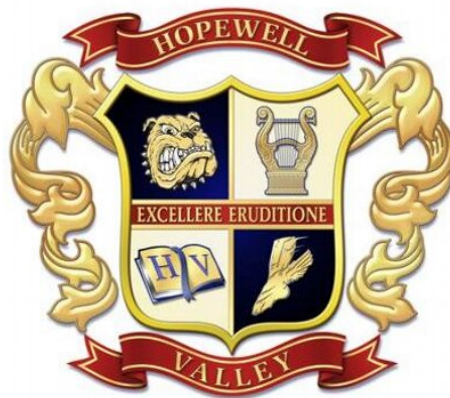


Hopewell Valley Central High School

Program of Studies
2024-2025



Grades 9-12

Program of Studies: 2024-2025

District Mission Statement

Hopewell Valley Regional School District strives to foster excellence in education by empowering our students to positively impact the global community through a commitment to responsibility, respect, and kindness.

Board of Education

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Kevin Maldonado	School Counselor
Ryan Stingel	Student Assistance Counselor
Dr. Chris Velderman	Student Assistance Counselor
Amy Baskin	English Supervisor K-12, K-12 Media Specialists and TV Studio
Darren Lewan	Social Studies Supervisor K-12, Wellness Supervisor 6-12 & Special Projects
Steven Wilfing	Principal, STEM
Daniel Umstead	Visual and Performing Arts Supervisor K-12
Lois Baldwin	Supervisor of World Language, ESL, Practical Arts and Business

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PLEASE NOTE THAT ALL PROGRAMS/COURSES ARE SUBJECT TO CHANGE

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The Hopewell Valley Regional School District does not discriminate on the basis of race, color, religion, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical disability, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972 and N.J.A.C. 6:4-1.1 et seq.

Affirmative Action Officer – Tana Smith

Section 504 of the Rehabilitation Act of 1973 is the nation's first law to protect the civil rights of disabled people. Section 504 of the Rehabilitation Act of 1973 provides that "No otherwise qualified individual . . . shall solely by reason of his/her disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section 504 Officer – Dan DeStefano

PURPOSES AND PLANS

For a student developing a high school program, the most important decision should be the purpose of the plan. Preparatory courses should be aimed as clearly as possible toward a general, if not specific, objective. If college is the objective, the first year or two of high school programming will vary little from student to student. Beyond the first year, however, planning should consider general areas such as engineering and science, liberal arts, business administration, social sciences, etc. Course choices should be determined in line with a student's general objectives in terms of both scope and sequence. It is difficult to prepare for a particular college, so it is suggested that students preparing for college seek healthy balance between a challenging course load, and one that they can comfortably handle. While research is most often begun in the junior year, specific college choices are usually made during the first half of the senior year. Two-year colleges, business schools, trade schools, the military and others permit greater flexibility of high school planning than do four-year institutions. Students considering participation in college athletic programs should ask their school counselor for NCAA guidelines for eligibility.

Students planning to prepare for the business world or general vocations should select subjects that will be helpful in preparing for a specific field of work. Particular attention should be given to career-oriented preparatory programs such as marketing, business, computers, and office education; trade and industrial education; and specific skill training programs at the Mercer County Technical School and Mercer County College Tech-Prep Programs.

Questions which arise will be clarified by our school counselors during the program planning process. We look forward to helping our students develop an educational program that will meet their individual needs consistent with their capabilities.

GUIDELINES FOR PROGRAM PLANNING

Graduation Curricular Requirements

As required by New Jersey School Law and Hopewell Valley Board of Education Policy, candidates for a high school diploma must earn a minimum of 120 credits. Additional credits may be necessary to meet the requirements of a specific pattern or goal.

Candidates for a high school diploma must complete the following core requirements in a four-year program:

<u>Class of 2025, 2026, 2027, 2028</u>		
<u>Subject</u>	<u>H.S. Years</u>	<u>Credits</u>
English	4	20
History	3	15
Mathematics	3	15
Science *	3	15
Wellness	4	20
Visual or Performing Arts	1	5
World Languages **	2	10
Practical Arts	1	5
American Economics or Personal Finance	½	2.5

**15 credits including at least five credits in laboratory Biology/Life Science, an additional laboratory/inquiry based science course including Chemistry, Environmental Science or Physics; and a third laboratory/inquiry – based science.*

***At least ten credits in the same world language.*

Graduation Assessment Requirements

In order for a student to graduate from Hopewell Valley Central High School and receive a state-endorsed diploma, they must demonstrate a minimum proficiency required by the state of New Jersey in language arts literacy and mathematics, by means of subject-specific NJSLA assessments, a Substitute Competency Test, or by meeting the criteria of the NJDOE Portfolio Appeal.

The state website (<https://www.nj.gov/education/assessment/requirements/>) contains charts outlining the specific assessment requirements in both ELA and mathematics.

HVCHS Performing Arts Academy

The Performing Arts Academy (PAA) is open to students that have an interest in pursuing a career, higher education degree, or simply receiving *advanced* instruction in the field of the Performing Arts. The mission of the PAA is to nurture emerging artists who possess exceptional talent and drive in the performing arts. Our Academy is a place where serious students have access to a skilled faculty, like-minded peers, and a creative space to develop their artistry. A specialized diploma honoring and recognizing successful academy students will be presented at the completion of their senior year at commencement exercises at Hopewell Valley Central High School. Additional information about the Performing Arts Academy can be found [here](#).

Performing Arts Academy Graduation Requirements:

<u>Class of 2025, 2026, 2027, 2028</u>		
<u>Subject</u>	<u>H.S. Years</u>	<u>Credits</u>
English	4	20
History	3	15
Mathematics	3	15
Science *	3	15
Wellness	4	20
American Economics or Personal Finance	.5	2.5
World Languages **	2	10
Practical Arts	1	5
Visual or Performing Arts	1	5
<i>Performing Arts Academy Electives (in addition to Arts reqs above)</i>	3	25
<i>Performing Arts Academy Course (non-scheduled course)</i>	3	15

Performing Arts Academy Total Required Credits: 147.5

Syracuse University Dual Credit Program

Project Advance is a partnership between Syracuse University and Hopewell Valley Central High School that allows high school students to enroll in Syracuse University (SU) courses. Hopewell Valley Central High School teachers will teach the courses at the high school following the guidelines and curriculum established by Syracuse University. Upon successful completion of a SU course, students are awarded SU transcripts that record credits earned. In addition, they will also receive Hopewell Valley Central High School credit. This class will be weighted the same as an AP course. The SU credits are transferable to hundreds of colleges and universities nationwide. There is a per-credit tuition charge of \$115 per credit which is significantly discounted from the standard SU per credit cost.

Currently we are offering the following SU courses:

- Calculus 2
- Calculus 3
- Introduction to Financial Accounting

These courses have the DC (Dual Credit) with Syracuse University designation next to their titles within the program of studies. If you have any questions, please see your school counselor.

Seton Hall Dual Credit Program

Project Acceleration is a partnership between Seton Hall University and Hopewell Valley Central High School that allows high school students to enroll in Seton Hall University (SHU) courses. Hopewell Valley Central High School teachers will teach the courses at the high school following the guidelines and curriculum established by SHU. Upon successful completion of these courses, students are awarded SHU transcripts that record credits earned. In addition, they will also receive Hopewell Valley Central High School credit. These classes will be weighted the same as an AP course. The SHU credits are transferable to hundreds of colleges and universities nationwide. There is a per-credit tuition charge of \$110 per credit which is significantly discounted from the standard SHU per credit cost.

Currently we are offering the following SHU courses:

- Latin 4
- AP French Language and Culture
- AP German
- AP European History
- AP United States History II

These courses have the DC (Dual Credit) with Seton Hall University University designation next to their titles within the program of studies. If you have any questions, please see your school counselor.

Princeton University Courses for High School Students

Princeton University offers the opportunity for high school students to take selected courses at the University at no charge for tuition through its High School Program that is administered by the Program in Teacher Preparation. The purpose of the High School Program is to serve truly outstanding students who are performing at a superior level in all of their academic work, who have completed all of the courses available to them in their high schools in the subject area/departments for which they are applying, and who have demonstrated exceptional interest and ability in those subject areas. In order to be considered for admission to the High School Program, students must demonstrate that they have:

- Maintained an overall high school GPA of 3.5 or better on the 4 point system common at most universities (only the unweighted grades for core academic courses are to be used in computing the GPA);
- Completed every course offered at their high school in the department of the subject area for which they are applying and earned an A- or better in each of those courses. (For example, if a student is seeking enrollment in a chemistry course at Princeton, that student must earn an A- or better in ALL of the science courses taken at the high school.) Courses taken outside of the high school cannot be counted to meet the criteria of eligibility unless they are part of the programs that the school district's board of education

deems equivalent to courses offered at the high school in accordance with NJ Department of Education Graduation Requirements as described in N.J.A.C. 6A:8-5.1(a) 2, commonly referred to as "Option II".

- Taken either an AP Examination or the SAT Subject Test in the desired area of study and earned a minimum score of 5 on the AP Examination or a minimum score of 750 on the Math SAT Test or 760 for other subject areas; and
- Received a grade of B or better in all University courses taken previously through the High School Program.

More specific admissions instructions are emailed to parents and students from the Counseling Services Department during the Fall and Spring semesters.

Because of the HVCHS rotating, drop schedule, students planning to take a PU course will have a half day schedule at HVCHS while using the other half of the day to attend Princeton University.

For more information, students should make an appointment with their school counselors.

Princeton University High School Program courses are weighted the same as an AP course. The transcript will denote:

- 1. Name of course;
- 2. Institution (Princeton University) where the coursework was taken;
- 3. Grade issued by the institution (HVCHS equivalent);
- 4. Princeton University High School Program coursework will count towards WGPA or GPA

Mercer County Community College Dual Credit Program

Juniors and Seniors may register for a select number of courses at Mercer County Community College and receive high school credit as well as college credits. The cost of a MCCC dual credit class is \$150 plus any costs for books.

Because of the HVCHS rotating-drop schedule, students planning to take a MCCC course during the school day will have a half day schedule at HVCHS while spending the other half of the day at MCCC. Students can, however, attend evening classes or online classes.

For registration information, students should see their school counselors.

Forms are due to your school counselor on the following dates:

Summer Semester: April 30, 2024

Fall Semester: June 3, 2024

Spring Semester: December 1, 2024

Mercer County Community College Dual Enrollment Credit Courses are weighted the same as an AP course. The transcript will denote:

- 1. Name of course;
- 2. Institution (Mercer County Community College) where the coursework was taken;
- 3. Grade issued by the institution (HVCHS equivalent);
- 4. Since the coursework is part of the Dual Enrollment Program agreement between HVCHS and MCCC it will count towards WGPA or GPA

The following courses have been approved for CHS students:

Course	Course Section	Requirement
Fundamentals of Physics	PHY 109	Grad Req- in lieu of physics
Physical Science Concepts	PHY 111	Grad Req- in lieu of conceptual physics
Algebra & Trig I/11	MAT 115/MAT 116	Grad Req- in lieu of Algebra 2
Pre-Calculus	MAT 146	Grad Req- in lieu of PC or PCH
Calculus	MAT 149	Grad Req- in lieu of Calc.
Linear Algebra	MAT 208	Elective Credit
Calculus 3	MAT 251	Elective Credit
Differential Equations	MAT 252	Elective Credit
General Chemistry I/II	CHE 101/CHE 102	Elective Credit
General/Physiological Chem	CHE 107	Elective Credit
Organic Chem I/II	CHE 201/202	Elective Credit
General Bio I/II	BIO 101/102	Elective Credit
Anatomy & Physiology I/II	BIO 103/104	Elective Credit
Arabic	ARB 101, 102 ,201	Fulfills World Language requirement
Japanese	JPN 101,102	Fulfills World Language requirement
Italian	ITA 101,102,201,202	Fulfills World Language requirement
Art and Culture	ART 101	Elective
Basic Drawing	ART 102	Elective
**Life Drawing	ART 104	Elective
Two-Dimensional Design	ART 105	Elective
Three-Dimensional Design	ART 106	Elective
Beginning Ceramics: Handbuilding	ART 145	Elective
Beginning Ceramics: Wheel Throwing	ART 146	Elective
Fundamentals of Music Theory	MUS 105	Elective
History of Jazz and Blues	MUS 155	Elective
History of American Pop Music	MUS 156	Elective

**Music Theory I	MUS 127	Elective
Introduction to Theatre	THR 101	Elective
Stagecraft	THR 102	Elective
Fundamentals of Acting	THR 104	Elective
**Acting II: Principles of Characterization	THR 105	Elective
Scene Study I	THR 207	Elective
Theatre History: Classical to Elizabethan	THR 210	Elective
Concepts of Health and Fitness	HPE 110	Fulfills 12th grade Wellness req
English Composition I	ENG 101	Fulfills graduation requirement
English Composition II (prereq at least a C in ENG 101)	ENG 102	Fulfills graduation requirement
English Composition II with Speech (prereq at least a C in ENG 101)	ENG 112	Fulfills graduation requirement
Any English/Humanities courses (prereq at least a C in ENG 102)	Assorted. See catalog http://www.mccc.edu/courses/ENG.htm	Elective
US History to 1865	HIS 105	Fulfills US 1 requirement/or elective credit
US History after 1865	HIS 106	Fulfills US 2 requirement/or elective credit
World History since 1500	HIS 113	Fulfills World History requirement/or elective credit
Any other history courses for senior electives	Assorted. See catalog http://www.mccc.edu/courses/HIS.htm	Elective
Business Law I	BUS 107	PA Elective
Entrepreneurship	BUS 239	PA Elective
Personal Finance	BUS 109	PA Elective
Introduction to TV Production	CMN 141	PA Elective
Food Preparation I	HOS 101	PA Elective
Principles of Financial Accounting	ACC 111	PA Elective
Architecture Design I	ARC 227	PA Elective

Please note- certain pre-req are set forth by MCCC

Seal of Biliteracy

The New Jersey Seal of Biliteracy is an acknowledgment by the New Jersey Department of Education that a student has achieved mastery of two or more languages. It encourages students to pursue biliteracy, honors the skills they attain, and provides evidence of skills that are attractive to future employers and college admissions offices.

Interested students must sit for a state-approved language proficiency exam on which they achieve the Intermediate Mid level according to the American Council on the Teaching of Foreign Languages' Proficiency Guidelines. They also must demonstrate English proficiency by meeting the New Jersey English Language Arts graduation requirement or the appropriate cut score on the ACCESS for English Language Learners.

A notation of this achievement will be included on a student's transcript. Students will also receive a certificate from the New Jersey Department of Education.

Information and an application to participate is distributed to juniors and seniors in the fall by their world language teachers or guidance counselors. Further information may be found on the NJDOE's official [Biliteracy Seal page](#).

Other Considerations

- Students must meet the requirements outlined in the district attendance policy.
- Students in 11th grade must sit for the New Jersey Learning Assessment --Science (NJSLA-S).
- Individualized standards for classified students will be in accordance with the rules and regulations contained in the New Jersey Administrative Code for alternative education.
- An approved individualized program plan will be developed for students in ATLAS in accordance with the rules and regulations contained in the New Jersey Administrative Code for alternative education.

ACADEMIC INFORMATION

Student Grading System

Only letter grades will appear on report cards and transcripts. Final GPA will be shown on a 4.0 weighted scale.

Grade	Numerical	Weighted GPA			Explanation
		AP	Honors	CP	
A+	97-100	5.13	4.83	4.33	Mastery: Demonstrates excellence in skills and course expectations.
A	93-96	4.80	4.50	4.00	
A-	90-92	4.47	4.17	3.67	
B+	87-89	4.13	3.83	3.33	Proficiency: Demonstrates competence in skills and course expectations.
B	83-86	3.80	3.50	3.00	
B-	80-82	3.47	3.17	2.67	
C+	77-79	3.13	2.83	2.33	Emerging: Demonstrates progress in skills and course expectations.
C	73-76	2.80	2.50	2.00	
C-	70-72	2.47	2.17	1.67	
D+	67-69	2.13	1.83	1.33	Difficulty: Demonstrates limited progress in skills and course expectations.
D	63-66	1.80	1.50	1.00	
D-	60-62	1.47	1.17	0.67	
F	50-59	0.00	0.00	0.00	Failing: Does not demonstrate necessary skills and does not meet requirements to earn course credit.
I					Incomplete*
P					Pass
WP					Withdraw Pass
WF					Withdraw Fail
M					Medical

*Incomplete grades will be given only in cases of extended illness or situations approved by the high school administration. When the marking period ends and a student's work is not completed, the classroom teacher will average all grades for the marking period including zeros for the missing work. The student will have the same number of days to make up the missing work as the days of excused absences. After the time for authorized makeup has passed, the marking period grade will remain unchanged.

Class Rank:

HVCHS does not rank its students. We believe that our students' level of achievement is not fully communicated by this single statistic. Therefore, HVCHS does not recognize valedictorian or salutatorian.

Grades Below 50:

For the first three marking periods of a full year course, grades below 50 will be adjusted to a 50. In the fourth marking period, no adjustments will be made. In a semester class, grades below 50 will be adjusted to 50 only in the first marking period of the semester. This practice is designed to encourage academic success and promote student accountability. **Note:** The 50% minimum grade does not apply to (1) final exams, (2) the 2nd marking period in first semester courses, (3) the fourth marking period in second semester electives or (4) the 4th marking period in full-year courses. These grades will be assigned on the full 100 point scale.

