Algebra II with Financial Applications (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H2050 Precalculus[^]** – Includes the study of functions, trigonometry, coordinate geometry, trigonometric functions, graphing, inverse functions, polynomials, inequalities, exponents and logarithms, conic sections, probability, and limits. **SUMMER ASSIGNMENT REQUIRED**

<i>Prerequisite:</i> Honors Algebra II (≥ 73) OR Advanced Algebra II (≥ 83) OR Algebra II (≥ 93) w/ Summer Advancement in Trig. OR Introduction to Precalculus (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2055 Honors Precalculus[^] – 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.**

<i>Prerequisite:</i> Honors Algebra II (≥ 83) OR Advanced Algebra II (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> Precalculus (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Precalculus (≥ 83) OR Precalculus (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Precalculus (≥ 93) OR AP Calc AB (≥ 83) OR Calculus (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Algebra II (≥ 73) OR Advanced Algebra II (≥ 83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2085 Honors Multivariable Calculus[^] – This course is designed to explore two major themes in advanced mathematics. It is intended for students who have completed their first full year of college 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 III” 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 AP level course.*

<i>Prerequisite:</i> AP Calculus BC (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2090 Statistics and Probability with Applications – This course is a comprehensive course designed to equip students with the necessary skills and knowledge to excel in college-level statistics or the work-place. The course places a strong emphasis on practical applications, enabling students to use exploratory methods for pattern identification and decision-making in real-life scenarios. Students will actively engage in 'doing statistics' from day one, gaining a deep understanding of the 'why' and 'how' behind statistical concepts.

<i>Prerequisite:</i> Course is only available to students in Grade 12 with Algebra II (≥73) or Algebra II with Financial Applications (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2806 General Algebra I – This course is designed for students in resource center math who are approaching readiness for algebraic thinking. Students will study the real number system, algebraic expressions, multi-step equations, inequalities, functions, graphing and writing linear functions, exponential expressions and exponential functions, systems of equations, polynomial expressions, graphing quadratic functions, solving quadratic equations, factoring and radicals. This course will utilize technology to support understanding. *After taking General Algebra I, students will take General Geometry or Geometry ICR with Lab.*

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2807 General Algebra IB – 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 I 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. This course will utilize technology to support understanding. *After taking General Algebra IB students will take General Geometry or Geometry ICR with Lab.*

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2808 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 Algebra I. This course will utilize technology to support understanding. *After taking General Geometry students will take General Algebra II or Algebra II ICR with Lab.*

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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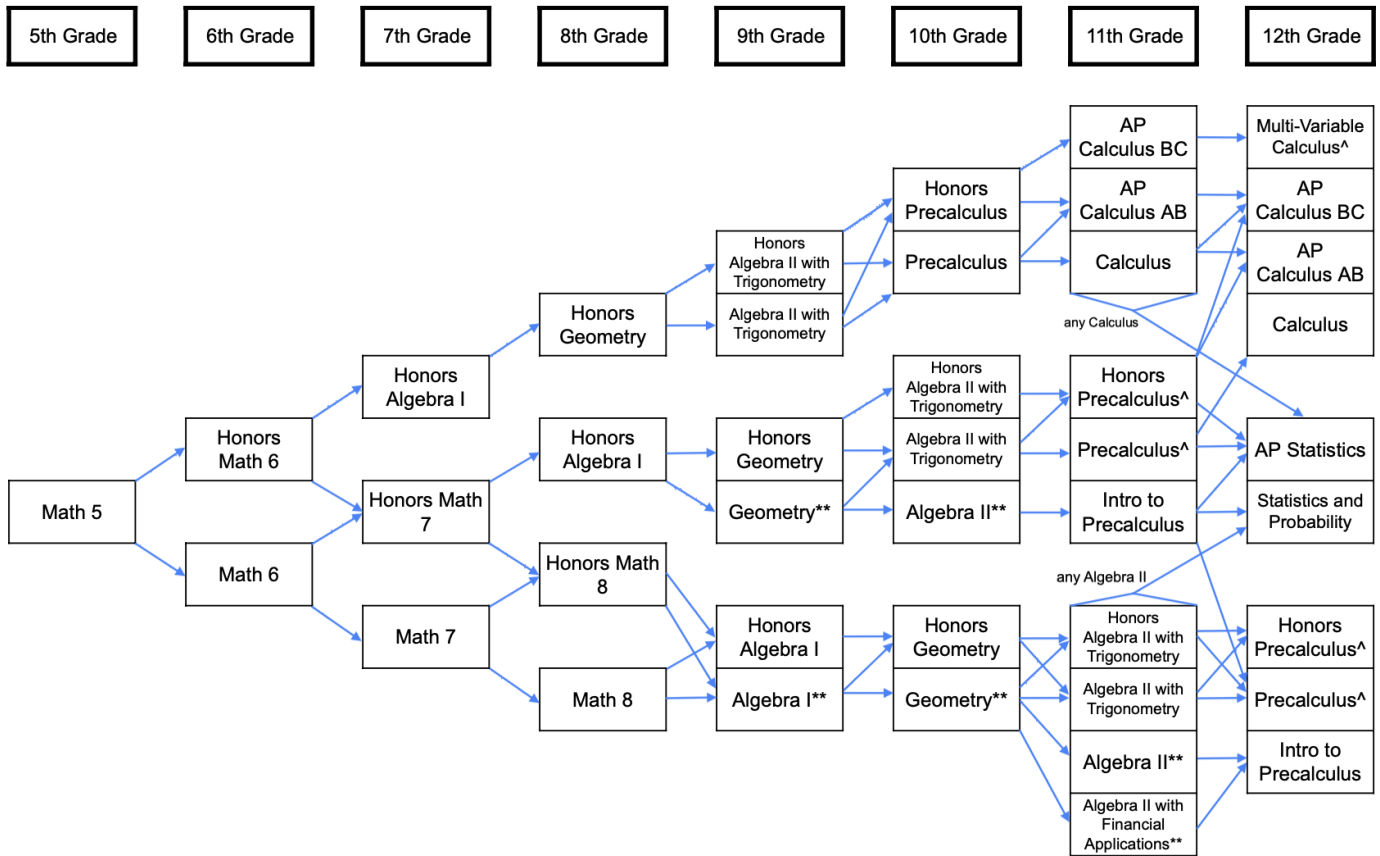
H2812 General Algebra II with Financial Applications – This course is designed for junior or senior students in resource center math. This course builds on basic algebraic concepts with practical financial applications to engage students in real-world problem solving. Using an application-based learning approach, students will explore algebraic thinking, patterns, and functions in the context of personal and business finance. Topics build on key concepts from Algebra I, and Geometry, and incorporates core content from Algebra II. This course will utilize technology to support understanding. After completing this course, students may take Intro to Precalculus (ICR) or Statistics and Probability with Applications (ICR).