Pass/Fail Option:

The Pass/Fail Option was created to respond and assist students during extraordinary circumstances. Any student who spends more than 50% of a given marking period on Home Instruction will receive a grade of Pass/Fail for that marking period. Please reach out to your school counselor directly for more information.

Course Waivers:

Students who do not meet course eligibility requirements can request a waiver from their school counselor, under the following conditions:

- The waiver must be returned to the school counselor by April 22, 2024.
- Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions.
- Students may not submit course waivers in the same subject area in consecutive years.
- Students may not submit more than two course waivers for a given school year.
- The waiver process does not apply to AP World History, MCCC courses, Syracuse University, Seton Hall University, or Princeton University courses.

In order for a student to pass a course successfully, the following requirements must be met:

- A. Full Year Course – A student must achieve an accumulated average of 60 which is equivalent to a .67 on a 4.0 scale to achieve a passing grade in a full year course. Each marking period grade counts 22.5% of the final grade in the course, while the final exam grade counts as 10% of the final grade. If no exam(s) are given in a course, the marking period grades will count 25% of the final grade.
- B. Semester Courses – A student must achieve an accumulated average of 60 which is equivalent to a .67 on a 4.0 scale to achieve a passing grade in a semester course. Each marking period grade counts 45% of the final grade in the course, while the final exam counts 10% of the final grade. If no exam is given in the course, the marking period grades will count 50% of the final grade.

Grade Completion Requirements

A high school student will be promoted to the next grade at the conclusion of the school year in which he or she has completed the credit requirements listed in the chart below.

PROMOTION	NUMBER OF CREDITS REQUIRED
Promotion to grade 10	30 credits
Promotion to grade 11	60 credits
Promotion to grade 12	90 credits

NCAA ELIGIBILITY CENTER REFERENCE GUIDES

Students interested in participating in college athletics regulated by the National Collegiate Athletic Association (NCAA) must be certified through the NCAA Initial Eligibility Center. Students must achieve a certain level of academic achievement in high school to participate in college athletics. Up to date information and academic criteria may be found on the [Eligibility Center website](#). Any students interested in playing college athletics should collaborate with their coach(es) and School Counselor for planning purposes.

DAILY INSTRUCTIONAL REQUIREMENTS

Students in grades 9-12 will be required to enroll in a minimum of eight instructional periods or the equivalent each year. The vocational technical program counts as four instructional periods. Students with two or more advanced placement courses may elect six instructional periods plus two study halls (when their program of study demands it) with the approval of the school counselor and principal.

ADDITIONAL CONSIDERATIONS

Subject offerings are based on student selections. Faculty assignments are determined by the number of students that sign up for a given course. Consequently, students are urged to use great deliberation in course selection.

- Preference will be given to seniors and juniors when enrollment in any subject is too large.
- Because of the high percentage of one and two section courses, it is possible that students may find conflicts in their initial schedules. Attempts will be made to resolve these conflicts.
- The right is reserved to cancel a course offering if enrollment is insufficient.
- A minimum grade of 60 which is equivalent to a .67 on a 4.0 scale for the year is necessary in a subject in order to be granted diploma credit for that subject.
- Students should note and must adhere to course prerequisites.
- In developing their program of studies, students should carefully consider teacher recommendation(s).

SENIOR OPTION

Senior Option Guidelines

Seniors who demonstrate good school citizenship, responsible behavior and self-control are eligible for senior privilege status. Upon submission of completed permission forms, seniors are eligible to leave school during their study hall and/or lunch period.

COURSE REQUESTS

Procedures

During the second semester all students will request courses for the next school year. Initial course requests are made through OnCourse Connect. If you are having trouble accessing OnCourse Connect, you can receive help in the Counseling Services Office. Our high school counselors will meet with all of their students to review and approve course requests. Courses may be combined or students may be directed to an independent study if there is not sufficient enrollment in a given course.

Course Request Changes

Students who have concerns regarding their course requests should consult immediately with their school counselor, during which time counselors may change a request when it is felt to be in the student's best interest.

The guidelines listed below will be followed during the course request process:

- In planning for the following school year, a student may ask for an elective course request change **until April 22, 2024**
- **After April 22, 2024**, course request changes will require parent contact with a counselor and administrative approval.
- Approved changes will be honored on a seat availability basis after the scheduling process has been completed.

PROGRAM CHANGES

Program changes may be made on a seat availability basis up to one week after the opening of school. To do this, the student must submit the "Course Change Request" form to their counselor. Changes must be approved by the administration. Forms may be obtained from the Counseling Services Office. Deadline to submit the

"Course Change Request" form to your school counselor:

September 15, 2024 for first semester and full year courses

February 7, 2025 for second semester courses.

COURSE WITHDRAWALS

Depending on their schedule, students may withdraw from a class and replace it with a study hall up through the 4th week of the first and third marking periods; third marking period pertains to second semester courses only. However, students may not take more than two study halls or senior options at any time. After that time any withdrawals from a class will be recorded as "WP" (withdrawal pass) or "WF" (withdrawal fail) on the students transcripts. Students are required to complete the course withdrawal form.

RECORDING of NON-TRADITIONAL COURSEWORK on the HVCHS PERMANENT RECORD (TRANSCRIPT)

Students who have pursued non-traditional options for completing course work outside the parameters of the academic day, which have been approved for high school credit, will have said coursework listed on the high school transcript. The transcript will denote:

- Name of course;
- Institution - school/college/university where the coursework was taken;
- Grade issued will be noted on transcript as Pass/Fail
- Coursework will not count towards WGPA or GPA unless there is a formal articulation agreement between that institution and HVCHS.

SUMMER SCHOOL POLICY

To Make Up a Subject Failed During a Regular School Session:

Summer School

The student must receive the approval of the principal concerning the subject he or she plans to take and the summer school he or she plans to attend. To make up a subject failed in a regular school session, for credit only, the student must take 60 hours for a full-year's credit or 30 hours for a half-year's credit. A Pass(P) or Fail(F) will be denoted on the transcript.

Tutorial Instruction

The student must receive the approval of the principal concerning the subject(s) he or she plans to take on a tutorial basis.

- To make up a subject failed in a regular school session, for credit only, the student must take 60 hours for a full year's credit or 30 hours for a half-year's credit.
- Teachers who provide tutorial instruction must be approved by the Principal.
- Upon successful completion of the subject by the student, the tutorial instructor shall submit a certificate of completion to the Principal.
- Full credit for the subject completed and passed will be granted upon successful completion of a final examination in the subject failed, administered by Hopewell Valley Central High School.

All Credit Recovery courses must be completed by August 16, 2024.

Credit Recovery: (Mathematics Only)

Students who earn a 70% or below in math credit recovery must enroll in the Math Workshop during the fall semester. This will be an elective course that helps build foundational knowledge as well as support for future math courses. Additionally, students who fail a course but do not take credit recovery must also sit for Math Workshop during the fall semester as well as retake the course.

COURSES TAKEN FOR ACCELERATION

This allows students to earn credits outside of our school for personal advancement. **To take these courses, students need to apply through Option II. A pass/fail grade will be recorded on the student's transcript.**

COURSES TAKEN FOR ENRICHMENT OR DEPTH

These courses are defined as those which the student wants to take for personal improvement and for greater knowledge and experience. **To have elective credit awarded, students must apply for these courses through Option II. A pass/fail grade will be recorded on the student's transcript.**

OPTION II APPLICATION

In order for a student to graduate and receive a high school diploma from Hopewell Valley Central High School, each student must earn a minimum of 120 credits by successful completion of prescribed courses. This requirement may be met in whole or in part through a traditional program where a credit means the award for student participation in the equivalent of a class period of instruction (commonly referred to as **Option I**).

The 120-credit requirement may be met in whole or in part through program completion outside the parameters of the normal HVCHS curriculum (commonly referred to as **Option II**). For more information and an application, click [here](#).

COURSE ELIGIBILITY

Eligibility for Honors, A.P., and continuing sequences

Initial course eligibility is determined after the 1st semester grades. Students who do not meet course eligibility requirements can request a waiver from the student's school counselor. Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions. A maximum of two waivers per student will be granted each year, and consecutive waivers will not be granted. The waiver must be returned to the school counselor by April 22, 2024.

Honors Courses

For those students who have demonstrated superior ability and achievement, honors courses are offered in various subjects. These courses are designed to provide a challenging and rewarding experience to capable and motivated students. Honors courses are currently offered in English 1, 2 & 3, Backgrounds for Literature, Geometry, Algebra 2, PreCalculus, Adv Statistical Modeling, Biology, Chemistry, Physics, World History, U.S. History 1, U.S. History 2, Chinese 3, 4 & 5, French 3, 4 & 5, German 3, 4 & 5, Latin 2 & 3, Spanish 3, 4 & 5, Advanced Scene Study and Directing, Chamber Singers, and Dance 4. Previous course grade(s) are required for participation in honors courses.

Advanced Placement Courses

The Advanced Placement (AP) Program is designed to help secondary schools offer college-level courses to able, motivated students. Students who have pursued courses of college-level quality and content may apply for advanced credit in college courses. The Advanced Placement examinations are offered at the high school in May. The results of the examination(s) may be sent to the college which has accepted the student, and the college decides upon the advanced placement and the credit they will grant the individual student. Thus the Advanced Placement Program enables students to enrich their programs, and in some cases, to shorten their college program. Hopewell Valley offers Advanced Placement courses in African American Studies, Art-Studio, Biology, Calculus AB and BC, Chemistry, Chinese, Computer Science A, Computer Science Principles, English Lang & Comp, English Literature, Environmental Science, European History, French, German, Latin, Music Theory, Physics 1, Physics C, Research, Spanish, Statistics, U.S. History 1 & U.S. History 2, U.S. Government and Politics, Seminar and World History.

Please check the HVCHS webpage or call Counseling Services for information about signing up for AP exams.

College Level Courses

With the cooperation of community, state, and private colleges and universities in the area, juniors and seniors will be permitted to pursue college-level courses at their own expense. This program is designed with a threefold purpose: (1) To provide students with an enrichment experience to augment their secondary school background; (2) to provide students with experience in attempting college work before actually enrolling in college, thus

providing a base upon which to arrive at a final decision concerning further education; (3) to provide students with additional insight into certain career fields not necessarily requiring a traditional four-year preparation, again providing an additional base upon which to arrive at decisions concerning future plans.

Early Graduation Provision

The purpose of the Early Graduation Provision is to establish a means whereby eligible students may complete their high school educational program in fewer than four years and thus qualify for an early graduation diploma from Hopewell Valley Central High School. Requests for early graduation will be made on an individual basis. Students applying for early graduation must present specific vocational or educational goals which will be pursued after graduation to their school counselor. To graduate at the end of junior year, an early graduation application must be completed and submitted to the student's school counselor prior to June 30th of the student's sophomore year. If a student seeks early graduation at the midpoint of their senior year they must submit their application for graduation by April 30th of their junior year. Students graduating early senior year must sit for mid-term exams. In addition, students who graduate early are NOT permitted to participate in activities or athletics after the close of the semester in which they graduate; however they can participate in the school's prom and graduation ceremony. Parents should check with their insurance providers to see how early graduation might affect health and auto insurance.

SPECIALIZED COURSE OFFERINGS

Academic Enrichment

2.5 credits per semester

Grades: 9-11

Academic Enrichment will provide general education students with academic and executive functioning support. Students will develop organizational skills, establish a better understanding of academic expectations, and enhance their ability to self-advocate in the classroom. In addition, students will receive direct support while completing academic assignments in a small group environment.

Career-Prep

Career-Prep is short for "career preparation." Career-Prep means that Hopewell Valley Central High School is working with Mercer County Community College to provide students with new career paths. Career-Prep is a jointly developed curriculum that combines college preparatory courses with real-life applications placing emphasis on mathematics, science, and technology. Career-Prep begins at Hopewell Valley Central High School and continues through an Associate Degree in a high skill technical field. Hopewell Valley 12th graders who meet Career-Prep prerequisites for entrance to a chosen field may be eligible to enroll in college credit courses at MCCC during their senior year of High School. See <http://www.mcts.edu/> for additional information.

Career Prep Courses are weighted the same as an AP course. The transcript will denote:

- Name of course;
- Institution (Mercer County Community College) where the coursework was taken;
- Grade issued by the institution (HVCHS equivalent);
- Career Prep grades will count towards WGPA or GPA

Concentrated Studies Program

Grades: 11-12

5 Credits

The Concentrated Studies Program is for students who wish to pursue a subject/project in depth and on an independent basis. A student must have clearly demonstrated the maturity, initiative, and interest necessary to work and study independently with the direction and input of a mentor on an approved topic of the student's choice. The work in this student's study should equal or surpass a regular class offering. The work should reflect the student's passion and serious commitment to excellence. An outside college course can supplement the study and act as a component. A faculty member must be invited by the student and agree to act as a mentor/advisor to the student in the Concentrated Study. Courses offered by HVCHS may not be taken through the Concentrated Studies Program. Students may apply by submitting a proposal to the Concentrated Study Supervisor by May 1 of the year preceding participation. Credit is given on a pass/fail basis. It is suggested that a conference with the student's school counselor and the independent study advisor be scheduled as soon as possible.

English as a Second Language (ESL)

Hopewell Valley Regional School District's ELL programming includes sheltered instruction, pull out and push-in program models. Based upon a student's English language proficiency testing, eligible students are provided with one to two class periods of ESL instruction per day. When a student with limited English proficiency enters Hopewell Valley Regional School District, he or she is given a standardized test to determine his/her proficiency in English. The results of this test and teacher evaluation determine his/her entrance into the ESL program. Exiting the program will depend upon testing and the overall academic performance of the student. The ESL program is individualized so that each student receives the maximum benefit from this course.

Mercer County Vocational-Technical School

Available to eleventh and twelfth graders only, this day school provides students the opportunity to take a skills-training program which may not be available at their own school. Students receive their academic education at their home high school and attend a county-operated shared-time center for skills training on a half-day schedule. Students receive 20 credits for each year of participation in the program. Sophomore students submitting applications for the Mercer County Vocational-Technical School must successfully pass all required subjects and be classified as juniors in order to attend. See website at <http://www.mcts.edu/> for details and application procedures.

Online Courses for Elective Credit

In order to honor our students' diverse learning styles and to give them an opportunity for enrichment at the post-secondary level, students can take online courses through two platforms: EdX and Coursera. The number of credits awarded will vary depending on the course, with a maximum of five credits per course. Students must complete a course which offers a "certificate of completion" to gain credit. Credit will be shown on their transcript as taken at that university and clearly identified as an online course, for example, Harvard Online, MIT Online, etc. There is no penalty if a student doesn't complete the course. This opportunity is open to all students.

We accept certificates from two providers who offer online courses through various universities: Coursera and EDX.

Coursera (www.coursera.org):

- Courses run according to their "home" university's schedule
- Certificates of completion are offered, but not for all classes

EDX (www.edx.org):

- Courses run according to their "home" university's schedule
- All courses offer a completion certificate

Note: Some courses may incur a fee, for which the student/family is responsible.

Student Assistant

Grades: 9-12

1.25 credits per semester

Students with an interest in learning the functions of a specific HVCHS department can apply to become a Student Assistant. This is an alternate educational program which permits students to engage in volunteer work for academic credit. Grading is on a pass-fail basis. The program will help HVCHS students acquire employability and interpersonal skills. Students approved to be a "Student Assistant" will be available to assist with any school related task that does not involve confidential records or information. They will perform a variety of general and specific office and support functions of a responsible nature centering on activities of their assigned department. Responsibilities are frequently public in nature and the Student Assistant will learn interpersonal skills, and be able to interact with staff, public and external constituents in a prompt and professional manner. Interested students can apply to become a student assistant only in lieu of taking a study hall. Students can become departmental assistants only with the written permission of a counselor and the administrator in charge.

COURSE DESCRIPTIONS

BUSINESS

BUSINESS DEPARTMENT

Faculty: Lois Baldwin (Supervisor), Suzanne Brown, Robert Crognale, Tracy Morgan, Aaron Oldfield
(These courses will fulfill Practical Arts requirement)

Course Eligibility: Students who do not meet course eligibility requirements can request a waiver from the student's school counselor. Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions. The waiver must be returned to the school counselor by April 14, 2023. The waiver process does not apply to MCCC courses, Syracuse University courses, or Princeton University courses.

BUSINESS AND TECHNOLOGY DEPARTMENT OVERVIEW

Computer Labs and Equipment

Many of the courses available for students in the Business Department and Practical Arts Department utilize the computer and technology labs either on a full-time or part-time basis. Students use computer hardware and software that is current and coincides with what is being used in colleges and businesses. There is high-speed Internet access to scanners and digital still and video cameras. Students can also access their email as well as computer applications and their data folders from home via remote access connections. Students will also utilize the Chromebooks that are a part of the HVRSD 1:1 initiative, in all of their coursework.

College Level Courses

With the cooperation of community, state, and private colleges and universities, juniors and seniors will be permitted to pursue college-level courses at their own expense. This program is designed with a threefold purpose: (1) To provide students with an enrichment experience to augment their secondary school background; (2) to provide students with experience in attempting college work before actually enrolling in college, thus providing a base upon which to arrive at a final decision concerning further education; (3) to provide students with additional insight into certain career fields not necessarily requiring a traditional four-year preparation, again providing an additional base upon which to arrive at decisions concerning future plans. An example of this is the ability of students to obtain college credits through Syracuse University with successful completion of the Introduction of Financial Accounting course.

CTE - Cooperative Work Experience

Students who hold part-time jobs throughout the year are eligible to receive credits on their Hopewell Valley Central High School transcript through the CTE (Career and Technical Education) - Cooperative Work Experience Program. Approved work sites may be obtained by the students themselves or with the assistance of the HVCHS Business and Practical Arts Department. Students have a variety of options of work sites and can perform their work after school, weekends and even during the school day depending on their schedule and work needs. The CTE-Cooperative Work Experience Program prepares students to develop marketable occupational skills, provides occupational training opportunities, increases job skills through individualized study in the classroom, encourages attitudes and habits that meet acceptable employment standards, and provides the opportunity for career investigations. Students are supervised with an agreement between the HVCHS teacher/coordinator, the employer, the student and their parents/guardians. The HVCHS "Co-op Program" encourages students to explore their career interests through paid or unpaid employment, apprenticeships, community service, cooperative education, internships, or school-based enterprises. Depending on the number of work hours accumulated throughout the school year, between 2.5 and 10 credits can be earned.

Computer Essentials for College and Business

2.5 credits

Grades: 9-12

It is so important for students to be able to apply technology and computer skills across the curriculum to meet the requirements of all of their teachers and programs, both during their high school career as well as for college preparation! **This course provides the “backbone” for students to obtain the necessary skills that they can use throughout their school day and beyond to meet the expectations of all of their other courses.** Whether the requirement is to create a research paper, speak in front of a group utilizing a slide presentation, adding a chart to their spreadsheet or database, or utilizing scanners and digital cameras to import graphics into

an application, students will be able to meet the challenge. Even more important is the integration of the Chromebooks that all students have as part of the 1:1 initiative for all Hopewell Valley Central High School Students. Specific applications using the software packages and peripheral equipment within both the Microsoft Office Suite and the Google Applications. Internet applications are also embedded throughout this course. It would be advantageous for students to obtain this as early in their high school career as possible so that the skills obtained can be used immediately in all their coursework. Just a few of the many skills that will be taught include text formatting, use of graphics, Internet applications, spreadsheet formulas, charts and graphs, creating slide presentations and animations, cloud-based applications, and much, much more! (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

Advanced Computer Applications

2.5 credits

Grades: 9-12

This hands-on course is a natural follow-up to Computer Essentials for College and Business. It concentrates on utilizing the computer to perform business functions, solve problems, and especially prepare students for college requirements! Google Apps, Microsoft Office applications (Word, Excel, PowerPoint and Access) will be used extensively for **enhanced** word processing/desktop publishing, spreadsheet applications, presentations, graphics projects, database applications, and integrating these software packages with the Internet. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.) **Prerequisite: Successful completion of Computer Essentials for College and Business.**

World-Ready Technology 1

2.5 credits

Grades: 9-12

This course will help students reflect on the role that various forms of electronic and digital technology can play in the learning process and how to apply these technologies in the real world. Students will become skilled in some of the many digital tools used in today's schools and businesses, including podcasting, screencasting, blogging, green-screening, and more. In addition, students will be exposed to basic theories of communication, evaluation, and research, and will be assisted in determining appropriate applications of these theories and techniques in an educational setting.

World-Ready Technology 2

2.5 credits

Grades: 9-12

The course is offered to students grades 9-12. Participants will use some of the many digital tools used in today's schools and businesses, including podcasting, screencasting, blogging, and green-screening, canva, and marketing. Students will work with clubs, schools groups, and community members to develop content that can be utilized in the real world.

Introduction to Computer Science using Java

2.5 credits

Grades: 9-12

This course introduces the programming and object-oriented techniques of Java. Students will learn the Object-oriented programming concepts and the fundamentals of the Java language and syntax. Students will complete project driven exercises with hands-on tasks. This course will enable students to build useful programs while learning the basics of structured and object-oriented programming techniques. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.) **Prerequisite: Students must have completed Algebra 1.**

Computer Science II

2.5 credits

Grades: 9-12

A comprehensive look into computer science as it is used in our world today. Students will be able to enhance their programming abilities and their knowledge base by creating real world programs and applications. The engaging, relevant content emphasizes programming principles to prepare competitive programmers to meet the increasing demands in business today. Students will be able to demonstrate their understanding of emerging technology to introduce key practical principles and important programming skills. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.) **Prerequisite: Intro to Computer Science using Java.**

AP Computer Science Principles

5 credits

Grades: 10-12

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computer science. This hands-on course will introduce students to key ideas including the creative aspects of programming, abstractions, data sets, the Internet, cyber security concerns, and the impacts of computing. AP Computer Science Principles will give students the opportunity to use technology to individually and collaboratively address real-world problems and build relevant solutions. Students will use multiple facets of computer science in class to aid in mastering the essential skills required for the AP Computer Science Principles Exam. (Students may also pursue further study and experience in this field for additional credits through CTE-Work Experience. See course description for further details.) **Prerequisite: Introduction to Computer Science using Java, Computer Science 2 and Algebra 1 with minimum average of B in all prerequisite courses.**

AP Computer Science A

5 credits

Grades: 11-12

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Students will be able to master the essential skills required for the AP Computer Science A Exam. (Students may also pursue further study and experience in this field for additional credits through CTE-Work Experience. See course description for further details.) **Prerequisite: AP Computer Science Principles with a minimum average of B.**

Sports Marketing and Management

2.5 credits

Grades: 9-12

This course is for individuals interested in learning more about possible careers or further education in the fast-growing field of sports marketing and management. The sports industry is a multibillion-dollar industry. Sports Marketing and Management specializes in the marketing, management, and promotion of all sports for professional or recreational purposes. Emphasis will also be placed on the globalization of the sports marketing industry. Students will experience a variety of instructional formats such as simulations, guest speakers and field experiences to local and Philadelphia sports entertainment organizations to help understand the importance of this industry in our economic sector. Topics include promotional methods, media relations, sports marketing research and segmentation, pricing strategies, endorsements and sponsorships, licensing and logos in the sports industry, and much more! (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Accounting

5 credits

Grades: 9-12

Accounting is a business course designed to use the "language of business". Designed for the college-bound business/accounting major, the course is applicable to all students who wish to further their knowledge of accounting as a basis for managerial/personal financial decision-making. Online accounting and internet activities are used to record and analyze business transactions as a basis to prepare financial statements. Financial statement analysis will also be a major focus. Areas studied include US GAAP and International accounting standards, applying the accounting cycle to a service-based business as a proprietorship as well as a merchandise-based corporation. There is an emphasis on financial statement creation and analysis. The course is designed for students who wish to increase their knowledge in this field before entering the job market or beginning their college work in accounting or a business related area. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

Introduction to Financial Accounting (DC with Syracuse University)

SU 4 credits/ HVCHS 5 credits

Grades: 11-12

Syracuse University's Introduction to Financial Accounting, using a college-level textbook and an online accounting program, is taught at an accelerated pace. It is intended for students who plan to continue their education in the area of accounting, finance, business management/administration, marketing, or a related field of study. This course introduces students to financial accounting concepts that aid entrepreneurs, managers, and investors in planning, operating, and analyzing a business. Through its emphasis on interpreting financial statements, this class provides a foundation for managing a business as well as for making personal investment decisions. Students are required to complete a comprehensive project that demonstrates their ability to analyze the financial statements of publicly traded companies and make an informed investment decision based on the

analysis. This is a college course offered through Syracuse University and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript with the ability to transfer credits to most US colleges and universities. **Prerequisites: Accounting, an average grade of B or better in high school math. This course is eligible for AP weight.** (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

Entrepreneurship and Small Business Management

2.5 credits

Grades: 10-12

This course is designed to provide students with a solid business foundation: How a business is organized, how it operates and how it is managed. For success in the business world as an employee or an owner, it is essential for one to have a deep interest in business affairs and a basic knowledge of business operations. The course will focus on the principles and management strategies needed by everyone who plans entrepreneurship, production and marketing, finance and management functions. Business simulations and business plans are major components of this semester course as is our famous Shark Tank. Do you want to own your own business someday and be your own boss? Are you looking for a business concentration for your college studies? Former students agree that they have found this course to be very appropriate and worthwhile, especially when they move into a business major in college! (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Business and Personal Law

2.5 credits

Grades: 10-12

This half-year course introduces the basic principles of personal and business law. Topics include the study of civil and criminal law, types of law and courts, white collar crime, contracts, minors and contracts, buyer and seller agreements, property, landlord/tenant relationships, cyberlaw, Intellectual Property, and case studies of various major consumer, environmental, and current US supreme court cases. Guest speakers from the Mercer County Bar Association contribute in multiple ways to real-life applications this course will bring students. Business and Personal Law will answer this basic question: What do I need to know about the law to be a successful citizen, employer, and employee in our society today? The course is designed to give general educational background and is especially helpful for students who will be planning to major in business-related areas in college, entering the job market after high school graduation or planning to own a business. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Personal Finance

2.5 credits

Grades: 10-12

Regardless of career plans, every person must be able to cope with the finances of everyday life. This half-year course will include elements of income and benefits including gross pay and net pay, budgeting, banking services such as checking and savings, taxes (producing a 1040 tax form, income, property, sales, etc.), consumer credit, and investments-- in other words, the survival skills of life! Use of online personal financial resources will be integrated into the Personal Finance course. This course fulfills the financial literacy requirements of the NJ Core Curriculum Content Standards. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Marketing 1

5 credits

Grades: 9-12

This course is designed to prepare students to meet the challenges of modern marketing, merchandising, and management. Marketing is a subject that has universal importance. Knowledge of marketing is indispensable to all individuals, whether a person is planning a career in business or not. Marketing knowledge and skills are essential to a successful business. These skills also have practical value to individuals as consumers in the marketplace. In an age when professionalism in the field is required, the need for qualified people with marketing skills, judgment, and communicative abilities is apparent. This course is designed to teach the students about the world of marketing logically and systematically while motivating them to develop the skills necessary to enter and advance in the field. The course provides an ideal background for students planning to major in marketing or business related areas in college. Areas studied include selling, promotion, marketing research, and career planning. Students will also participate in DECA, where additional real-life business experience will be gained. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Marketing 2

5 credits

Grades: 10-12

Marketing Education 2 is offered to students who intend to pursue the study of and/or enter the field of marketing and business administration upon graduation. It builds on the foundations established in Marketing 1. Areas studied include human relations issues, purchasing, pricing, distribution, and product planning. Each student will call on the knowledge gained in Marketing I and II and prepare a business plan for a business of their choice. Students will also participate in DECA, where additional real-life business experience will be gained. Students may be on the payroll of a local business to earn additional course credits. For more information see the description for CTE - Cooperative Work Experience below. **Prerequisite: Marketing 1 or the recommendation of the department.**

CTE – Cooperative Work Experience

2.5 - 10 credits

Grades: 11-12

Students who hold part-time jobs throughout the year are eligible to receive credits on their Hopewell Valley Central High School transcript through the CTE (Career and Technical Education)-Cooperative Work Experience Program. Approved work sites may be obtained by the students themselves or with the assistance of the HVCHS Business and Practical Arts Department. Students have a variety of options of work sites and can perform their work after school, weekends and even during the school day depending on their schedule and work needs. The CTE-Cooperative Work Experience Program prepares students to develop marketable occupational skills, provides occupational training opportunities, increases job skills through individualized study in the classroom, encourages attitudes and habits that meet acceptable employment standards, and provides the opportunity for career investigations. Students are supervised with an agreement between the HVCHS teacher/coordinator, the employer, the student and their parents/guardians. The HVCHS "Co-op Program" encourages students to explore their career interests through paid or unpaid employment, apprenticeships, community service, cooperative education, internships, or school-based enterprises. Depending on the number of work hours accumulated throughout the school year, between 2.5 and 10 credits can be earned!

TECHNOLOGY & INDUSTRIAL ARTS**Faculty:** Steven Wilfing, Lou Carnation, Michael Sullivan, Erik Tornegard, Margarita Trujillo

(These courses will fulfill Practical Arts requirement)

Basic Automotive Service

2.5 credits

Grades: 9-12

This course is designed to introduce a student to the automobile, its theories of operations, systems, maintenance and repair. It is for beginners and introduces the student to automobile engines and systems, body and drivetrain. Students will be taught service procedures and preventive maintenance needed on today's modern automobiles. Students enrolled in this course will be exposed to the safe use of tools and equipment and have "hands-on" training. Basic Automotive Service will challenge students to do repairs on their own cars while encouraging them to take other more demanding automotive courses. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Small Engine Rebuilding and General Mechanics

2.5 credits

Grades: 9-12

This hands-on course is designed to provide the student with the basic concepts necessary to rebuild and maintain a small internal combustion engine. Students will learn to use mechanical hand tools, complete rebuilding procedures, study theories of operation and necessary maintenance procedures. Following an engine running performance check, the student will learn some basic house wiring techniques, typical home repairs and finish with basic automotive service procedures. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Computer Graphics 1: Photoshop

2.5 credits

Grades: 10-12

Computer graphics and computer-generated commercial art have become the norm in our environment. This semester course explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, charting, graphing, rendering and graphic arts. Students will be using Adobe Photoshop as the main software component to this course. Photoshop is one of the leading graphic software applications utilized across many career fields as well as in college. Emphasis is placed upon the practical aspects of computer graphics and how this is used in web publishing, design and illustration, photography and multimedia presentations. There is

no prerequisite for this course. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

Computer Graphics 2: Advanced Photoshop

2.5 credits

Grades: 10-12

The objective of this course is to give students a working knowledge of the digital imaging process, learning digital camera operation and other methods of digital image capture. Students will then study various methods of manipulation of digital images, employing the computer and associated commercial software (Adobe Photoshop) and peripheral equipment (cameras and scanners) to alter photographic images. Students will apply design principles to each application. This semester course also explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, desktop video, charting and graphing, rendering and graphic arts. **Computer Graphics 1: Photoshop is a prerequisite for this course or teacher recommendation.** (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

PROJECT LEAD THE WAY

Science, Technology, Engineering, Mathematics (STEM) Education

Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with high schools and colleges across the United States to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning and a love of learning. The PLTW high school STEM education program provides students with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity and innovation within all of our students. To help prepare all students for the global workforce, the College Board and PLTW have partnered on a program to encourage student participation in science, technology, engineering, and math (STEM) courses and build their interest in STEM degrees and careers. The program leverages the success of the College Board's Advanced Placement Program (AP) and PLTW's applied learning programs. To further explore the options available, visit this [link](#).

Introduction to Engineering Design (PLTW)

5 credits

Grades: 9-12

IED provides students with opportunities to be creative and to apply their decision-making and problem-solving skills to solve design related problems. Students use powerful online Computer Aided Design software called Onshape to develop 3D models or solid renderings of objects. Using a CAD System, students learn and implement the product design process by creating, analyzing, rendering and producing a prototype. The techniques learned, and equipment used, are state of the art and are currently used by engineers globally. This course is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE - Cooperative Work Experience. See course description for further details.)