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H2029 Math Lab 9/10/11/12 – This course is designed to strengthen students' core math skills while nurturing number sense, creative problem-solving, and mathematical communication. This course offers a structured approach to develop a strong mathematical foundation and encourages critical thinking. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core math class.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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Typical Mathematics Course Sequences 2025-2026



Advancement Opportunities: Students wishing to accelerate their mathematics coursework may do so through summer advancement and/or concurrent scheduling.

^Dual Enrollment Available.

**Students earning <73 in their prerequisite math may also be enrolled in Math Lab concurrently.

AP Statistics may be taken concurrently with on-level or higher Precalculus or Calculus in 11th or 12th grade.

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.

<i>Prerequisite:</i> Available to Grade 9 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
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- 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.

<i>Prerequisite:</i> Available to Grade 10 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
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- 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.

<i>Prerequisite:</i> Available to Grade 11 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
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- 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.

<i>Prerequisite:</i> Available to Grade 12 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
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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.

<i>Prerequisite:</i> None	<i>Length:</i> 3 Quarters	<i>Credits:</i> 3.75
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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 are eligible for Option II through pathways A-C. Students in grade 9 can participate in Option II through Pathway C only. Those planning to pursue athletic activities for credit at Holmdel High School must request this course through the scheduling portal and are required to submit a completed application to the Principal's Option II Review Committee no later than April 11, 2025. Off campus forms are due to the Supervisor of Health & PE by May 22, 2025. Each student's application will be reviewed on its own merit. Visit the [Option II for Athletics webpage](#) on our district's website for access to the application and more information, including the process to submit logs. Students must participate in one quarter of health class regardless of Option II status. Students without a regularly scheduled study hall (identified period in the schedule rotation) are eligible for Option II. Students with a regularly scheduled study hall (identified period in the schedule rotation) are not eligible for Option II.

Marking Period Health Schedule:

MP1 - Grade 10
MP2 - Grade 12
MP3 - Grade 11
MP4 - Grade 9

<i>Prerequisite:</i> None	<i>Length:</i> 3 Quarters	<i>Credits:</i> 3.75
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RUTGERS COURSES

The following courses are run in collaboration 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. These are not considered Dual Enrollment courses.

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 collaboration 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. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Honors Dynamics of Healthcare	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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. Students may enroll in this course concurrently with Honors Dynamics of Healthcare.

Note: *This course is run in collaboration 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. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Honors Dynamics of Healthcare	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H5615a Rutgers Honors Anatomy and Physiology/Lab I – 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. *This course is weighted as an AP level course.*

Note: *This course is run in collaboration 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. This course is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Biology AND Chemistry (any level) AND Dynamics Of Healthcare	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5615b Rutgers Honors Anatomy and Physiology/Lab II – This course is the second half of introductory-level anatomy and physiology, and it would provide students with knowledge and understanding of the following topics: (1) Endocrine System; (2) Blood; (3) Cardiovascular System; (4) Lymphatic System & Immunity; (5) Digestive System; (6) Nutrition and Metabolism; (7) Respiration; (8) Urinary System; (9) Water, Electrolytes, Acid/Base; (10) Reproductive Systems; (11) Pregnancy & Development; and (12) Genetics & Genomics. *This course is weighted as an AP level course.*

Note: *This course is run in collaboration 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. This course is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Biology AND Chemistry (any level) AND Dynamics of Healthcare AND Rutgers Honors Anatomy and Physiology/Lab I	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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ONLY 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 collaboration 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. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Personal Wellness	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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 collaboration 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. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Honors Dynamics of Healthcare	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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HEALTHCARE

H9225 Honors Certified Patient Care Technician/Assistant – This course will prepare students to work in a healthcare setting as a Certified Patient Care Technician/Assistant. The topics covered include patient care, compliance, safety, and professional responsibility as well as infection control. Students will be trained to perform clinical skills such as monitoring and recording vital signs, assisting with mobility and activities of daily living, basic respiratory care, obtaining specimens, heat and cold applications, pre-and post-operative care, and other tasks related to direct patient care. This curriculum also provides students with employability skills like communication, problem solving and professionalism. Upon completion of this course and all of the prerequisites, students will have the opportunity to take a certification exam administered through the National Healthcareer Association (NHA) that provides the student with a nationally recognized certification to begin working in the healthcare environment after graduation.

Note: *This does not run in collaboration with Rutgers University. Instead, students will sit for a certification exam in June that will nationally certify them to work as a Certified Patient Care Technician/Assistant. Please note some prerequisites can be taken concurrently with this course.*

<i>Prerequisite:</i> Honors Dynamics of Healthcare, Honors Medical Terminology, Honors Anatomy Physiology I. Honors Advanced Emergency and Clinical Care is strongly suggested but not required for enrollment.	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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SCIENCE

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

- 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.

<i>Prerequisite:</i> Science 8 (<83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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- 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.