Aerospace Engineering (PLTW)

5 credits

Grades: 9-12

Aerospace Engineering exposes students to the world of flight and engineering related to aeronautics and aerospace design. Students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Topics of study include lift and drag forces, aircraft stability and maneuverability, propulsion systems, materials, and avionics. Student design projects typically include airfoil design and wind tunnel testing, reduced drag ground vehicles, glider plane, rocket plane, rocket and remote / intelligent vehicle or aircraft design. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work

Experience. See course description for further details.) **Prerequisite: Introduction to Engineering Design or recommendation of the department.**

Principles of Engineering (PLTW)

5 credits

Grades: 9-12

This course is intended to introduce the student to the field of engineering and all the aspects related to engineering. Students will start by looking at the educational path that leads to a career in engineering. The path of solving technical problems, from design and development, to manufacturing and testing will be covered. Most of this will be achieved by students working through the process. Because of the nature of some engineering challenges, there will be some elements of physics, vector math, and statistics involved. Students will work extensively with computer technology, as well as word processor, spreadsheet and presentation software. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE - Cooperative Work Experience. See course description for further details.) **Prerequisite: Introduction to Engineering Design or recommendation of the department.**

Computer Integrated Manufacturing/Robotics (PLTW)

5 credits

Grades: 11, 12

CIM/Robotics is a course that applies principles of robotics and automation. It builds on computer solid modeling skills developed in Introduction to Engineering Design. Students produce actual models of their three dimensional designs using additive and subtractive CNC fabrication methods - Fundamental concepts of robotics used in automated manufacturing, and design analysis are included. Students learn how to design solutions for manufacturability and explore conventional and high tech manufacturing processes such as injection molding, casting, vacuum forming, and CNC milling. Students are exposed to Finite Element Analysis (FEA) and Generative Design for designing and evaluating CAD model designs. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.) **Prerequisite: Introduction to Engineering Design, Aerospace Engineering, Principles of Engineering or recommendation of the department.**

Engineering Design and Development (PLTW)

5 credits

Grade: 12

Engineering Design and Development is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.) **Prerequisite: Computer Integrated Manufacturing.**

Architectural Design 1

5 credits

Grades: 9-12

This course focuses on residential design and construction. Floor planning, architectural style, interior design, energy, site planning, and construction concepts are applied to both computer and hand design drawings and hands on scale modeling. A complete set of 3D plans for a dream house will be modeled using Autodesk Revit. Each student will build a scale model of their dream home design or choose an independent project to complete during the last marking period. The course is a great resource for any future home or business owner or anyone interested in exploring architecture, construction, engineering or other design related fields. A variety of industry-standard software applications such as AutoCAD and Revit are used in this course. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Architectural Design 2

5 credits

Grades: 10-12

This is the second year course in architecture. Students transition beyond residential design. Potential topics of study include electrical planning, structural design, modeling, renovations, commercial design, community

planning, urban design, and sustainable design. Students complete both individual and group design projects through computer and hands-on scale modeling. Students often receive advice and critique from practicing architects and other design professionals. The course is a great resource for any future homeowner or anyone interested in architecture, construction, engineering or other design related fields. A variety of industry-standard software applications are used in this course such as AutoCAD and Revit. **Prerequisite: Architectural Design 1.** (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Advanced Architectural Design

5 credits

Grades: 11-12

This third year course in architecture is designed to provide students with an advanced skill level in the architectural fields or engineering. Students develop advanced skills in design, rendering, computer and physical modeling, and problem solving. Some topics of study include structural analysis, green / sustainable design, energy analysis and application, building permits and zoning, architect-client relationship, and commercial design. Students will participate in practical design projects within the community with guidance from outside design professionals. A variety of industry-standard software applications are used in this course. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.) **Prerequisite: Architectural Design 2**

Introduction to Furniture Design

5 credits

Grades: 9-12

This course is designed to provide the student with a basic understanding of the various materials, hand tools, and power equipment used in the field of woodworking and fine carpentry. Layouts, cutting, joinery, sanding, assembly and finishing are among the areas studied. Safety in the operation of hand and power tools is emphasized. No prior woodworking experience is required. Students have a wide variety of projects from which to choose. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Furniture Design

5 credits

Grades: 10-12

This course is designed to provide the student with an in-depth profile of furniture construction. The student may select and construct a piece of furniture of his/her choice with the use of a professionally developed set of plans. Extensive use of hand tools, power equipment, and joinery will be employed in the various styles and period of furniture constructed. Safety in the operation of hand and power tools is strictly emphasized. Students are encouraged to select a project that builds and expands on the skills that were acquired in the Introduction to Furniture Design course. Use of the school's computer controlled machinery is strongly encouraged. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.) **Prerequisite: Introduction to Furniture Design/Construction. Juniors and seniors who have not taken Introduction to Furniture Design may take this class with departmental approval.**

Advanced Furniture Design

5 credits or

Grades: 11-12

2.5 credits (Fall Semester Only)

This course is designed to take the students to the next level of furniture making learning. Advanced joinery techniques and machine utilization on student designed, innovative projects build on previous skills learned. This project should ideally consume the entire school year. This class is the perfect endeavor for the student who has completed the Furniture Design course while helping to enrich his/her interest and strengthen their skills in furniture building. Use of the school's computer controlled machinery is strongly encouraged. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.) **Prerequisite: Furniture Design**

Fine Woodworking

5 credits

Grades: 11-12

This course is designed to take the students to the next level of fine furniture making. Based on the sophistication of the student-selected project, some advanced techniques may be required. This may include, but not be limited to, bending, laminating, veneering, inlay, marquetry, carving, turning spirals, etc. At this level, students are encouraged to design their own piece of furniture (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details).

Prerequisite: Furniture Design

Home Survival

2.5 credits

Grades: 9-12

This course is designed to help prepare you for living on your own whether it is an apartment after graduation or taking care of one of your future's most expensive purchases...a home. Basic carpentry techniques, electrical wiring, plumbing, hand and power tool use and general repairs are only some of the hands-on skills you will acquire. Learn the satisfaction of knowing how to maintain and renovate a future home of your own, plus save yourself thousands of dollars. This course takes on a problem solving approach. Don't be caught without the necessary skills to survive in your place of residence.

TECHNOLOGY & INDUSTRIAL ARTS - TV/Video

Faculty: Amy Baskin (Supervisor), Michael Vitellaro

(These courses will fulfill Practical Arts requirement)

HIGH SCHOOL TELEVISION STUDIO AND VIDEO LAB*

Students in the high school Television/Video Production courses engage in hands-on production in the recently updated, state-of-the-art TV studio and computer lab. Video creation and editing with industry-standard equipment and software, including but not limited to Adobe Premiere, is core to the program. Students have the ability to be a part of a production team that delivers video content, including live broadcasts, to the school as well as to the Hopewell Valley community through cable channels 19 (Comcast) and 32 (Verizon).

Introduction to Television/Video Production

5 credits

Grades: 9-12

The recently upgraded HVCHS TV studio is now all digital and is utilizing the latest in broadcast technology! Students learn the basics of television and video production techniques, in front of the camera and behind it. Students use digital video cameras on location (outside of the studio), and tape with multiple cameras in the television studio and around the school district. They will use computers to edit video and make titles and special effects. Students use sound mixers and microphones. They will learn the fundamentals of editing. Hollywood films will be analyzed from the viewpoint of how the filmmakers used film to tell the story. (Students may also pursue further study and experiences in this field for additional credits through CTE- Cooperative Work Experience. See course description for further details.)

Television/Video Production 2

5 credits

Grades: 10-12

Continuing their work in the HVCHS TV studio, students will strengthen and expand skills in on-location and studio production as well as the creation of video productions. Students will learn advanced video camera and television studio skills, in front of the camera and behind it. They will learn to create and edit digital recordings using computers and other broadcast and digital equipment. Editing skills will help to refine students' camera work. They will produce programs for local cable television, the school website and the school's in house channel.

Prerequisite: Introduction to Television/Video Production. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

Television/Video Production 3

5 credits

Grades: 11-12

Students will put what they have learned in their previous Television/Video Production courses into practice by refining camcorder, studio production, and editing skills. Special effects will be explored. Students will produce programs for the school's in house channel using digital camcorders and digital (computer) editing systems and a host of broadcast and studio equipment in the recently upgraded HVCHS TV studio. Professional video editing software will be used. Students will also explore college TV/film programs, businesses, and meet TV/film professionals. **Prerequisite: Television/Video Production 2.** (Students may also pursue further study and

experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

Television/Video Production 4

5 credits

Grade: 12

This project-based, advanced-level course, is a capstone of achievement for television/video production students who have gained a solid, well-rounded foundation in the first three levels of TV/Video Production course offerings. Television/Video Production 4 provides students with a balanced flow of guided study and independent work, allowing their individual needs and interests to be the focal points of their creative and career-minded projects. Television/Video Production 4 students are supported with the encouragement, resources and opportunity to promote their creative work, market their skills, build a solid video production resume and acquire life experience that will put them a step ahead of their professional and collegiate peers. By providing a link between coursework, individual skills and community needs, this class gives students a head start on their careers while offering a valuable video service to surrounding businesses and community leaders. **Prerequisite: Television/Video Production 3.** (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

CTE – Work Experience

2.5 - 10 credits

Grades: 11-12

Students who hold part-time jobs throughout the year are eligible to receive credits on their Hopewell Valley Central High School transcript through the CTE (Career and Technical Education)-Cooperative Work Experience Program. Approved work sites may be obtained by the students themselves or with the assistance of the HVCHS Business and Practical Arts Department. Students have a variety of options of work sites and can perform their work after school, weekends and even during the school day depending on their schedule and work needs. The CTE-Cooperative Work Experience Program prepares students to develop marketable occupational skills, provides occupational training opportunities, increases job skills through individualized study in the classroom, encourages attitudes and habits that meet acceptable employment standards, and provides the opportunity for career investigations. Students are supervised with an agreement between the HVCHS teacher/coordinator, the employer, the student and their parents/guardians. This HVCHS "Co-op Program" encourages students to explore their career interests through paid or unpaid employment, apprenticeships, community service, cooperative education, internships, or school-based enterprises. Depending on the number of work hours accumulated throughout the school year, between 2.5 and 10 credits can be earned!

ENGLISH

Faculty: Amy Baskin (Supervisor of English), Johanna Claps, Elizabeth Dykty, Kathryn Henderson, Josh Holland, Alexa Massari, Andrew Paull, Christopher Roebuck, Lisa Sandstrand, Santa Shields, Kimberly Siris, Grace Taylor

Course Eligibility: Students who do not meet course eligibility requirements can request a waiver from the student's school counselor. Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions. The waiver must be returned to the school counselor by April 22, 2024. The waiver process does not apply to MCCC, Syracuse University, or Princeton University courses.

English 1

5 credits

Grade: 9

As their introduction to the high school English program, students in English 1 read novels such as *To Kill a Mockingbird*; plays, including *Romeo and Juliet*; mythology, including *The Odyssey*; and multicultural short stories and poetry. These classical works are paired with contemporary texts such as poetry, novels, film, and informational articles and essays. Writing assignments encourage students to explore creative, expository, narrative, and personal forms of writing as well as emphasizing important research skills.

1. Topics/Themes: Maturation, Justice and Equality, The Impact of Literature on Culture, The Quest, Finding Commonalities Across Traditional Boundaries
2. Student Skills: Inferential reading skills, comparative analyses, writing skills (expository, narrative, creative, personal), and research skills

Please note: This course may also be offered as an honors or an in-class support course.

Criteria for admission to the honors program is a B- in an honors-level class OR an A- in eighth grade Language Arts.

Honors Differentiation: Students in English 1 Honors read additional novels and other supplemental pieces of literature, routinely read at least 25 pages of text per night, and can independently write a well-organized and detailed essay in class without significant grammatical, mechanical, or sentence errors.

English 2

5 credits

Grade: 10

This course will provide students with an understanding of American literary and cultural heritage. Students will explore American literary traditions, themes and ideals through novels, short non-fiction, short stories, and poetry. In response to the literature, students will write essays in and outside of class, and refine their writing, speaking and thinking skills. A research unit will address the skills needed to evaluate and incorporate research into academic writing.

1. Topics/Themes: Students will explore how American ideals shape literary themes and how literary influences shape American ideals.
2. Student Skills: Students will develop an understanding of the influences on and of literature, develop and refine their analytical and creative writing skills, and analyze and use research sources from a variety of media.

Please note: This course can be also offered as an honors or an in-class support course.

Criteria for admission to the honors program is a B- in an honors-level class OR an A- in English 1.

Honors Differentiation: Students in English 2 Honors read additional novels and supplementary texts, routinely read at least 25 pages of text per night and can independently write a well-organized and detailed essay in class without significant grammatical, mechanical, or sentence errors.

English 3

5 credits

Grade: 11

This course connects students' studies in writing and literature through their exploration of our literary heritage as speakers of English. Building upon their previous experience with literature and writing, students will write for a variety of purposes and audiences on topics related to English Literature as well as a variety of other topics. Students will continue to write in response to various in-class and long-term essay prompts, and they will continue to build their skills by evaluating their own writing. A unit on academic writing will include assignments on the college essay and scholarly research.

1. Topics/Themes: The conventions of scholarly writing, an introduction to scholarly writing, the various literary movements of English Literature, individual student inquiry blending research and writing skills with their knowledge of English Literature, and the implications for writing today.
2. Student Skills: Students will extend their reading, writing, and research skills as they apply them to their knowledge of English Literature. This course will particularly emphasize academic writing, including practice for the essay on the SAT and the college application essay.

Please note: This course can be also offered as an honors or an in-class support course.

Criteria for admission to the honors program is a B- in an honors-level class OR an A- in English 2. Exception to this course is any student taking Advanced Placement Language and Composition.

Honors Differentiation: Students in English 3 Honors read two additional novels and other supplemental pieces of literature, routinely read at least 25 pages of text per night and can independently write a well-organized and detailed essay in class without significant grammatical, mechanical, or sentence errors.

AP English Language and Composition

5 credits

Grade: 11

A college-level elective for junior students who have a particular interest in rhetorical analysis and aptitude for analytical, argumentative and expository writing. Reading selections in A.P. Language and Composition focus on varied contemporary and historical nonfiction including essays, speeches, journal articles, historical documents, satire, and arguments. Students taking AP Language should expect to engage in extended, mature class discussion; write with fluency; and demonstrate strong reading comprehension and critical thinking skills. This

course may be taken prior to or in place of A.P. English Literature and Composition. **Prerequisites: Minimum grade of a A- in a previous honors-level English 2. Preparatory reading and writing summer work is required.**

Senior Course Requirements

Seniors are required to take two semester courses in their senior year. The exception to this is for students taking Advanced Placement English Literature. All other seniors must select two semester courses from the following list of English courses to fulfill their 12th grade English requirements.

English 4 (A)–Living Language: Media Literacy & The Natural World

2.5 credits

Grade: 12

This one semester course is split into two main units: media literacy and texts of the natural world. The media literacy unit includes an analysis of various media for bias and purpose. Students will be given tools to evaluate periodicals, fiction, social media, and film. This will provide students with real-world skills for life beyond high school. Documentary films are included in this course, as well as a dystopian genre study. The literature of the natural world unit explores how humans interact with the natural world. Students will explore fiction and nonfiction texts, as well as multimedia sources and current writings on climate change. Readings will include contemporary and Transcendental essays, writings by indigenous people, poetry, and documentary and film excerpts.

Please note: This course may also be offered with in-class support. Students not taking honors or AP during their senior year must take at least 1 semester of English 4 (A or B). However, seniors do not need to take both semesters of English 4, nor is either English 4 semester course a prerequisite for the other. This course may be paired with Creative Writing or Journalism.

English 4 (B)–Finding Humanity in Literature and Drama

2.5 credits

Grade: 12

This one semester course explores various mediums of literature that highlight shared human experiences from around the world. The semester is broken into two units. Unit 1 will utilize drama to explore history, culture, and gender roles. Plays included may be those of classical theater as well as more contemporary titles. Play structure, vocabulary, and writings connected to themes from the plays will be highlighted. If possible, students will experience a live theatrical performance. Unit 2 utilizes graphic novels, novels, essays, and poetry from varied voices that emphasize resilience, empathy, and global awareness. Students will explore ideas such as how challenges faced by individuals make an imprint on their character. Readings that may be included are *The Kite Runner*, *The Best We Could Do*, and *The Woman Warrior: Memoir of a Girlhood Among Ghosts*.

Please note: This course may also be offered with in-class support. Students not taking honors or AP during their senior year must take at least 1 semester of English 4 (A or B). However, seniors do not need to take both semesters of English 4, nor is either English 4 semester course a prerequisite for the other. This course may be paired with Creative Writing or Journalism.

Senior Honors Option

Backgrounds & 19th Century American Honors

5 credits

Grade: 12

Backgrounds for Literature Honors is designed for the student who writes well, enjoys literary analysis, and reads with insight. The course is an intensive examination of the origins of literature in such sources as mythology and the Old and New Testaments of the Bible. Students will demonstrate their understanding of the contribution of these sources of literature through comparative analysis and other critical writing and discussion. 19th Century American Literature Honors traces the changes in American literature as the nation changed from an agricultural to an industrial society in the 19th century. Fiction, particularly the short story, will be examined in depth with special attention given to the contributions of Thoreau, Whitman, Hawthorne, Dickinson, and Chopin. At least two major papers are required. **Prerequisites for the Honors program: a B- average in English 3 Honors, or an A- average in English 3.**

AP English Literature and Composition

5 credits

Grade: 12

A college-level elective for seniors, Advanced Placement English Literature and Composition is designed to acquaint students with classical works of literature of all genres. According to the College Board, the course of study should be inspired by the special expertise and interest of the instructor rather than by a nationally prescribed syllabus. British and American writers are stressed, though non-English language writers may be

included in translation. The course is structured around challenging reading assignments, sophisticated class discussions, and several critical essays. AP students prepare for the Advanced Placement Examination in Literature and Composition. **Prerequisites: Minimum average of A- in English 3 Honors, or an average of B- in Advanced Placement Composition. Preparatory reading and writing summer work is required.**

Other Elective Offerings:

Creative Writing

2.5 credits

Grades: 11-12

Offered as a semester course, Creative Writing calls upon seniors to examine a variety of writing genres to increase their awareness of and their interest in writing. Through workshops and conferencing the class will hone various skills within creative writing. Students will work to improve skills in writing nonfiction, fiction, poetry, and drama, as well as other creative forms or genres. This course utilizes a final project of a multi-genre portfolio assessment in lieu of a final exam. **Please note: This course may also be offered in an in-class support course.**

Journalism

2.5 credits

Grades: 11-12

This course introduces the history, law and ethics of American journalism. The primary focus of the course is on writing original news stories, features, and editorials for school and community audiences. Students will learn how to develop story ideas, conduct independent research and interviews, and edit their work for content and clarity. **Please note: This course may also be offered in an in-class support course. Prerequisites: Eleventh grade students must be enrolled in English 3, English 3 Honors, or AP English Language and Composition concurrently.**

ATLAS

This English class has a distinct design to help better meet the needs of capable students who are otherwise not doing well or engaging in their classes. These designs include:

- ongoing monitoring of student's progress in all classes,
- a small class size for English which allows for individualized instruction time and close attention to each student's need,
- teaching methods that insure positive teacher-student relations,
- high expectations for success in both the academic and affective aspects, and
- a clear connection between the home and school to develop the necessary support and rapport for this success.

(No changes will be made in the student's recommended scheduled classes for other academic areas.)

MATHEMATICS

Faculty: Steven Wilfing (Principal of STEM), Dennis Atkinson, Kristen Bruning, Lori Cavanaugh, Lauren Cell, Lauren Kofsky, Teresa Misiak, Nicole Palmer, Heather Rich, Adam Shrager, Jay Steinberg, Teresa Thorwart, John Zalot.

Course Eligibility: Students who do not meet course eligibility requirements can request a waiver from the student's school counselor. Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions. The waiver must be returned to the school counselor by April 22, 2024 .

There is a three year mathematics requirement for graduation; however, the district recommends that students enroll in four years of mathematics.

Mathematics Course of Studies Pathway

<u>College Prep Sequence</u> <ul style="list-style-type: none"> Must earn a D- to move on to the next course in this sequence Must earn a A- or higher to move to the accelerated track 	Algebra 1	Geometry	Algebra 2	Algebra 3	Topics in Mathematics	
<u>Accelerated Sequence</u> <ul style="list-style-type: none"> Must maintain a C- in each class to continue in this sequence Below C- student will move to the College Prep track Must earn a A- or higher to move to Honors track 	Algebra 1 Accelerated	Geometry Accelerated	Algebra 2 Accelerated	Pre-Calculus	Calculus	AP Calculus AB or AP Calculus BC
<u>Honors Sequence</u> <ul style="list-style-type: none"> Must maintain an B- in each class to continue in this sequence Below B- student will move to the accelerated track 		Geometry Honors	Algebra 2 Honors	Pre-Calculus Honors	AP Calculus AB or AP Calculus BC	Calculus 2 or Calculus 3 *Must earn a 4 or 5 on the AP Calculus exam to be eligible
				AP Statistics can be taken AFTER completing Algebra 2 provided you meet the prerequisite grade. <ul style="list-style-type: none"> A or higher in Algebra 2 A- or higher in Algebra 2 Accelerated or Pre-Calculus B or higher in Algebra 2 Honors or Pre-Calculus Honors 		

*Detailed information about each course's prerequisite requirements can be found at the end of each course description

Students cannot move up more than one level per year

Algebra 1

5 credits

Grade: 9

Algebra 1 is the fundamental course in the mathematics curriculum whose primary focus is to develop each student's ability to communicate, mathematically, the patterns we observe during our everyday life. Through translating our observations of patterns and representing them with abstract symbols (variables) and operations, we are able to build critical thinking skills that serve our students in their future math courses and within the real world. This course is specifically designed to support the students academically which also allows them to learn about the same topics of Algebra as the Accelerated course. The pacing of the course allows students more time to learn the material at their pace with a wider variety of learning activities and there is still a high level of expectations for the students. **Prerequisite: A minimum grade of D- in Pre-Algebra or Algebra A. Students**

who earned less than a C- in Math 8 (8th grade) are strongly encouraged to enroll in Math Workshop concurrently.

Algebra 1 Accelerated

5 credits

Grade: 9

This accelerated level course is designed for students with a natural ability for math who meet or exceed the expectations of their previous math course. Content topics include the algebra of linear equations, systems, and inequalities, work with exponents, graphing, exponential and quadratic functions, and polynomials. These topics are covered in greater depth and at a quicker pace which allows for deeper connections and understandings to the material. Problem-solving skills are developed and reinforced through making connections to the real world. Students are encouraged to take this course if they have a history of being an independent learner with curiosity in the subject of mathematics and possess good study skills and habits. **Prerequisite: A minimum grade of C- in Pre-Algebra or Algebra A, or students who earned at least an B in Math 8 (8th grade)**

Geometry

5 credits

Grades: 9-10

Geometry includes the study of points, lines, planes, angles, triangles, polygons, circles, similarity and congruence of polygons, transformational geometry, plane coordinate geometry, an introduction to the principles of formal logic, right triangle trigonometry, and formulas for perimeter, area, surface area, and volume. Geometric proofs will be introduced in some chapters in skeletal form. Basics of Algebra 1, namely linear algebra, will be reviewed throughout the year and used to solve geometric problems. **Prerequisite: Minimum grade of D- in Algebra 1 or Algebra B. Students who earned less than a C- in Algebra 1 or Algebra B are strongly encouraged to enroll in Math Workshop concurrently.**

Geometry Accelerated

5 credits

Grades: 9-10

The accelerated level of Geometry includes the study of points, lines, planes, angles, triangles, polygons, circles, similarity and congruence of polygons, transformational geometry, plane coordinate geometry, an introduction to the principles of formal logic, right triangle trigonometry, and formulas for perimeter, area, surface area, and volume. Geometric proofs will be taught and students in Geometry Accelerated are expected to master the skills of writing complete and comprehensive multi-step proofs. Algebra 1 will be used to solve geometric problems often throughout the year. **Prerequisite: Minimum grade of C- in Algebra 1 Accelerated or a-B- in Algebra B or an A- in Algebra 1.**

Geometry Honors

5 credits

Grades: 9-10

Students in this course should be motivated, have a keen interest in mathematics, and be willing to work independently. The topics in this course will be similar to the topics in the Geometry Accelerated course, investigated in greater depth and at a more rigorous pace. There is an additional emphasis on analytic reasoning and independent writing of comprehensive, multi-step geometric proofs. A solid understanding of all concepts presented in Algebra 1 is a prerequisite for this course. **Prerequisite: Minimum grade of A- in Algebra 1 Accelerated or A- in Algebra B.**

Algebra 2

5 credits

Grades: 9-11

This full-year college preparatory course emphasizes developing competence with algebraic expressions and forms. This course is designed for students who will benefit from additional development, reinforcement, and flexibility in both learning and instructional approach. In this course, students will learn about polynomials, roots, exponential, logarithmic and rational functions. Emphasis will be placed on graph transformations and characteristics as well as algebraic manipulation and solving equations. Students will also apply geometric ideas learned in previous years while studying sequences and series. Graphing calculators (TI-83 or TI-84) are essential tools in studying many of these concepts. **Prerequisite: Minimum grade of D- in Geometry. Students who took Geometry at Timberlane Middle School are strongly encouraged to take Accelerated or Honors Algebra 2.**

Algebra 2 Accelerated

5 credits

Grades: 9-11

This full-year college preparatory course emphasizes developing competence with algebraic expressions and forms. In the accelerated level of this course, students will learn about polynomials, roots, exponential,

logarithmic and rational functions in depth. Emphasis will be placed on graph transformations and characteristics as well as algebraic manipulation and solving equations with extensions into modeling real-world situations. Students will also apply geometric ideas learned in previous years while studying sequences and series and topics in trigonometry will be explored. Graphing calculators (TI-83 or TI-84) are essential tools in studying many of these concepts. **Prerequisite: Minimum grade of C- in Geometry Accelerated or A- in Geometry.**

Algebra 2 Honors

5 credits

Grades: 9-11

Students in this course should be motivated, have a keen interest in mathematics, and be willing to work independently. This course emphasizes the development of competence with algebraic expressions and forms, linear and quadratic forms, powers and roots, as well as functions based on these topics. Logarithmic, trigonometric, polynomial and other special functions are also studied. The use of these forms and functions to model real world situations is a major theme. Extensive connections to graphing calculators will be made in the course. **Prerequisite: Minimum grade of B- in Geometry Honors or A- in Geometry Accelerated & A- in Algebra 1 Accelerated. To be eligible for Honors Algebra 2 in 9th grade, students must earn at least an B in Geometry 8 and Algebra 7 from Timberlane Middle School.**

Algebra 3

5 credits

Grades: 11-12

This full year course is designed for college bound juniors and seniors who need additional development in Algebra. The first part of this course provides practice for a deeper understanding of Algebra 2 skills and concepts then extends these algebraic concepts with the study of introductory trigonometry. Students will revisit and expand their understanding of the following functions: polynomial, rational, exponential, logarithmic, and trigonometric. A unit on probability and statistics will also be included. Equation solving, problem solving and graphing are integrated throughout the course topics. Graphing calculators will be utilized. **Prerequisites: This course is open to juniors or seniors who achieve at least a D- in Algebra 2. Juniors who complete Algebra 3 are not permitted to take Pre-Calculus during their senior year. Students who already completed Pre-Calculus are not eligible for this course.**

Pre-Calculus

5 credits

Grades: 10-12

This course is designed to prepare students for the study of Calculus and will focus on the topics of trigonometry and pre-calculus. These topics include analysis of functions: polynomial, rational, exponential, power, logarithmic and trigonometric. Graphing calculators are used as tools throughout the course. Students will also be expected to investigate topics in greater depth through projects. **Prerequisite: Minimum grade of D-in Algebra 2.**

Pre-Calculus Honors

5 credits

Grades: 10-12

Students in this course should be motivated, have a keen interest in mathematics, and be willing to work independently. This course is designed to prepare students for the study of Calculus and will focus on the topics of trigonometry and pre-calculus. These topics include analysis of functions: polynomial, exponential, power, logarithmic and trigonometric; notions of limit: analytic geometry; and the conceptual underpinnings of the derivative and the definite integral. Graphing calculators are used as tools throughout the course. Students will also be expected to investigate topics in greater depth through projects. **Prerequisites: Minimum grade of A- in Algebra 2 or B- in Algebra 2 Honors.**

Calculus

5 credits

Grades: 11-12

This course involves the study of algebraic, trigonometric, exponential and logarithmic functions and elementary differential integral calculus, and focuses on the practical applications of these concepts. Graphing calculators will be utilized extensively. This course is for the student interested in being exposed to Calculus topics related to their field of interest. **Prerequisite: Minimum grade of D- in Pre-Calculus or Pre-Calculus Honors.**

AP Calculus AB

5 credits

Grades: 10-12

This course involves an in-depth study of algebraic, trigonometric, exponential and logarithmic functions and elementary differential integral calculus. All topics in the syllabus for the Advanced Placement Mathematics Test, Calculus AB, are included in the curriculum. Satisfactory performance on this test may qualify the student for

college credit for one or more semesters of calculus. As a college-level course considerable nightly preparation is required. **Prerequisites: Minimum grade of A- in Pre-Calculus or B- in Pre-Calculus Honors or Calculus.**

AP Calculus BC

5 credits

Grades: 10-12

This course involves an in-depth study of elementary differential and integral calculus, vector, polar, and parametrically defined functions, and infinite series (including Taylor Series). All topics in the syllabus for the Advanced Placement Mathematics Test, Calculus BC, are included in the curriculum. Satisfactory performance on this test may qualify the student for college credit for two or more semesters of calculus. As a college-level course, considerable nightly preparation is required. **Prerequisites: A minimum grade of A- in Pre-Calculus Honors or Calculus.**

AP Statistics

5 credits

Grades: 10-12

This is a college-level introductory, non-calculus based course in statistics. It will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will make extensive use of statistical graphing calculators and statistics software. All topics in the syllabus for the Advanced Placement Statistics test are included in the curriculum. Satisfactory performance on this test may qualify the student for college credit for one or more semesters of statistics. As a college-level course, considerable nightly preparation is required. **Prerequisite: A minimum grade of A- in Algebra 2 or Pre-Calculus or a B in Algebra 2 Honors or Pre-Calculus Honors.**

Calculus 2 (DC with Syracuse University)

Syracuse University 4 credits/HVCHS 5 credits

Grades: 11-12

This is the second course in a three semester calculus sequence designed for mathematics, science and engineering majors. Concepts covered: exponential logarithms and inverse trigonometric functions and see how they can be applied to a wide range of topics. This is a college course offered through Syracuse University. Juniors and Seniors have the option to pay a (discounted) fee for SU credit. They will receive a Syracuse University transcript with the ability to transfer credits to most US colleges and universities. As a college-level course, considerable nightly preparation is required. **Prerequisite: Earning a score of 4 or better on AP Calculus AB exam. This course is eligible for AP weight.**

***Please note - for an additional fee students may receive Syracuse University credit pending half the students in the class sign up for credit through Syracuse.**

Calculus 3 (DC with Syracuse University)

Syracuse University 4 credits/HVCHS 5 credits

Grades: 11-12

This is the third course in a three-semester calculus sequence designed for mathematics, science and engineering majors. Concepts covered include vectors, vector-valued functions, functions of several variables, partial derivatives, and multiple-integration. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript. As a college-level course, considerable nightly preparation is required. **Prerequisite: Earning a score of 4 or better on the AP Calculus BC exam or earning a qualifying score on Syracuse University examinations. This Course is eligible for AP weight.**

***Please note - for an additional fee students may receive Syracuse University credit pending half the students in the class sign up for credit through Syracuse.**

Advanced Statistical Modeling Honors

2.5 credits

Grades: 11-12

This half year course introduces students to statistical modeling beyond what they learn in an introductory college course (e.g. AP Statistics). Building on basic concepts and methods learned in that course, students will be empowered to analyze richer data sets that include more variables and address a broader range of research questions. Statistical modeling will serve as the unifying theme of the course. Modeling will be approached as an interactive process (choosing the form of the model, fitting the model to data, assessing how well the model describes data, and using the model to address the question of interest). Ultimately students will be able to apply critical developmental judgment about statistical modeling. Finally, students will model real and rich datasets. **Prerequisite: Successful completion of AP Statistics or the equivalent.**

Topics in Mathematics

5 credits

Grades: 11-12

This is a full year mathematics elective that is broken down into two different topics per semester. The first half of the year of this course focuses on statistical reasoning. Students will learn how to use the four steps of the statistical process in the context of sports and the media, which include asking questions, collecting and analyzing data, and making conclusions. Each unit will begin with either a sports or media related statistical question drawn from current news. These include (but are not limited to)- analyzing distributions of univariate and bivariate data, using graphs and summary statistics, correlations and least squares regressions. The second half of the year will explore topics in discrete mathematics and quantitative analysis. This course offers the study of such topics as mathematical codes, combinatorial problems and optimization, graph theory, spanning trees, efficient scheduling, and mathematical concepts of fairness. Problem solving techniques are emphasized. **Prerequisites: Minimum grade of D- in Algebra 2, Algebra 3, Pre-Calculus, or Pre-Calculus Honors. Students are not allowed to take this course concurrently with AP Statistics. Students who already completed AP Statistics are not eligible for this course. This course is provided as a full year math option for students coming from Algebra 3 or Pre-Calculus as an alternative to Calculus.**

Math Workshop I/II

2.5 credits

Grades: 9-11

This course remediates identified skill gaps while emphasizing foundational content for Algebra or Geometry. The eligibility for placement in this course is made by the Mathematics Department level and is based on standardized test scores and other entrance criteria. Please note- this course does not fulfill the mathematics graduation requirement, thus, students enrolled in this course must also be concurrently enrolled in Algebra 1 or Geometry. **Prerequisite: Eligibility is based on district recommendation.**

Foundations for Algebraic Concepts

2.5 credits

Grades: 9-11

This semester-long course focuses on reviewing Algebra 1 concepts. Concepts include but are not limited to: solving equations/inequalities, functions, exponents, polynomials and factoring, quadratic equations, and radical expressions. Students will also be exposed to problem solving from both a modeling and reasoning perspective. Please note- this course does not fulfill the mathematics graduation requirement, thus, students enrolled in this course must also take another mathematics course. **Prerequisite: Eligibility is based on performance on Algebra 1 NJSLA assessment.**

SCIENCE

Faculty: Steven Wilfing (Principal of STEM), Caitlin Allen, David Angwenyi, Jessica Barzilai, Marianna Crandall, Roshni Desai, Cynthia Glover, Loreen Holstein, Nicholas Johnson, Gabriella Miglore, Mark Manning, Kerry Napoleon, Stefanie Ribeca, Sarah Sherwin, Courtney Verbaro, David Wilson.

Course Eligibility: Students who do not meet course eligibility requirements can request a waiver from the student's school counselor. Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions. The waiver must be returned to the school counselor by April 22, 2024.

There is a three year science requirement for all students. The requirement includes 1 year of Biological Science and 2 years of Physical Science and/or Earth Science and Physical Science. One of these sciences must be a lab science.

Please note that some courses have a math prerequisite.