<i>Prerequisite:</i> Science 8 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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- H5010 Honors Biology/Lab** – Follows an analytical and interpretive molecular approach to studying cell biology, biochemistry, metabolism, photosynthesis, respiration, DNA, genetics, natural selection and evolution, ecology and interdependence of life, and human impact on the environment. Rising 9th grade students must take the appropriate placement test to be considered for this course. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Science 8 (≥93) AND Science Placement Assessment (≥83) AND Proficient Score on Grade 7 NJSLA - ELA. *see placement criteria matrix for rising 9th graders	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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- H5015 Advanced Placement Biology/Lab** – AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. College credit is possible if students achieve a 3 or higher on the AP test. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Biology (≥83) OR Biology (≥93) AND Honors Chemistry (≥83) OR Chemistry (≥93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5028 Environmental Ecology/Lab – This elective course is intended to serve as an introduction to the interactions between organisms and their physical, chemical, and biological environment. Students will also explore problems associated with the interactions of humans with those environments. This may include studies on topics such as soil erosion, water issues, biodiversity, and impacts of climate change. Designed to help students build a foundation of ecological knowledge rooted in key concepts, this course will have students engaging in content through inquiry-based learning and hands-on projects. Students will be exploring topics and real-world applications through their experimentation in the brand new Aquaponics Lab and data sharing in citizen science partnerships, allowing students to make legitimate contributions to the local and larger scientific communities.

<i>Prerequisite:</i> 2 years of science in the area of Biology AND either Chemistry or Physics. Preference given to Grade 12 students, then Grade 11 students.	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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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.

<i>Prerequisite:</i> 2 years of Science in the area of Biology, Chemistry, or Physics. Preference given to Grade 12 students, then Grade 11 students.	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5102 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.

<i>Prerequisite:</i> Principles of Biology	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5104 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.

<i>Prerequisite:</i> Principles of Biology (≥83) AND Algebra I OR Principles of Biology AND Physical Science AND Algebra I	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5106 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.

<i>Prerequisite:</i> Honors Biology (<83) OR Biology (≥83) AND Algebra I (≥83) OR Principles of Biology (≥93) AND Algebra I (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Biology (≥83) OR Biology (≥93) AND Algebra I (≥93) OR Honors Algebra 8 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5115 Advanced Placement Chemistry/Lab – Investigates atomic structure, chemical bonding, molecular geometry, equations and quantitative relations, gasses, 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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Chemistry (≥83) AND Honors Algebra II (≥83) or Advanced Algebra II (≥93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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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.

<i>Prerequisite:</i> Honors Chemistry (≥73) OR Chemistry (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5200 Earth and Space Science/Lab – This course offers an immersive exploration of the vast expanse of the universe and the dynamic processes occurring on our planet. Topics include earth's history and composition, plate tectonics, the solar system, stars and galaxies, space exploration and climate change and its impacts. Through hands-on experiments, simulations, and observational activities, students will develop essential scientific inquiry skills and learn to analyze and interpret data collected from Earth and space.

<i>Prerequisite:</i> 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	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> Honors Biology (≥ 73) AND Honors Chemistry (≥ 73) OR Biology (≥ 83) AND Chemistry (≥ 83) OR Principles of Biology (≥ 93); with preference given to Grade 12 students, then Grade 11 students	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5300 Principles of Physics/Lab – Introduces mechanics, properties of matter, heat, sound and light, electricity and magnetism, and an introduction to atomic physics.

<i>Prerequisite:</i> 2 years of Science AND Algebra I (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5305 Physics/Lab – Explores kinematics, dynamics, momentum, energy, gravitation, electromagnetism, sound, and optics.

<i>Prerequisite:</i> Chemistry AND Algebra II (≥ 73) OR Chemistry AND Geometry (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5310 Honors Physics/Lab – Emphasizes a mathematical treatment of mechanics, universal gravitation, electricity and magnetism, waves, sound, and optics. **SUMMER ASSIGNMENT REQUIRED**

<i>Prerequisite:</i> Honors Chemistry (≥83) OR Chemistry (≥93) AND Algebra II (≥93) OR Advanced Algebra II (≥83) OR Honors Algebra II (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> MATH: Honors Precalculus (≥83) OR Precalculus (≥93) with completion of the summer assignment) SCIENCE: Honors Physics (≥83) OR Physics (≥93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> MATH: Honors Precalculus (≥83) OR Precalculus (≥90) SCIENCE: Honors Physics (≥83) OR Physics (≥93)	<i>Length:</i> Semester (1st semester)	<i>Credits:</i> 3
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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. Rising 9th grade students must take the appropriate placement test to be considered for this course. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Science: 8th Grade Science (≥95) AND Placement Test Score (≥90) OR Honors Biology (≥73) OR Biology (≥83) OR Honors Chemistry (≥73) OR Chemistry (≥83); AND Math: Algebra I (≥93) OR Honors Algebra 8 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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H5605 Honors Advanced Research/Lab[^] – 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 may work independently on a specific research project they have developed, or participate in the Waksman Student Scholars Program (WSSP). Students who develop independent research projects will enter their research projects in competitions for the opportunity to earn recognition. 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.

<i>Prerequisite:</i> At least one-year of Honors-level Science course (≥83) OR Non-Honors Science course (≥93) Honors-level Humanities course (≥86) or Non-Honors Humanities course (≥93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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Enrollment is contingent upon research proposal approval submitted to the appropriate department supervisor no later than May 2, 2025. Please access the Research Proposal form by [clicking here](#).

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™.