General Biology

6 credits

Grade: 9

This course is a college preparatory, laboratory science course designed for students in the ninth grade to gain conceptual understandings and skills in biology. The course will build upon a student's prior knowledge as they make connections between the concepts of biology and their everyday world. Students are introduced to biological topics including: the unity and diversity of life, the relationship between form and function within organisms, biochemical processes, genetics, evolution, the interdependence and relationships in ecosystems, classification, and applications in biotechnology through biology simulations, readings, and laboratory activities. The appropriate NJ State and National Standards will be addressed so as to raise the level of student discourse and develop essential scientific reasoning skills. **Prerequisites: Eighth Grade Science. Students should be enrolled in Algebra 1 or higher.**

Biology

6 credits

Grade: 9

This course is designed to increase students' appreciation of living organisms in our environment via classroom and laboratory work. Concepts covered include: fundamental properties of life, the cell as the basic structural and functional unit of all living things, genetics, and evolution. Lab periods occur once during each four day cycle and will meet for 20 minutes during the unit lunch. **Prerequisites: At least a B- average in Eighth Grade Science. Students should be enrolled in Algebra 1 or a higher level math course to be enrolled in Biology.**

Biology Honors

6 credits

Grade: 9

Through the use of classroom and laboratory work, this course is designed to increase students' appreciation and understanding of living organisms and how they are adapted to our environment. Concepts revolve around ecology, homeostasis, energy, matter and organization of systems, inheritance and evolution. Students develop scientific skills as they employ science practices such as constructing explanations, using models, analyzing both qualitative and quantitative data and arguing from evidence. Lab periods occur once during each four day cycle and will meet for 20 minutes during the unit lunch. **Prerequisites: At least a A- average in Eighth Grade Science and at least an average of B in Honors Algebra/Honors Geometry or A- in Algebra A/B or Geometry.**

Chemistry in Community

6 credits

Grade: 10

This course centers on chemistry-related technological issues that now confront society and the world. Concepts covered include: introduction to scientific processes, structure of the atom and nuclear chemistry, chemical/physical changes and properties, the history and use of the periodic table, chemical bonding, balancing chemical equations, and applications of chemistry in water treatment. Lab periods occur once during each four day cycle and will meet for 20 minutes during the unit lunch. **Prerequisites: Completion of Biology or General Biology.**

Chemistry

6 credits

Grade: 10

This course is designed to meet the various curriculum requirements for an introductory course in chemistry. During the course, the student will acquire a greater facility in analytical and critical thinking, a firm foundation on which to build further scientific studies and a better understanding of the role of chemistry in today's world. Concepts covered include the structure of matter, how that structure influences chemical and physical properties and chemical reactions. Lab periods occur once during each four day cycle and will meet for 20 minutes during the unit lunch. **Prerequisites: Minimum average of C in Biology or a minimum average of B- in General Biology and a minimum average of B- in Algebra 1. Students should be enrolled in Geometry or a higher level math course to be enrolled in Chemistry.**

Chemistry Honors

6 credits

Grade: 10

This course provides students the opportunity to learn how chemistry plays a role in their lives and develop an awareness of its limitations and potential for scientific and technological developments. Through inquiry and laboratory, the course will meet the curriculum requirements of an introductory course in chemistry. Concepts covered include: atomic structure with an emphasis on nuclear chemistry, quantum mechanics, periodic table, chemical bonding, chemical reactions, stoichiometry, states of matter, solutions, thermochemistry, reaction rates, chemical equilibrium, acids and bases, and electrochemistry. Lab periods occur once during each four day cycle and will meet for 20 minutes during the unit lunches. **Prerequisites: A minimum average of B- in Honors Biology or A- in Biology and B- in Honors Algebra/Honors Geometry or A- in Algebra/Geometry.**

Conceptual Physics

6 credits

Grades: 11-12

This course is based on the philosophy of concepts before computation. Personal experience is used to explore the everyday world and its interactions by studying the foundational concepts that govern the universe using mathematical relationships to support these concepts. This course is intended for students who may struggle with math, but who choose to continue their progression of science studies. Concepts covered include: motion, forces, electricity, waves, and light. Lab periods occur once during each four day cycle and will meet for 20 minutes during the unit lunch. **Prerequisites: A successful completion of any level of Biology or Chemistry and a**

successful completion in Algebra 1. Students who are enrolled in Pre-Calculus or higher (i.e., Pre-Calculus Honors, Calculus) are not eligible for this course.

Physics

6 credits

Grades: 11-12

This course is designed to meet the various curriculum requirements for an introductory course in physics. Concepts covered include kinematics, vectors and vector algebra, forces, momentum, energy, wave motion, static and current electricity, and magnetism. Lab periods occur once during each four day cycle and will meet for an additional 20 minutes into the unit lunch. Students electing this course may consider it a terminal course in science or may continue with science electives. **Prerequisites: Successful completion of any level of 6chemistry and completion of Algebra 2.**

Physics Honors

6 credits

Grades: 11-12

This course is designed to meet the various curriculum requirements for an introductory course in physics. Concepts covered include: an in depth study of Mechanics including kinematics, vectors and vector algebra, dynamics, gravitation, momentum, energy and rotational motion as well as waves, oscillations, electricity and circuits. Lab periods occur once during each four day cycle and will meet for 20 minutes during the unit lunch.

Prerequisites: Minimum average of B in Algebra 2 Honors or A- in Algebra 2, B in Chemistry Honors or A- in Chemistry.

AP Environmental Science

7 credits

Grades: 11-12

The goal of the course is to provide students with an understanding of the scientific principles governing the natural world and to apply these concepts to the analysis and proposed remediation of environmental problems. This is designed to be the equivalent of a one-semester introductory college course in environmental science. Concepts covered include: earth systems and resources, population, land and water use, and energy resources and consumption (to name a few). Required lab work will include outdoor activities, extensive use of technology in the laboratory, and field trips to local environmental study sites. This course meets for 4.5 periods every four days.

Prerequisites: Average of A- in Chemistry or B in Honors Chemistry.

AP Biology

7 credits

Grades: 11-12

This is a full-year course designed for high-ability students who wish to pursue a college-level curriculum in the biological sciences. The curriculum is designed to prepare students for the Advanced Placement test in Biology. Concepts covered include: evolution, ecology, homeostasis, communication, genetics and interactions. There is a heavy emphasis on laboratory work, with some statistical analysis and independent learning. This course meets for 4.5 periods every four days.

Prerequisites: Minimum average of B in Physics or B- in AP Physics 1 and a minimum average of A- in Biology or B in Honors Biology. Students may be enrolled in Physics or AP Physics 1 concurrently if they earned a minimum average of B in Chemistry or an B- in Honors Chemistry.

AP Chemistry

7 credits

Grades: 11-12

The curriculum is designed to prepare students for the Advanced Placement Examination in Chemistry. This course emphasizes the application of the following six "big ideas": atomic structure, attractive forces between particles, chemical reactions, thermodynamics, chemical kinetics and chemical equilibrium. This course meets for 58 minutes each day of the 4-day cycle, including 1 extended lab period.

Prerequisites: Minimum average of A- in Chemistry, and Physics or B in Honors Chemistry, AP Physics 1 and A- in Algebra 2 or B in Honors Algebra 2. Students may be enrolled in Physics or AP Physics 1 concurrently if all other prerequisites are met.

AP Physics C

7 credits

Grades: 11-12

This course is designed to emulate a freshman college physics course in which calculus is employed in derivations and problem-solving. Concepts covered include: Newtonian mechanics, including kinematics, dynamics, work and energy, momentum, rotational mechanics, gravitation, and oscillations as well as classical electricity and magnetism. The use of calculus increases during the year. The laboratory component of the course

is intended to provide experiences for students to construct understandings of the topics of study, to think critically, and to develop science-process skills. This course meets for 4.5 periods every four days. **Prerequisites: Must be taking Calculus concurrently or have successfully completed Calculus, a minimum grade of B in Pre-Calculus Honors or A- in Pre-Calculus, and minimum grade of A- in Physics or B in AP Physics 1.**

Toxicology

5 credits

Grades 11, 12

This course develops the student's understanding of toxicology, which is defined as *the study of poisons*. Students will learn fundamental concepts of toxicology, focusing on the properties and sources of poisons and how they affect the body. Concepts covered include: toxins of the blood, effects of alcohols on the body, nervous system toxins including military nerve agents and natural neurotoxins, and toxins that cause cancer and birth defects. Special emphasis throughout the course is on poisonous plants and venomous animals. Case studies include individual and mass poisonings, and the use of arrow poisons and natural toxins in hunting, warfare and rituals. Includes a full-day trip to view poisonous plants and venomous animals in the field. This course may be taken concurrently with another science, but it does not replace biological or physical science and does not meet the 3-year science requirement. **Note that this is a full year course. Prerequisites: At least a D- in any level of Biology and Chemistry (or permission of instructor); Biochemistry recommended but not required.**

Astronomy

2.5 credits

Grades: 11-12

This survey course will provide students with a basic knowledge of the facts, principles, and processes of astronomy. This course may be taken concurrently with another science, but it does not replace a biological or physical science and does not meet the 3-year science requirement. Concepts covered include: the phenomena of the Earth, Sun, Moon, planets, stars, galaxies, constellations and cosmology. There is no specific lab period; however, students will engage in the development and limitations of astronomical models.

Prerequisites: At least a D- average in any level of Physics and D- in Algebra 1 and Algebra 2.

Biochemistry of Foods

2.5 credits

Grades: 11-12

This course emphasizes the chemistry and biology behind food metabolizing, production, preparation, processing, and preserving. This course may be taken concurrently with another science, but it does not replace a biological or physical science and does not meet the 3-year science requirement. There is no specific lab period; however, labs will be implemented throughout the semester. Concepts covered include basic food chemistry, macronutrients and micronutrients, food microbiology, organic molecule nomenclature, and the chemistry and biology of carbohydrates, lipids, proteins, and nucleic acids.

Prerequisites: At least a C average in Biology and Chemistry.

Bioethics

2.5 credits

Grades: 11-12

This course is designed to challenge students to examine ethical issues that arise in the practice of medicine, the study of human biology, and other biological research. Drawing on a variety of ethical cases drawn from the recent biomedical literature, the course covers both the conceptual foundations of moral theory and the application of conceptual tools developed from those principles. Students will learn to examine both sides of an issue before forming their opinions, and will support their claims with evidence found using journals, newspapers, and the internet. This course may be taken concurrently with another science, but it does not replace a biological or physical science and does not meet the 3-year science requirement. Concepts covered include: euthanasia, genetic engineering, cloning, animal testing, abortion. There is no specific lab period; however, students will engage in debates, sample analyses, and case studies. **Prerequisites: At least a D- average in any level of Biology and Chemistry**

Forensic Science

2.5 credits

Grades: 11-12

This semester course provides students an application of science to criminal and civil laws. Students will learn how to properly collect, store, and examine evidence in order to solve crimes. Topics include: blood spatter analysis, serology, fingerprinting, and DNA analysis (to name a few). There is no specific lab period, however, students will engage in inquiry based lab activities throughout the course. This course may be taken concurrently with another science, but it does not replace biological or physical science and does not meet the 3-year science requirement. **Prerequisites: At least a C- average in Biology and Chemistry**

Human Anatomy and Physiology

2.5 credits

Grades: 11-12

This course focuses on the level of organization in organisms. This course may be taken concurrently with another science, but it does not replace a biological or physical science and does not meet the 3-year science requirement. Concepts covered include: the structure and function of the muscular, skeletal, nervous, endocrine, cardiovascular, respiratory, excretory and digestive systems. There is no specific lab period; however, labs will be implemented throughout the course including the dissections of the frog and a mammal.

Prerequisites: At least a D- average in any level of Biology and Chemistry.

Introduction to Ecology

2.5 credits

Grades: 11-12

This course is designed to challenge students to examine how ecosystems function and how they are impacted by their environment. Concepts covered include: nutrient cycling, energy flow, community interactions, population dynamics, biodiversity, and human impact on the environment, such as water quality, climate change, and endangered species. Special emphasis throughout the course is placed on monitoring human impacts, how these impacts affect ecosystems, and developing potential, practical solutions to these issues. There is no specific lab period; however, students will be required to engage in labs and projects throughout the course. There is a required field trip during the course that is an inquiry-based field investigation in an outdoor learning environment. This course may be taken concurrently with another science, but it does not replace biological or physical science and does not meet the 3-year science requirement. Students may not take this course if they are concurrently enrolled in or have completed the AP Environmental Science Course.

Prerequisites: At least a D- average in any level of Biology and Chemistry.

Marine Science

2.5 credits

Grades: 11-12

This semester course is designed for students who would like to develop an understanding of marine science and oceanography. Concepts previously learned in physical and life science courses will be used to explore ocean ecosystems and habitats, coastal environments, and oceanography. Students will learn the scientific understandings of the biological importance of sea life, diversity of habitats, the fundamentals of oceanography, and the human impacts on the sea. Laboratory experiments, discussions, and projects will be used to evaluate adaptations of marine organisms, ocean physics, and ocean chemistry. This course may be taken concurrently with another science, but it does not replace biological or physical science and does not meet the 3- year science requirement. **Prerequisites: At least a D- average in Biology and Chemistry**

Pharmacology

2.5 credits

Grades: 11-12

This course is designed for students who would like to develop an understanding of how drugs are manufactured and work in our biological systems as well as their impact on a developing brain. Concepts covered include: basic pharmacology, the science of medication actions, sources, chemical properties, classification, uses, therapeutic effect, side-effects, adverse effects, and routes of administration, and the 100 most frequently prescribed drugs. There is no specific lab period; however, students will engage in inquiry-based lab activities. This course may be taken concurrently with another science, but it does not replace biological or physical science and does not meet the 3-year science requirement. Students with an interest in pursuing medical careers such as nursing, medical assistant, psychology, dental technician, dentist, physician or pharmacist will find this course beneficial.

Prerequisites: At least a D- average in any level of Biology, Chemistry, and D- in Algebra 1 and Algebra 2.

Zoology

2.5 credits

Grades: 11-12

This semester course would provide students with the ability to survey invertebrate and vertebrate anatomy and physiology from a systems approach using taxonomic criteria. The focus of the course will include classification, anatomy & physiology and ecological value of invertebrates (sponges, coelenterates, worms, mollusks and arthropods) and vertebrates (fishes, amphibians, reptiles, birds and mammals). A representative invertebrate and vertebrate dissection will also be included. This course may be taken concurrently with another science, but it does not replace biological or physical science and does not meet the 3-year science requirement

Prerequisites: At least a D- average in any level of Biology and Chemistry.

SOCIAL STUDIES

Faculty: Darren Lewan (Supervisor), Dana Heller, Aaron Lewy, John McGinley, Jeffrey Neumann, JanaLeigh Olszyk, Jeffrey Parkinson, Coleen Ross, Leslie Silverman, Robert Siris, Paul Tkacs

Course Eligibility: Students who do not meet course eligibility requirements can request a waiver from the student's school counselor. Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions. The waiver must be returned to the school counselor by April 22, 2024. The waiver process does not apply to AP World History, MCCC courses or Syracuse University courses.

The Social Studies sequence of classes is as follows:

Grade 9: World History

Grade 10: United States History 1 in a Global Context

Grade 11: United States History 2 in a Global Context

Grade 12: No required course. Students may take other Social Studies electives or AP courses if they meet the requirements.

World History

5 credits

Grade: 9

This 9th grade history course meets the New Jersey Social Studies Core Requirements for World History and begins a student's three year requirement in Social Studies. This course will examine world history from 1450 with a focus on five historical periods: The Age of Global Encounters (1400-1750), The Age of Revolutionary Change (1750-1914), The Era of the Great Wars (1914-1945), The Modern World (1945-1979), and Looking to the Future (1980-present). Emphasis is also placed on developing students' social studies skills such as summarizing and note taking, thesis statement development and research skills.

World History Honors

5 credits

Grade: 9

This 9th grade history course meets the New Jersey Core Requirements in World History and begins a student's three year requirement in Social Studies. This course is designed for students who desire a more intensive, in-depth study of world history in grade 9. The course examines world history chronologically from 1450-1945, focusing on the historical development of nationalism and globalization. The pace of an honors class is faster, with higher expectations for students to work independently with less teacher guidance. Honors students are not only required to read more, but also to respond to and write about history with increased depth of thought and analysis. Students who apply for entrance into this course will be evaluated against established criteria that include grade point average requirements and departmental recommendations. This course is recommended for students wishing to build a strong foundation in Social Studies, and who wish to continue with the honors program in the future. This course is also recommended for those students who may wish to take an Advanced Placement course in Social Studies in their 10th, 11th or 12th grade years. **Prerequisite:** A student wishing to enroll in World History Honors must meet one of the following requirements in 8th grade:

- grade average of A- in Social Studies and A- in Language Arts
- grade average of A- in Social Studies and a B in Honors Language Arts.

The World History Honors course seeks to prepare students for the rigors of the honors program at Central High School by explicitly stressing development of historical critical thinking skills while learning about the past. In order to facilitate the growth of these skills, students should expect the following:

- A summer assignment, consisting of reading and analytical writing
- On average, **three (3)** hours per week of homework, with the understanding that this figure is an estimate that may be different for every student, depending on a variety of factors.
- At least **one** major writing assignment per quarter.
- On average, 15 pages of supplemental reading per week.
- Participation in daily Harkness style discussions. Students will be graded on thorough preparation of assigned materials, critical thinking ability, and understanding of the topics being discussed.

Students should also be aware that organizational skills and time management are both fundamental requirements of this course. The majority of coursework to be completed at home will be long-term projects, essays, and readings.

United States History 1 in a Global Context

5 credits

Grade: 10

A chronological/topical approach to United States History from colonial beginnings through 1908 is studied. United States History 1 in a Global Context is taught in a global framework with historical comparisons in different time periods receiving special attention. This course addresses appropriate NJ Core Content Standards and social studies skill areas, preparing students for continued study in social studies in grades ten through twelve.

United States History 1 in a Global Context Honors

5 credits

Grade: 10

This 10th grade history course meets the New Jersey Core Requirements in US History and is the second component of a student's three year requirement in Social Studies. This course is designed for students who desire a more intensive, in-depth study of US History 1 in grade 10. The course examines American history chronologically from colonial beginnings through 1908, focusing on the historical development of the American nation in the context of global society. The pace of an honors class is faster, with higher expectations for students to work independently with less teacher guidance. Honors students are not only required to read more, but also to respond to and write about history with increased depth of thought and analysis. Students who apply for entrance into this course will be evaluated against established criteria that include grade point average requirements and departmental recommendations. This course is recommended for students wishing to build a strong foundation in Social Studies, and who wish to continue with the honors program in the future. This course is also recommended for those students who may wish to take an Advanced Placement course in Social Studies in 11th or 12th grade.

Prerequisite: A student wishing to enroll in United States History 1 in a Global Context Honors must meet on the following requirements in 9th grade:

- Grade average of A- in 9th grade World History.
- Grade average of B- in 9th grade World History Honors.