<i>Prerequisite:</i> AP Seminar	<i>Length:</i> Full Year	<i>Credits:</i> 5
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H5803b General Biology – 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H5815b General Physical Science – 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H5810b General Chemistry** – This class utilizes the curriculum from **Chemistry**, with pacing modifications based on the needs of the students as identified in their IEP. It provides an introduction to the basic concepts of Chemistry 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 atomic structure, states of matter, solutions, and acids, and bases.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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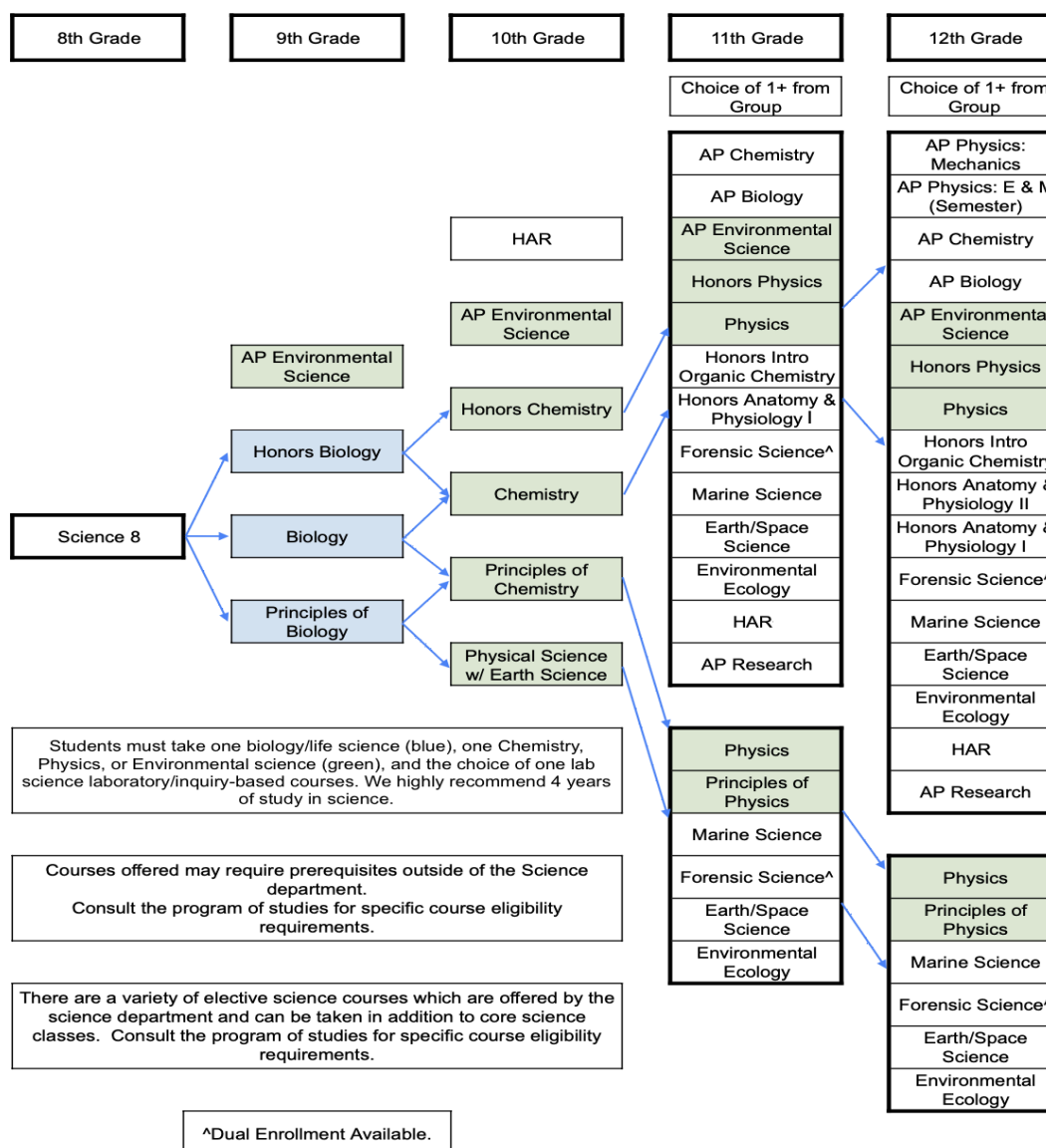
- H5835 LLD Science 10** – The objectives of the Language/Learning Disabilities (LLD) Science course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 6
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Typical Science Course Sequences for 2025-2026



SOCIAL SCIENCES

Three years of social science are required for graduation.

- 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.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H3102 Honors 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. This honors course will explore the same content as World Civilizations with higher rigor, advanced assignments, and independent projects. It will better prepare students who choose to take Honors Advanced US History I as sophomores. Rising 9th grade students must take the appropriate placement test to be considered for this course. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 8 (≥83) OR English 8 (≥93) AND Social Studies 8 (≥93) AND Document Based Question (DBQ) Assessment	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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. Rising 9th grade students must take the appropriate placement test to be considered for this course. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Grade 9: English 8 (≥93) AND Social Studies 8 (≥95) AND Document Based Question (DBQ) Assessment OR Honors English 8 (≥83) AND Social Studies 8 (≥95) AND Document Based Question (DBQ) Assessment Grade 10-12: None.	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H3124 Advanced Placement European History** – This elective course includes the study of the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Teaching methodology would follow the College Board's guidance and units of study. 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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Students who have fulfilled the Grade 9 graduation requirement with a grade of (≥83).	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H3105 US History I** – 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.

<i>Prerequisite:</i> World Civilizations, Honors World Civilizations, OR AP World History	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H3110 US History II** – 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.

<i>Prerequisite:</i> US History I (all levels)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> World Civilizations, Honors World Civilizations, OR AP World History	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> Honors US History I OR US History I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> Honors US History I OR US History I	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> Grade 12 students: US History II (≥93) OR AP US History II (≥83) Grade 11 students: US History I (≥93) OR Honors US History I (≥83).	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> Grade 12: US History II (≥93) OR AP US History II (≥83) AND AP Macroeconomics (≥83) Grade 11: US History I (≥93) OR Honors US History I (≥86) AND AP Macroeconomics (≥83).	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> Grade 12: US History II (≥93) OR AP US History II (≥83) Grade 11: US History I (≥93) OR Honors US History I (≥83).	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H3115 Honors United States History I** – 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.**

<i>Prerequisite:</i> World Civilizations (≥93) OR Honors World Civilizations (≥86) OR AP World History (≥83).	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H3120 Advanced Placement United States History II** – 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. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Honors US History I (≥83)	Length: Full-Year	Credits: 5
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- 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. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Grade 12: Biology (≥93) OR Honors Biology (≥86) AND US History II (≥93) OR AP US History II (≥83) Grade 11: Biology (≥93) or Honors Biology (≥86) AND US History I (≥93) OR Honors US History I (≥86)	Length: Full-Year	Credits: 5
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- 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 be examined in this course are, but not limited to, Michelangelo, Leonardo da Vinci, Jan van Eyck, Botticelli, Raphael, Titian, Caravaggio, Velazquez, Manet, Monet, Van Gogh, Rodin, and Picasso.

Prerequisite: World Civilizations, Honors World Civilizations, OR AP World History	Length: Semester	Credits: 2.5
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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.

<i>Prerequisite:</i> Students must be in Grades 10, 11, or 12, and have achieved proficiency scores on standardized tests in reading and writing skills	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H3805b General World Civilizations – 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H3815b General US History I – This class utilizes curriculum from ***US History I***, with pacing modifications based on the needs of students as identified in his/her 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H3825b General US History II – This class utilizes curriculum from *US History II*, with pacing modifications based on the needs of students as identified in their IEP. It serves as a continuation of General US History I. 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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.

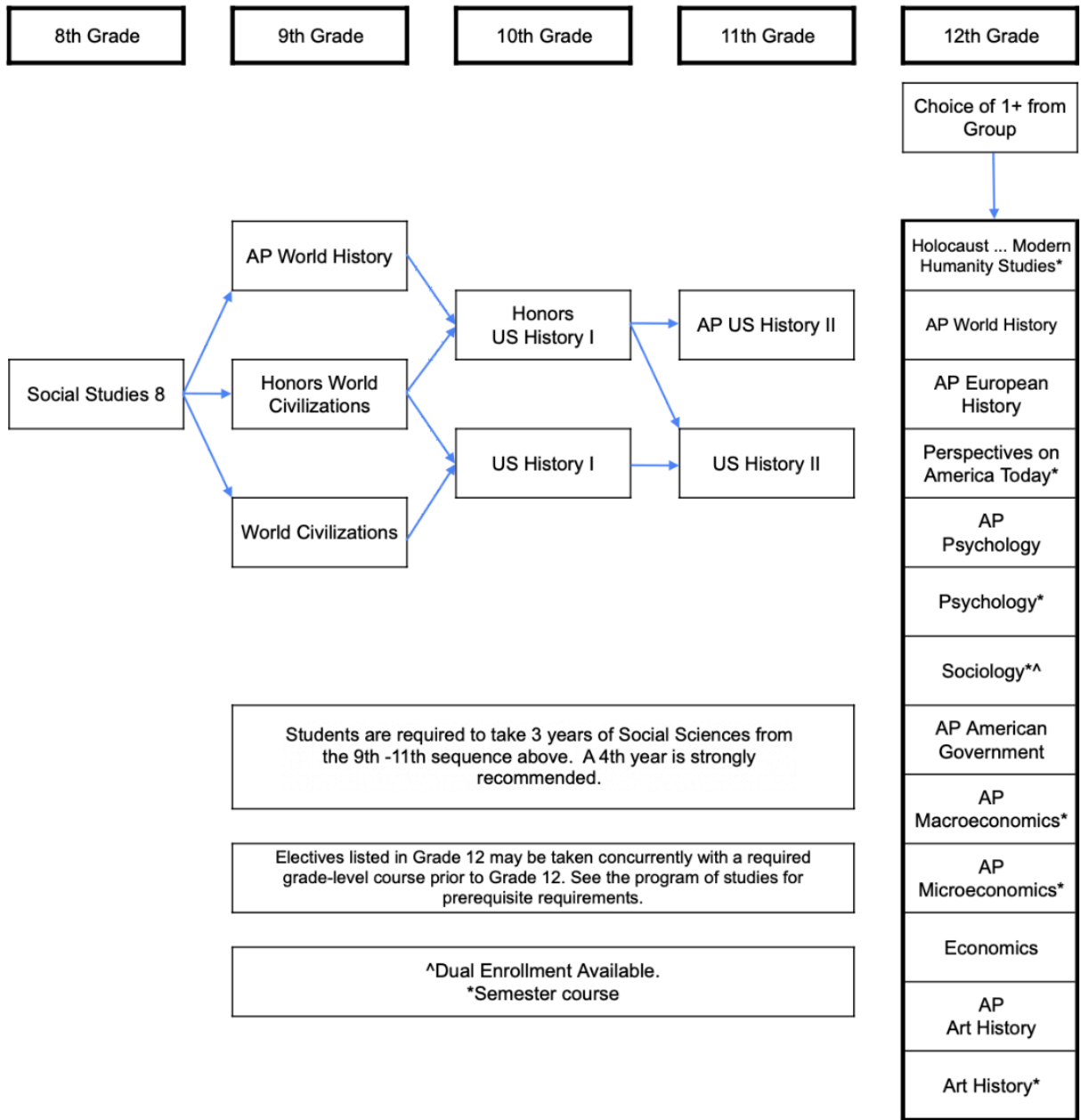
<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H3157 Honors Holocaust, Genocide, and Modern Humanity Studies^ - This is a semester course available to sophomore, junior, and seniors interested in deepening their knowledge and understanding of both the Holocaust, and the lessons of other genocides. The course is designed to engage students in complex discussions of history including the rise and development of the Nazi regime, the targeting of innocent civilians, and the ways this time period has impacted modern history. Students will critically analyze and evaluate both literary and cinematic representations of these topics, in addition to diving into primary and secondary sources to deepen their knowledge of the subject. This course is equivalent to Kean University's course ID1800: Holocaust, Genocide, and Modern Humanity. *There is a mandatory prerequisite assignment that must be submitted two weeks prior to the start of the semester.*

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> Grades 12, 11 and 10 only; Must have completed Standing Up to Intolerance at Satz (≥83) Transfer students must have a Honors-level Humanities course (≥86) or Non-Honors Humanities course (≥90)	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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Typical Social Sciences Course Sequences 2025-2026



Grade 9	World Civilizations, Honors World Civilizations or AP World History
Grade 10	US History I or Honors United States History I
Grade 11	US History II or AP United States History II