The United States History 1 in a Global Context Honors course seeks to prepare students for the rigors of the honors program at Central High School by explicitly stressing development of historical critical thinking skills while learning about the past. In order to facilitate the growth of these skills, students should expect the following.

- A summer assignment, consisting of reading and analytical writing
- On average, **three (3)** hours per week of homework, with the understanding that this figure is an estimate that may be different for every student, depending on a variety of factors.
- At least **one** major writing assessment per quarter.
- On average, 15 pages of supplemental reading per week.
- A minimum of **two (2)** Harkness discussions per quarter. Students will be graded on thorough preparation of assigned materials, critical thinking ability, and understanding of the topics being discussed.

Students should also be aware that organizational skills and time management are both fundamental requirements of this course. The majority of coursework to be completed at home will be long-term projects, essays, and readings.

United States History 2 in a Global Context

5 credits

Grade: 11

The year begins with a selected review of United States History emphasizing certain themes. Students then examine major turning points in American history in the twentieth century as they reflect continuity and change from the nation's beginnings. Several themes are emphasized: the expanding role of the federal government and federal courts, the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement toward equal rights power for racial minorities and women, and the role of the United States as a major world power.

United States History 2 in a Global Context Honors

5 credits

Grade: 11

This 11th grade history course meets the New Jersey Core Requirements in US History and is the third component of a student's three year requirement in Social Studies. This course is designed for students who desire a more intensive, in-depth study of US History 2 in grade 11. The course examines American history chronologically from 1890 to the present, focusing on the historical development of the American nation in the context of global society. The pace of an honors class is faster, with higher expectations for students to work independently with less teacher guidance. Honors students are not only required to read more, but also to respond to and write about

history with increased depth of thought and analysis. Students who apply for entrance into this course will be evaluated against established criteria that include grade point average requirements and departmental recommendations. This course is recommended for students wishing to build a strong foundation in Social Studies, and who wish to continue with the honors program in the future. This course is also recommended for those students who may wish to take an Advanced Placement course in Social Studies in 11th or 12th grade.

Prerequisite: A student wishing to enroll in United States History 2 in a Global Context Honors must meet on the following requirements in 10th grade:

- Grade average of A- in 10th grade United States History 1.
- Grade average of B- in 10th grade United States History 1 Honors.

The United States History 2 in a Global Context Honors course seeks to prepare students for the rigors of the honors program at Central High School by explicitly stressing development of historical critical thinking skills while learning about the past. In order to facilitate the growth of these skills, students should expect the following.

- A summer assignment, consisting of reading and analytical writing
- On average, **three (3)** hours per week of homework, with the understanding that this figure is an estimate that may be different for every student, depending on a variety of factors.
- At least **one (1)** major writing assessment per quarter.
- On average, 15 pages of supplemental reading per week.
- A minimum of **two (2)** Harkness Discussions per quarter. Students will be graded on thorough preparation of assigned materials, critical thinking ability, and understanding of the topics being discussed.

Students should also be aware that organizational skills and time management are both fundamental requirements of this course. The majority of coursework to be completed at home will be long-term projects, essays, and readings.

AP African American Studies

Grade 11-12

5 credits

AP African American Studies is an interdisciplinary course that draws from a variety of fields—history, literature, the arts, geography, science—to explore the vital contributions and experiences of African Americans, from ancient African societies to the present. The units of study include: 1) Origins of the African Diaspora 2) Freedom, Enslavement, and Resistance 3) The Practice of Freedom 4) Movements and Debates. There is a course emphasis on primary and varied secondary sources, and historical, literary, visual, and data analysis skills.

The AP exam includes multiple choice, free response questions, and an independent research paper completed during the school year of the student's topic choice. The AP score is based on all three assessments and is reported on the standard 1– 5 AP scale. Click [HERE](#) for more information from the College Board.

Prerequisite: A student wishing to enroll in AP African American Studies must meet one of the following:

- Grade average of B- from AP US History 1 or 2
- Grade average of A- or higher in Honors US History 1 or Honors US History 2.
- Grade average of A- or higher in US History 1 or US History 2
- This is an elective course, and is not to be taken in place of a required Social Studies class

AP World History

5 credits

Grade: 9

The Advanced Placement World History course meets the New Jersey Social Studies Core Requirements for World History and begins a student's three year requirement in Social Studies. The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 1200 C.E. to the present. The themes and key concepts are intended to provide foundational knowledge for future college-level coursework in history. These five themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. **Prerequisite: A student wishing to enroll in AP World History must meet the following requirements:**

- AP World History in the freshman year must be preceded by ONE of the following:
 - Grade average of A-in Social Studies and **A-** in Language Arts
 - Grade average of A- in Social Studies and **a B** or higher in Honors Language Arts.

- Students **must** take and pass an AP Readiness Assessment, to be given in February.
- Students not meeting these prerequisites may appeal to the Social Studies Supervisor, upon which a written assessment will determine the student's readiness for Advanced Placement rigor.
- Students may not waive into this course.

The AP World History course seeks to apprentice students to the practice of history by explicitly stressing development of historical thinking skills while learning about the past. In order to facilitate the growth of these skills, students should expect the following.

- A summer assignment, consisting of reading and analytical writing.
- On average, **four (4)** hours per week of homework.
- At least **one (1)** Document Based Question style essays per quarter, to be completed in class.
- At least **one (1)** Research Essay per quarter, to be completed at home.
- On average, 50 pages of supplemental reading per week.
- A minimum of **four (4)** Socratic seminars per quarter. Students will be graded on thorough preparation of assigned materials, critical thinking ability, and understanding of the topics being discussed.

AP Capstone Diploma Program

AP Capstone Program is an innovative diploma program; it provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses -- AP Seminar and AP Research -- and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. If a student scores 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing, they will receive the AP Capstone Diploma from the College Board. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if a student scores a 3 or higher in AP Seminar and AP Research only, they will receive the AP Seminar and Research Certificate from the College Board. All students are encouraged to take the AP Exam in May. For further information view the AP Capstone [website](#)

AP Seminar

5 credits

Grades: 10-11

This foundational course, open to sophomores and juniors, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Rooted in student-designed questions, participants explore real-world issues through a variety of lenses and consider multiple points of view to develop a deep understanding of complex issues. They make connections between these issues and their own lives, their interests, and other classes they are taking. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues. Students are assessed with two performance tasks completed in class, one of which is a team project and presentation. Students will also take a more traditional end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1– 5 AP scoring scale.

Prerequisite:

- Successful completion of AP World with a B-, Honors World with an B- or College Prep World with an A- **OR**
- Successful completion of AP US1 with a B-, Honors US1 with an B-, or College Prep US1 with an A-
- This is an elective course not in place of a required Social Studies class

AP Research

5 credits

Grades: 11-12

The second course in the AP Capstone experience allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. Students are assessed through the following culminating performance tasks:

- Academic thesis paper (approximately 5,000 words) with a defined structure.
- Presentation, performance, or exhibition and oral defense of research and presentation. The AP Research score is based on these components and is reported on the standard 1– 5 AP scoring scale.

Students who score a 3 or higher on AP Seminar and AP Research as well as four additional AP exams, will receive an AP Capstone diploma from the College Board. If a student scores a 3 or higher in AP Seminar and AP Research only, they will receive the AP Seminar and Research Certificate from the College Board.

Prerequisite: AP Seminar

AP United States History 1

5 credits

Grade: 10

The Advanced Placement Program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The Advanced Placement Program strives to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This 10th grade history course meets the New Jersey Core Requirements in US History and is the second component of a student's three year requirement in Social Studies. This course is designed for students who desire an intensive, in-depth study of US History 1 in grade 10. The course examines American history chronologically from colonial beginnings through 1908.

Prerequisite: A student wishing to enroll in AP US History 1 must meet one of the following:

- AP US History in the sophomore year must be preceded by
 - AP World History with a grade average of B- or higher
 - World History Honors with a grade average of A- or higher
- Students not meeting the prerequisite may appeal to the Social Studies Supervisor, upon which a written assessment will determine the student's readiness for Advanced Placement rigor.

The A.P. US History 1 course seeks to apprentice students to the practice of history by explicitly stressing development of historical thinking skills while learning about the past. In order to facilitate the growth of these skills, students should expect the following.

- A summer assignment, consisting of reading and analytical writing.
- On average, **four (4)** hours per week of homework.
- At least **one (1)** Document Based Question style essay per quarter, to be completed in class.
- On average, 50 pages of supplemental reading per week.
- A minimum of **four (4)** Harkness discussions per quarter. Students will be graded on thorough preparation of assigned materials, critical thinking ability, and understanding of the topics being discussed.
- A 15-20 page research paper, to be completed in Quarter 4.

AP United States History 2 (DC with Seton Hall University)

5 credits

Grade: 11

The Advanced Placement Program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The Advanced Placement Program strives to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The course will concentrate on selected topics throughout America history, teaching both factual knowledge and critical analytic skills. This 11th grade history course meets the New Jersey Core Requirements in US History and is the third component of a student's three year requirement in Social Studies. This course examines American history chronologically from 1890 to present day.

Prerequisite: A student wishing to enroll in AP US History 2 must meet one of the following:

- AP US History in the junior year must be preceded by
 - AP US History 1 with a grade average of B- or higher
 - US History 1 Honors with a grade average of A- or higher
- Students not meeting the prerequisite may appeal to the Social Studies Supervisor, upon which a written assessment will determine the student's readiness for Advanced Placement rigor.

The AP US History 2 course seeks to apprentice students to the practice of history by explicitly stressing development of historical thinking skills while learning about the past. In order to facilitate the growth of these skills, students should expect the following.

- A summer assignment, consisting of reading and analytical writing.
- On average, **four (4)** hours per week of homework, with the understanding that more than this amount of time will likely be spent on homework leading up to the AP exam in May.

- At least **two (2)** Document Based Question style essays per quarter, to be completed either in class or at home.
- On average, 50 pages of supplemental reading per week.
- A minimum of **four (4)** Socratic seminars per quarter. Students will be graded on thorough preparation of assigned materials, critical thinking ability, and understanding of the topics being discussed.
- A 15-20 page research paper, to be completed in the 6 weeks immediately following the administration of the AP exam in mid-May.

This course also carries with it the expectation that all students enrolled in the course will be taking the AP examination, administered by the College Board in the month of May.

AP European History (DC with Seton Hall University)

5 credits

Grade: 11

The goals of the Advanced Placement Program in European History are to develop an understanding of some of the principal themes in modern European history, to develop an ability to analyze historical evidence, and to develop an ability to analyze and to express historical understanding in writing. Students will trace developments in European history through the examination of three central themes: Intellectual and Cultural History, Political and Diplomatic History and Social History.

Prerequisite: A student wishing to enroll in AP European History must meet one of the following:

- Grade average of B- from AP US History 2
- Grade average of B- or higher in Honors US History 2.
- Grade average of A- or higher in US History 2.
- This is an elective course or may not to be taken in place of a required Social Studies class.

AP United States Government and Politics

5 credits

Grade: 12

The AP United States Government and Politics course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and an analysis of historic and current examples. The course will examine various institutions, groups, beliefs, and ideas that constitute U.S. politics. The following is a description of the topics that will be covered in the course.

- Constitutional Underpinnings of United States Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Civil Rights and Liberties
- Public Policy

Prerequisite: A student wishing to enroll in AP US Government and Politics must meet one of the following:

- o Grade average of B- from AP US History 2
- o Grade average of B- or higher in Honors US History 2.
- o Grade average of A- or higher in US History 2.
- o Students may take this course in their Junior year only with the written approval of the Social Studies Supervisor.

AP Psychology

5 credits

Grades: 11-12

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and students that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence and effectively communicate ideas. **Prerequisite:** B- in a previous AP Social Studies course *OR* B- in a previous Honors Social Studies course *OR* A- in a College Prep Social Studies course *AND* B- in Algebra 2 *OR* B- in Algebra 2 Honors

American Economics

2.5 credits

Grades: 10-12

This course is the study of the United States market-oriented economic system. Students will gain an understanding of economic principles, forces and programs. Units dealing with supply and demand, money and banking, taxation and the role of government in the economic arena will be studied. Topics such as consumerism, the business cycle, international trade and other economic systems will be integrated within the units of study. Beginning with the Class of 2014, the state of New Jersey has required students to receive 2.5 credits in financial literacy. This course is one way to fulfill this requirement. In addition to this course being offered during the regular school year, there will be an online/blended summer course offered for a fee. Interested students should see their school counselor for details. (This semester course fulfills the state of New Jersey's requirement that all students will develop skills and strategies that promote financial responsibility – 21st Century Life and Careers Content Area; Standard 9.2.)

Anthropology

2.5 credits

Grades: 11-12

Anthropology is the study of the physical & cultural aspects of the human species. The course begins with an explanation of the role and methods of the anthropologist, as well as the various approaches to anthropological theory. Physical Anthropology examines human evolution, human diversity, primates, and early human origins. Cultural Anthropology examines the human institutions of language, kinship, gender, ethnicity, economics, politics, and religion in a broad comparative framework.

Comparative World Religions

2.5 credits

Grades: 11-12

This course examines the five major religions of the world, Buddhism, Judaism, Hinduism, Islam, and Christianity, within the perspective of the comparative study of religion. The course will initially introduce students to basic themes within the worldview of each of these traditions. As the course progresses, we will integrate themes from the comparative study of religion to provide students with a diverse understanding of the religious worldview and its impact on society.

Global Issues and Awareness

2.5 credits

Grade: 12

This semester course seeks to develop student understanding of critical global issues so important for becoming knowledgeable and productive citizens in our democracy. Topics such as international terrorism, nuclear weapons, human rights violations, environmental issues, conflicts in the Middle East and globalization will serve as a background for studying the role of the United States in world affairs and the growing need to analyze events in global terms.

Holocaust and Genocide Studies

2.5 credits

Grades: 11-12

A college-level elective for Juniors and Seniors interested in the extensive exploration of the impact of genocide on societies worldwide. The course is structured around a wide-range of challenging reading assignments, mature class discussion, extensive analytical and reflective writing, films and survivor testimonies. Students taking this course will examine genocide in depth, building upon the introduction to the Holocaust in United States History 2 in a Global Context. Students address essential questions of genocide's influence on humankind.

Race, Class, and Gender

2.5 credits

Grades: 11-12

Race, class, and gender shape society, individual life chances, and daily interactions. This college-level elective designed for juniors and seniors will examine the ways these categories are socially constructed. We will study how inequalities are perpetuated in society. The course is structured around a wide-range of challenging reading assignments done independently, mature films and class discussion, and extensive analytical and reflective writing.

Sociology

2.5 credits

Grades: 11-12

Sociology is a college-level elective designed for juniors and seniors to help them better understand the social system of the United States. The course is structured around a wide-range of challenging reading assignments done independently, mature films and class discussion, and extensive analytical and reflective writing. Topics

such as race, class, and gender are covered in a broader sense through the study of culture, education, socio-economics, crime and deviance, race relations, sex roles and demography.

SPECIAL EDUCATION

Faculty: George Needham (Supervisor of Special Education, 6-12), Daniel Balog, Michelle Brennan, Kristine Burns, David Caldwell, Selena Carrigan, Samantha Chen, Brianna Diamond, Laura Gordon, Nicole Horn, Kevin Kley, Nicole Mangone, Meaghan McGowan, Tyler Roberto, Andrew Romanelli, Kristy Sharp, Jillian Slizewski, Bridget Speranza, Matthew Stein, Ryan Tobin, Thomas Walsh, Jennifer Wheeler

Resource Program English

English 9

5 credits

Grade: 9

In English 9 students will follow the general education English curriculum that is paced and modified/accommodated to meet the individualized learning needs of each student. Class size is smaller to provide more direct instruction and support. As their introduction to the high school English program, students in English I read novels, such as *To Kill a Mockingbird*; plays, including *Romeo and Juliet*; mythology, including *The Odyssey*; and multicultural short stories and poetry. Writing assignments encourage students to explore creative, expository, narrative, and personal forms of writing as well as important research skills.

- Topics/Themes: Maturation, Justice and Equality, The Impact of Literature on Culture, The Quest, Finding Commonalities Across Traditional Boundaries
- Student Skills: Inferential reading skills, comparative analyses, writing skills (expository, narrative, creative, personal), and research skills.

English 10

5 credits

Grade: 10

In English 10 students will follow the general education English curriculum that is paced and accommodated/modified to meet the individualized learning needs of each student. Class size is smaller to provide opportunity for more direct instruction and support. This course will provide students with an understanding of American literary and cultural heritage. Students will explore American literary traditions, themes and ideals through novels, short non-fiction, short stories, and poetry. In response to the literature, students will write essays in - and outside of class, and refine their writing, speaking and thinking skills. A research unit will address the skills needed to evaluate and incorporate research into academic writing, and use evidence to support an argument.

- Topics/Themes: Students will explore how American ideals shape literary themes, and how literary influences shape American ideals.
- Student Skills: Students will develop an understanding of the influences on and of literature; develop and refine their analytical and creative writing skills; analyze and use research sources from a variety of media

English 11

5 credits

Grade: 11

In English 11 students will follow the general education English curriculum that is paced and accommodated/modified to meet the individualized learning needs of each student. Class size is smaller to provide for more direct instruction and support. This course connects students' studies in writing and literature through their exploration of our literary heritage as speakers of English. Building upon their previous experience with literature and writing, students will write for a variety of purposes and audiences on topics related to English Literature as well as a variety of other topics. Students will continue to write in response to a variety of in-class and long-term essay prompts, and they will continue to build their skills with evaluating their own writing.