TECHNOLOGY EDUCATION

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

- 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 I course.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> Graphic Design	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7223a Advanced Studio Production^ – In Advanced Studio Production, students will be introduced to a challenging and advanced studio production experience for those interested in further developing their television production skills. Students will collaborate on a production team to produce a series of advanced studio productions including but not limited to: a school newscast, talk show, interview show, skit/variety show and more. Students will further sharpen skills learned in Intro to Studio Production like producing, directing, and camerawork. Students will also develop their writing, organization, and communication skills all while strengthening their decision-making and leadership skills. In addition to the studio production projects, students will develop video and editing skills to assist them with studio production content. 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.*

<i>Prerequisite:</i> Final grade of ≥ 90 in Introduction to Studio Production	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H7225a Video and Editing I – This is the first of two courses in video and editing production. Video and Editing I 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 productions. . Projects include: sequencing, proverb videos, commercials, and movie trailers. This course will emphasize preparedness, goal-setting, teamwork, and the ability to meet deadlines.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7230a Video and Editing II – This course is intended for students who would like to further enhance their video and editing skills. A successful completion of Video and Editing I is a prerequisite for this course. Video and Editing II will build on the concepts and skills learned in Video and Editing I. Topics covered include: keying video, special effects and animation with text. Video and Editing II 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.

<i>Prerequisite:</i> Video and Editing I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7235 Photography I – Photography I Course serves as a comprehensive introduction to the technical and creative aspects of digital 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H7240 Photography II – 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.

<i>Prerequisite:</i> Photography I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H7261 Advanced Robotics – *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.

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

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> Introduction to Game Design	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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VISUAL AND PERFORMING ARTS

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

- H6117 Theatre History & Literature I^A** - This course is designed to provide a foundation for students wishing to explore theatre from a historical, expressive, and aesthetic perspective. Participants will be introduced to the rich cultural works of Greek, Roman, and Medieval periods of theatrical performance. Basic theatre vocabulary, stage geography, and participatory games, improvisations, movement, and vocal preparation will enable students to explore the elements of creating a character on stage. Students will also develop the ability to make informed critical and aesthetic judgments as applied to amateur and professional productions.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H6118 Theatre History & Literature II^A** – Explores the rich multi-cultural history of theater 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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> Theatre History & Literature I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H6126 Art I** – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H6131 Art II** – 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.

<i>Prerequisite:</i> Art I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> Students must be in Grades 10, 11, or 12, and have achieved proficiency scores on standardized tests in reading and writing skills	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H6144 Ceramics I – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H6145 Ceramics II – 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.

<i>Prerequisite:</i> Ceramics I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

<i>Prerequisite:</i> Art II or Ceramics II	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> Art I and Art II. Students must be in Grades 11 and 12. Final grade ≥ 95 in Art II. Pending teacher approval.	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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 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.*

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> Audition by appointment and 1 year of Concert Chorus	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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 the Concert Chorus or Chamber Singers, along with the choral director's recommendation, is required for students planning to apply for All-Shore, All-Region, or All-State ensembles. If the teacher cannot serve as the sponsor, the student's private teacher may fulfill this role. Based on individual performance, and across a variety of assessments (extended musical preparation for auditioned and other ensembles, extended musical study and research), students in Concert Chorus 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.*

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H6525 Symphonic Band – *Honors Option* This course invites musicians interested in exploring various musical styles, with a focus on proper technique and sight-reading fundamentals. It is performance-oriented, requiring students to participate in school and community events, including formal concerts, other public performances outside school hours, and Pep-Band. Further details can be found below.

- Membership in the Symphonic Band, along with the band director's recommendation, is required for students planning to apply for All-Shore, All-Region, or All-State ensembles.
- Students in Symphonic Band are eligible to earn Honors credit based on individual performance and various assessments, including extended musical preparation for auditions and ensembles, as well as extended musical study and research. *Written criteria and timelines for Honors consideration will be provided by the instructor during the first week of the course.*
- Students in Symphonic Band are required to participate in the Pep-Band during football season (including home and away games) for which they are eligible to earn community service hours and a varsity letter.
 - Each Pep-Band event will be entered as a minor assignment and will be graded accordingly based on attendance & participation.
 - A max of three alternate performance assignments are available for students who are unable to participate in Pep-Band events due to extenuating circumstances.

<i>Prerequisite:</i> Audition by appointment	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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. It is performance-oriented, requiring students to participate in school and community events, including formal concerts, other public performances outside school hours, and Pep-Band. Further details can be found below.

- Membership in the Jazz Ensemble, along with the band director's recommendation, is required for students planning to apply for All-Shore, All-Region, or All-State ensembles.
- Students in Jazz Ensemble are eligible to earn Honors credit based on individual performance and various assessments, including extended musical preparation for auditions and ensembles, as well as extended musical study and research. *Written criteria and timelines for Honors consideration will be provided by the instructor during the first week of the course.*
- Students in Jazz Ensemble are required to participate in the Pep-Band during football season (including home and away games) for which they are eligible to earn community service hours and a varsity letter.
 - Each Pep-Band event will be entered as a minor assignment and will be graded accordingly based on attendance & participation.
 - A max of three alternate performance assignments are available for students who are unable to participate in Pep-Band events due to extenuating circumstances.

<i>Prerequisite:</i> Audition by appointment	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H6010 Acting I** – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H6115 Honors Acting II[^]** – A continuation of the concepts and skills introduced in Acting I through deeper exploration of classical and modern styles of performance. Scene work may include plays from Greek & Roman theater, Shakespearean drama, Absurdist theater, 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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> Acting I AND/OR Audition	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H6116 Honors Acting III[^]** – A career-related performing arts course that extends skills begun in Acting I and Acting II 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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> Honors Acting II AND/OR Audition	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H6550 Music Technology I[^] – 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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H6555 Music Technology II – A continuation of the concepts addressed in Music Technology I, 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.

<i>Prerequisite:</i> Music Technology I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- 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.

<i>Prerequisite:</i> Introduction to Music Theory, or prior instrumental/choral training is encouraged. Students should be able to read and understand musical notation and have basic performance skills with voice or an instrument	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H6700 Dance I** – 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, and jazz. 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.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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- H6705 Dance II^A** – A continuation of the concepts addressed in Dance I, this course will allow for advanced study. Students will be exposed to a variety of dance techniques including, but not limited to: ballet, modern, and jazz. 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.

<i>Prerequisite:</i> Dance I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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H6711 Honors Dance III^ – This course is a continuation of Dance I and Dance II 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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> Dance I and II	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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.

This course will be offered as a dual enrollment option, allowing students to earn both high school and college credits simultaneously.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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 I course.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
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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. Any student who does not meet the prerequisite requirements to move from a Level 2 to Level 3 course must complete the summer waiver work and pass a placement exam to be enrolled in the Level 3 course.*

- H4100 Chinese I** – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4105 Chinese II** – Reviews Chinese I 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.

<i>Prerequisite:</i> Chinese I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4110 Chinese III** – 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.

<i>Prerequisite:</i> Chinese II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4115 Honors Chinese IV^** – 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.

<i>Prerequisite:</i> Chinese III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Chinese IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4200 French I** – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4205 French II** – This course continues to strengthen student performance in the three modes of communication introduced in French I. 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.

<i>Prerequisite:</i> French I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4210 French III** – 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.

<i>Prerequisite:</i> French II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4215 Honors French IV^** – 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.

<i>Prerequisite:</i> French III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 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 IV. 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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors French IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4300 Italian I** – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4305 Italian II** – This course continues to strengthen student performance in the three modes of communication introduced in Italian I. 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.

<i>Prerequisite:</i> Italian I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4310 Italian III** – 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.

<i>Prerequisite:</i> Italian II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4315 Honors Italian IV^** – 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.

<i>Prerequisite:</i> Italian III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Italian IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4400 Latin I** – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4405 Latin II** – 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.

<i>Prerequisite:</i> Latin I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4410 Latin III** – 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.

<i>Prerequisite:</i> Latin II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4421 Honors Latin IV^A** – 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.

<i>Prerequisite:</i> Latin III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4415 Advanced Placement Latin** - 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. **SUMMER ASSIGNMENT REQUIRED**

<i>Prerequisite:</i> Honors Latin IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4500 Spanish I** – 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.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H4505 Spanish II** – This course continues to strengthen student performance in the three modes of communication introduced in Spanish I. 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.

<i>Prerequisite:</i> Spanish I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H4510 Spanish III – 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.

<i>Prerequisite:</i> Spanish II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H4515 Honors Spanish IV^ – 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.

<i>Prerequisite:</i> Spanish III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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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. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Spanish IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H4811 General Spanish I – This course, a modified version of **Spanish I**, 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 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?

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H4812 General Spanish II – This course, a modified version of **Spanish II**, continues the study of concepts learned in General Spanish I, with continued emphasis of vocabulary mastery and grammar skill development.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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H4820 LLD Novice Spanish – Novice Spanish 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 curriculum is the equivalent of the first half of our regular Spanish I curriculum.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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EDUCATIONAL SUPPORT SERVICES

- H2029 Math Lab 9/10/11/12** - This course is designed to strengthen students' core math skills while nurturing number sense, creative problem-solving, and mathematical communication. This course offers a structured approach to develop a strong mathematical foundation and encourages critical thinking. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core math class. .

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H1533 Writing Lab** – This course is designed to address the specific needs of students who would benefit from additional support in developing essential writing skills. The course aims to provide a focused and supportive environment where students can enhance their writing proficiency, fostering academic success and preparing them for the challenges of higher-level coursework.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
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- H0028 Multiply Disabled Program** – The Multiply Disabled Program consists of three periods of Intensive Teaching (IT), Life Skills, Career Exploration, Community Awareness, and an elective each semester. There is a keen focus on personalized, intensive teaching to address individual needs, ensuring every student reaches their full potential. The program strongly emphasizes life skills, equipping students with the practical knowledge and abilities necessary for daily living. From communication and self-care to social interactions and problem-solving, our comprehensive life skills curriculum fosters independence and confidence in our students. Our program also incorporates career and community awareness as we prepare our students for life beyond the classroom. Through engaging activities and real-world experiences, students gain insights into various career paths and develop a strong sense of community involvement. Students participate in Work-Based Learning and Community Based Instruction through supervised work experiences and field trips to round out their instruction.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 40
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- 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.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 10
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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™. You may only take this course in 10th or 11th grade to achieve the AP Capstone Diploma. AP Seminar would have to be taken in conjunction with AP Research in 11th or 12th grade depending on when you took AP Seminar. You may still take it as a 12th grade student, but you will not be eligible for the AP Capstone Diploma.**

<i>Prerequisites:</i> Rising 10th, 11th, or 12th grade students	<i>Length:</i> Full Year	<i>Credits:</i> 5
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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™.

<i>Prerequisites:</i> AP Seminar	<i>Length:</i> Full Year	<i>Credits:</i> 6
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SEAL OF BILITERACY PROGRAM

Holmdel High School participates in the NJ State Seal of Biliteracy Program. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, listen and write in two or more languages at an intermediate-mid level of proficiency.

The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy indicates recognition of a minimum proficiency level attained by a student in at least one language in addition to English. The Seal of Biliteracy is not awarded based on seat time or course completion requirements, and it is not tied to credits. Attainment of the seal does not provide credits toward graduation and does not act in any way as full or partial fulfillment for a high school diploma.

Participation in the Seal of Biliteracy Program is voluntary and open to all juniors and seniors who wish to be tested in any of the following languages: Chinese, French, Italian, Latin, Spanish. Students may also test in a heritage language, for a complete list of languages available please check [here](#). Students do not have to be currently enrolled in a language program at HHS to sit for a proficiency test for the Seal of Biliteracy.

Students who pass the test for the Seal of Biliteracy will receive a certificate noting their name and language(s) of attainment, receive the golden seal on their graduation diploma and their transcripts will be annotated with the insignia "New Jersey State Seal of Biliteracy."

For more information on the Seal of Biliteracy, please visit the [Holmdel World Language Department Webpage](#).

MULTILINGUAL LEARNERS (ML)

The Multilingual Learners (ML) program is designed to meet the needs of students whose native language is not English and whose proficiency in English is limited. The ML 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 ML 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 **WIDA ACCESS** assessment instrument. A proficiency level is assigned, and the student is scheduled for one ESL (English as a Second Language) class in addition to a traditional English course. Students are supported by certified ESL teachers who provide content-based instruction focusing on language skills to enhance comprehension. ESL teachers may or may not push-in to students' content area classes for additional support. The ML curriculum utilizes the New Jersey State Learning Standards (NJSLS) as well as WIDA standards to implement skill-based instruction. General education teachers are provided with professional development in Shelter Instruction to further support the ML population.

For more information, or if you suspect your child may need specially-designed instruction, please contact Dr. Janine Arciero, Supervisor of English & ESL K-12, at 732-946-1832.

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. Kaci Rizzitello if you have questions regarding a High School 504 Accommodation Plan.

For additional information, please visit the [Section 504 website](#).

STUDENT SUPPORT TEAM (SST)

(formerly known as 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 the chair of the SST Committee, Ms. Kaci Rizzitello, 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 and 10. These two-year programs are taught at ten locations in Monmouth County. Vocational students take their academic courses at Holmdel High School during one-half of the school day and their vocational courses at an alternate location during the other half of the school day. Transportation is provided by the Holmdel School District.

<i>Prerequisite:</i> Generally, students in Grades 11 and 12 are eligible; application and visit to school are required	<i>Length:</i> Two (2) Full-Years	<i>Credits:</i> 17.5-20, per year
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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:

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

DUAL ENROLLMENT PROGRAMS

Brookdale Campus Dual Enrollment:

1. Courses are taken at the Brookdale campus
2. Must have 100 credits prior to senior year and have earned a passing score on an appropriate proficiency assessment (NJSLA, PSAT, SAT).
3. Must be enrolled in at least three consecutive courses.
4. Secure prior written approval by counselor and Supervisor of Counseling 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.
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 - including participation in required placement tests for any courses.

Dual Enrollment Courses on Holmdel Campus:

Any courses with honors or AP level weighting will be indicated below.

Brookdale

This course is available to Juniors or Seniors with a GPA 3.0 or better. Students will be required to obtain a recommendation from an ELA teacher. Students expressing interest in this course must submit a paper application by May 5, 2025. Brookdale will be notified of course roster by July. Brookdale will mail tuition bills to students in July. Tuition payments will be made through Brookdale directly. There are no refunds after the Brookdale semester has started. Students will receive 3 college credits for completion of these courses.

Dual Enrollment Courses Offered in Partnership with Brookdale
Music Technology I Introduction to Music Theory Honors Chamber Singers - <i>Honors weighting</i>
<i>Music Technology I and Introduction to Music Theory are open to all students. Enrollment in Honors Chamber Singers requires the completion of one year in Concert Chorus and a successful audition to become eligible for Dual Enrollment.</i>

Kean University

Available to junior and senior high school students with an overall average of "B" or better, which includes course prerequisites. Students enrolled in this course must receive a final grade 65 or better in the course to receive 3 college credits through Kean. This course is equivalent to Kean University's course ID1800: Holocaust, Genocide, and Modern Humanity. To earn college credit, students must register and pay through Kean University (information will be provided in class through the teacher; cost is \$300).

Dual Enrollment Courses Offered in Partnership with Kean
Honors Holocaust, Genocide, and Modern Humanity Studies - <i>Honors weighting</i>

New Jersey Institute of Technology

Available to junior and senior high school students with an overall average of “B” or better, which includes course prerequisites. Students enrolled in this course must receive a final grade 65 or better in the course to receive college credits at NJIT. Students rostered in the courses below will receive a letter outline the registration process for this course. Please note you must indicate your enrollment into the dual enrollment option for the courses below no later than September 5, 2025. Any submissions after this date will not be accepted. If you choose to dual-enroll your child, you will be agreeing to pay a course fee of \$150.00 per credit. Payment will be collected by the Office of School Counseling. Awarded credits are listed below.

Dual Enrollment Courses Offered in Partnership with NJIT
Forensic Science Honors Multivariable Calculus - <i>AP weighting</i> Honors Precalculus - <i>Honors weighting</i> Precalculus

Stockton University

Students enrolled in dual enrollment courses at Stockton University must receive a “C” or better to receive college credits at Stockton University. Students must register and pay through Stockton directly (information will be provided in class through the teacher, cost is \$100 per credit). Students will receive 4 college credits for completion of these courses.

Dual Enrollment Courses Offered in Partnership with Stockton
Advanced Studio Production Engineering Design Capstone Honors Acting II Honors Acting III Playwriting Theatre History & Literature 1 Theatre History & Literature 2 Honors Dance III

Seton Hall University

Project Acceleration courses are open to high school juniors and seniors in good academic standing who meet the prerequisite criteria for Advanced Placement (AP) or Honors coursework with the exception of Sociology. Students must be in good academic standing to apply for Sociology dual enrollment credits. Students must earn a grade of C (2.0 grade point average) to receive credit for the courses below. A grade of "D" or "F" will result in issues during the transfer process to the college or university of their choice. Low grades will not result in the refund of tuition. Grades cannot be removed from a transcript. Students must register and pay through Seton Hall directly (information will be provided in class through the teacher; cost is \$330 per course).

Dual Enrollment Courses Offered in Partnership with Seton Hall
Honors Chinese IV - <i>Honors weighting</i> Honors Latin IV - <i>Honors weighting</i> Honors French IV - <i>Honors weighting</i> Honors Italian IV - <i>Honors weighting</i> Honors Spanish IV - <i>Honors weighting</i> Honors English 12 - <i>Honors weighting</i> Sociology

University of Delaware

The University of Delaware recommends that interested students meet these academic readiness requirements: a high school grade point average of 3.6 or above, a minimum SAT or PSAT score of 600 verbal and 600 math and successful completion of rigorous high school classes, such as advanced placement or honors classes. Students rostered in the courses below will receive a letter outline the registration process for this course. The cost for this course is \$500. Payment will be collected by the Office of School Counseling.

Dual Enrollment Courses Offered in Partnership with University of Delaware
Entrepreneurship Experience