English 12

5 credits

Grade: 12

In English 12 students will follow the general education English curriculum that is paced and accommodated/modified to meet the individualized learning needs of each student. Students will review an array of stories and novels that focus on multiple themes. Materials are chosen based on students' individual needs. While doing so, students will also make connections between the literature and their own lives. The course is built around essential questions that attempt to forge connections between literature and the real lives that students lead. Throughout the course, students' considerations of the essential questions will be directed in multiple ways through comparison, discussion, writing, visual representation, and analysis. Students will build on various

learning skills such as researching, inferential reading skills, character analysis, and writing skills. The scope of this course is designed for students to examine the evolution of literary traditions and broaden their multicultural awareness while engaging them in literature and learning.

Resource Program Mathematics

Algebra 1/9

5 credits

Grade: 9

Algebra 1/9 is a math course designed to offer the student a comprehensive math curriculum in a small group setting. The students' needs are dictated by their Individualized Education Plans and other state requirements, including common core standards. This is achieved by using as many materials from the mainstream mathematics curriculum as possible (weekly spiral reviews, activities, and guided notes), but presenting them in different ways and on a modified timeline. The course is structured to meet each student's individual needs and to help students extend their knowledge as far as each individual is capable. Emphasis will be placed on accountability for learning and the development of higher level mathematical skills. This curriculum is intended to provide an overview of the course objectives and activities, but each student will progress at a pace and skill level appropriate to their personal needs.

Unit 1- Algebraic Foundations

Unit 2- Solving Equations and Inequalities

Unit 3- Analyzing Linear Functions and their Graphs

Unit 4- Polynomials

Unit 5- Solving and Graphing Nonlinear Functions

Geometry 10

5 credits

Grade: 10

Geometry 10 is a full year course that introduces geometric reasoning as a method for problem solving. This course will explore the basics of geometry, logical reasoning, similarity, congruence, properties of polygons, and right triangle trigonometry. In addition, students will practice using mathematical language to express ideas and justify their reasoning. Lastly, students will begin to explore the basis of formal mathematical proofs. The course material progresses from more visual, intuitive ways of solving problems to more formal explorations of geometric ideas, properties, and eventually proofs. Problem solving, representations, reasoning, communication, and connections within and outside of mathematics are integrated. Students will have opportunities for practical applications, spatial visualization, and the use of technology. Algebraic skills will be integrated and reinforced throughout the course. Instruction is based on core curriculum standards which require differentiation based on students' Individualized Education Plans.

Unit 1: Basics of Geometry

Unit 2: Perimeter, Area, Surface Area, and Volume of 2 and 3 Dimensional Figures

Unit 3: Symmetry and Properties of Polygons

Unit 4: Similarity & Transformations

Unit 5: Congruence

Unit 6: Circles

Unit 7: Right Triangle Trigonometry

Unit 8: Proofs

Algebra 2/11

5 credits

Grade: 11

The Algebra 2 Replacement curriculum is designed to give math instruction in a structured, individualized, and adaptive small group environment. Instruction is based on core curriculum standards which require differentiation based on students' Individualized Education Plans. While a pacing guide has been outlined in the curriculum, ultimately, the timeframe of lessons will be mandated by students' needs.

Unit 1: Solving Systems of Linear Equations and Inequalities

Unit 2: Mathematical Models

Unit 3: Quadratic Functions and Factoring

Unit 4: Exponential and Logarithmic Functions

Unit 5: Trigonometry

Math 12

5 credits

Grade: 12

The Math 12 resource program is designed to offer the student a comprehensive curriculum in a small group setting. The students' needs are dictated by their IEP and other state requirements. The curriculum focuses on skills addressing various components of budgeting, like calculating and reading paychecks, renting/buying housing, calculating utilities, buying a car, utilizing credit cards, shopping discounts, and taxes. The course incorporates basic math concepts into everyday life skills, allowing for meaningful development of students' math skills. Students will progress through the curriculum and their IEP goals throughout the year with the objective of assisting them in living independently and fully understanding money matters that may become necessary at work or at home.

Resource Program Science**Science - Life Science**

5 credits

Grade: 9

This course follows the general education curriculum for Life Science while providing accommodations/modifications and pacing to meet the individualized needs of students with Individualized Education Plans. This course is designed to investigate the interwoven cycles of life, including basic chemistry as it relates to biological concepts. This course includes all material covered in the state mandated Biology Competency Test. Concepts covered include: Basic Chemistry, the cell, a molecular study of topics and processes including macromolecules, photosynthesis and cellular respiration, DNA/RNA and protein synthesis as well as genetics, evolution, and basic ecology. There is no specific lab period- this course meets three times each cycle. Laboratory practices are interwoven in the content. This curriculum is paced and modified to meet the individualized learning needs of students with Individualized Education Plans. Class sizes are smaller to provide more direct instruction in content.

Science - Chemistry in the Community

5 credits

Grades: 10-11

This course follows the general education curriculum for Chemistry in the Community while providing accommodations/modifications and pacing to meet the individualized needs of students with Individualized Education Plans. It focuses on addressing real world issues and presents them to the student, who then learns the principles, concepts, and skills related to these problems. Chemistry is the study of matter and the changes that matter undergoes. The major emphasis is placed on the structure of matter and how that structure influences chemical and physical properties. Laboratory experiences lead to theory development. Theories, in turn, lead to practical applications. During the course students should acquire greater analytical and critical thinking skills. This course is paced and modified to meet the individualized learning needs of students with Individualized Education Plans. Class size is smaller to allow for more direct instruction in content.

Science - Physics

5 credits

Grades: 11-12

This course follows the curriculum of the general education Conceptual Physics class. It is accommodated/modified and paced to meet the individualized needs of students with IEPs. Class size is smaller to provide for more direct instruction and support. Conceptual Physics is based on the philosophy of concepts before computation. Personal experience is used to explore the everyday world and its interactions. During the course of study for this class, students will explore topics in mechanics, light, sound, and electricity by studying the foundational concepts that govern the universe, and using mathematical relationships to support these concepts. Class sessions include a variety of demonstrations, laboratories, and hands-on projects, in addition to regular tests, quizzes, and homework assignments.

Resource Program Social Studies**Social Studies - World History**

5 credits

Grade: 9

This course follows the general education curriculum providing accommodations/modifications and pacing to meet the individualized needs of students with IEPs. Class size is smaller to provide more direct instruction and support. This history course meets the New Jersey Social Studies Core Requirements for World History and begins a student's three year requirement in Social Studies. This course will examine world history from 1450 with a focus on four historical periods: The Age of Global Encounters (1400-1750), The Age of Revolutionary Change (1750-1914), The Era of the Great Wars (1914-1945), and The Modern World (1945-1990).

Social Studies - US 1

5 credits

Grade: 10

This course follows the general education curriculum providing accommodations/modifications and pacing to meet the individualized needs of students with IEPs. Class size is smaller to provide more direct instruction and support. A chronological/topical approach to United States History from the Revolutionary era to 1920 is studied. United States History 1 in a Global Context is taught in a global framework with historical comparisons in different time periods receiving special attention. This course addresses appropriate NJ Core Content Standards and social studies skill areas, preparing students for continued study in social studies in grades ten through twelve

Social Studies – US 2

5 credits

Grade: 11

This course follows the general education curriculum providing accommodations/ modifications and pacing to meet the individualized needs of students with IEPs. Class size is smaller to provide more direct instruction and support. The year begins with a selected review of United States History emphasizing certain themes. Students then examine major turning points in American history in the twentieth century as they reflect continuity and change from the nation's beginnings. Several themes are emphasized: the expanding role of the federal government and federal courts, the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power.

Resource Program - World Language**Study of Structure of Language through Latin**

5 credits

Grades: 9-12

Studying basic Latin roots and vocabulary can substantially improve student understanding of the English language. Many educational experts agree that learning Greek and Latin root words is the most efficient way to broaden a student's English vocabulary. There is a large amount of Latin based vocabulary a student encounters in their core course work beginning in the elementary curricula and then building through the science, math, and social studies programming offered on the middle school and high school level. This course targets English vocabulary building and reading fluency through a basic introduction to the Latin language paired with Roman myth and history readings in English and targeted Latin and Greek etymology lessons. One focus would be to enhance and augment the English language and reading skills of students who are struggling readers. This class will allow our students with specific learning disabilities to both read and write using Latin roots and vocabulary while also providing specific literacy exercises and practice with fluency, decoding, and encoding. Students with language based learning disabilities will benefit from advanced study of morphology to further benefit their word study skills, vocabulary, and comprehension. This course can offer students both direct instruction in morphology as well as fulfill a language requirement. This will be a resource course taught by a special education teacher and a world language/Latin teacher. Students with IEPs who qualify for this class will have participated in the supplemental reading class at Timberlane Middle School and will be placed based upon collected data and teacher/team recommendation.

Resource Transition/Personal Finance

5 credits

This Transition/Personal Finance course is skill driven. The skills for this program are based on NJ Core Standards for Vocational Skills and the 21st Century Learner Standards. Students will develop: self-advocacy skills, civic literacy, global awareness, creative problem solving, positive communication skills, knowledge of laws related to post-high school, use of technology skills for research and for their educational process organization, test taking/study/time management skills useful for the post-secondary testing, knowledge from interests/ability inventories, skills to match inventories to possible career choices, career options that are researched in depth in the preparation for post-secondary educational settings, job application/interviewing skills and a personal portfolio of career/college/vocational data for later use in their pursuit of post-secondary settings. Students will develop skills in the following areas of personal finance: money management, credit, investments, savings, budget, banking (checking/savings) accounts, living expenses post high school. The intent is to provide students with knowledge that will transition them to post-secondary as informed, responsible literate, successful members of a global society.

Resource Program Language Learning Disability

This program presents the New Jersey Core Curriculum to all students through individualized and specialized instructional strategies with an emphasis on language-based instruction. Students benefit from individualized and small-group instruction selected to correlate to the continuum of New Jersey Core Curriculum Standards, and are aligned with the academic performance level of the individual students. Speech/Language Specialist provides individual and small group instruction and infuses language development activities and application of language skills throughout the curriculum. A class-wide positive behavioral system is an integral part of the program, and the development of social skills and interpersonal skills is addressed. Individual consideration is given to each student for maximum participation in the regular education environment as deemed appropriate for academic or social enhancement.

Seminar

2.5 credits

Grade: 9

Seminar provides time for our ninth graders to learn to navigate the high school both physically and academically. This program is designed to address organizational skills and appropriately interpret classroom expectations by exhibiting forethought for management of materials, and planning how assignments look when completed to expectation. The students will complete academic tasks by accurately breaking down instructions, having a clear perspective of task demands, deriving a plan of attack, anticipating the time involved and allowing for edit and task review. Students will begin to demonstrate self-awareness and flexibility and consider the perspective of others. Students eligible for this class must contain in-class resource classes in their schedule as this support is already embedded into resource classes.

Seminar II

5 credits

Grades: 10-12

This program is designed to address organizational skills and appropriately interpret classroom expectations by exhibiting forethought for management of materials, and planning how assignments look when completed to expectation. The students will complete academic tasks by accurately breaking down instructions, having a clear perspective of task demands, deriving a plan of attack, anticipating the time involved and allowing for edit and task review. Students will begin to demonstrate self-awareness and flexibility and consider the perspective of others. Students eligible for this class must contain in-class resource classes in their schedule as this support is already embedded into resource classes.

Academic Essentials

5 credits per course

This program is designed specifically to assist students with academic, communication, and social challenges to reach their highest possible level of achievement and independence. Students' will be assessed to determine present skill levels to aid in the development of appropriately individualized instruction. The program emphasizes developing transitional, functional, and social skills inside and outside of the school setting. Classes may include English, Math, Social Studies, Science, Transition/Personal Finance, Life Skills, Seminar, World Cultures, and Social Skills. The goal is for students to obtain the skills they will need to transition successfully into the post school outcomes.

AE Introduction to Independent Living Skills

5 credits

In this course, we will be exploring a wide range of topics to help prepare students for life beyond high school. The Life Skills course focuses on the growth of independent living skills for high school special education students. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household management, and daily living skills. This course is designed to provide students with practical skills and knowledge they can use throughout their lives. Throughout the course, we will address social skills, communication skills, active listening, and conflict resolution. We will also explore interpersonal relationships, including dating and friendships, and the importance of setting healthy boundaries. We will discuss the importance of mental and physical health and wellness. We will explore strategies for healthy eating habits and regular exercise. Content is modified to address specific student needs based upon goals set forth in the Individual Educational Plan. Opportunities to acquire independent living skills, positive self-esteem and greater self-sufficiency are taught at an appropriate pace based upon ability in order for students to experience success.

Behavior Support Class (Intervention, Development, and Education through Awareness for Success - I.D.E.A.S.)

This program is designed specifically to assist students with monitoring and regulating emotions through structured learning opportunities. Instruction is individualized and based on the core curricular standards. The focus is on understanding expectations in order to shape positive behavior while addressing the academic areas

of English, History, Math, and Science. This program highlights the importance of learning social skills, along with problem solving strategies, in order to help students generalize their skills to real world situations.

Supporting Teens' Emotional Progress (S.T.E.P.)

This program is designed specifically to assist and support students who benefit from structured social emotional learning opportunities through a series of classes (Social Skills, English, Seminar, Wellness). This is a partial day special class/integrated program with a focus on fostering positive social and communication skills while addressing academic areas and social emotional development. Instruction is individualized, and the curriculum for each class is aligned with the NJ core curricular standards. Horv classes are held in the morning and in a single location, with the exception of wellness. This provides students the opportunity to remain in a safe space throughout the morning, without the added worry of switching classrooms and navigating the building in crowded hallways. This program highlights the importance of learning social skills, along with coping strategies, in order to help students generalize their skills to real world situations.

Transition

5 credits

Grades: 11-12

This Transition course is skill driven. The resources provided in this curriculum are used to develop these skills. The skills for this program are based on NJ Core Standards for Vocational Skills and the 21st Century Learner Standards. Students will develop: self- advocacy skills, civic literacy, global awareness, creative problem solving, positive communication skills, knowledge of laws related to post-high school, use of technology skills for research and for their educational process organization, test taking/study /time management skills useful for standardized tests as well as post- secondary testing, knowledge from interests/ability inventories, skills to match inventories to possible career choices, career options that are researched in depth in preparation for post-secondary educational settings, job application/interviewing skills and a personal portfolio of career/college/vocational data for later use in their pursuit of postsecondary settings. The intent is to provide our students with knowledge that will transition them to post -secondary as informed, responsible, literate, successful members of a global society.

Work Based Learning

10 credits

Grades: 11-12 - Age 16+

Work Based Learning (WBL) is a collaborative approach among educators, parents, students and community business partners. WBL encompasses experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters as described in NJAC 6A:8-3.2, career education and counseling. The N.J. Department of Education provides leadership to help prepare all students for their role as citizens and for career opportunities of the 21st century in NJ Core Curriculum Content Standard 9.3.12.C.6 (develop job readiness skills by participating in structured learning experiences and employment). The WBL approach involves rigorous activities that are integrated into the curriculum to help students transition from school to adult life which includes postsecondary education, training and employment. Students can be placed in an WBL experience from one to six periods a day, in the morning and/or afternoon for a maximum of 20 hours per week. Students will receive 2.5 credits a quarter for a total of 10 credits for the year if the WBL requirements have been met. Students may also use a part-time job already obtained before the WBL experience is in place as the WBL (for credit) experience if approved by the WBL Coordinator in advance. A Work Based Learning experience is a general and special education initiative which helps students enrolled to:

- Identify career interests, skills and abilities,
- Explore career goals,
- Identify on-the-job support needs,
- Develop employability skills, positive work ethic and attitude, and good work habits,
- Develop coping skills and strategies to deal with workplace frustrations and challenges,
- Build self-esteem,
- Self-advocate in a respectful manner when in need of clarification or direction,
- Gain an understanding of employer expectations and workplace culture,
- Identify student's skills, preferences and goals,
- Develop an understanding of the link between academics and work, and
- Build a resume.

WBL has clear program goals linked to CCCS and integrated academics. There are also clear roles and responsibilities for students, worksite supervisors, mentors, teachers, support personnel (job coaches) and parents. The WBL Coordinator will complete training plans that specify learning goals tailored to individual students with specific outcomes connected to student learning. The WBL program requires ongoing collaboration

among students, school and employer to further enhance on-the-job learning. WBL offers a wide range of work-based learning opportunities, especially those outside of the traditional youth-employment industries. Worksite mentors are identified and will provide clear expectations and feedback to assess progress toward achieving goals.

The student responsibilities in the WBL process include:

- Performing job responsibilities,
- Complying with expectations for job performance, behavior and social interactions,
- Communicating needs and suggesting support strategies,
- Following through on commitments and developing time management skills,
- Adhering to workplace guidelines and procedures,
- Being responsible, accountable and respectful,
- Reflecting on vocational experiences, self-assessing progress, and
- Working toward developing career goals.

The teacher responsibilities in work-based learning involve selecting and approving the WBL worksite and developing the training plan in collaboration with the employer. A variety of assessments/evaluations are made to determine current skills, interests, abilities, potential barriers and support needs in a variety of areas including, but not limited to employment, life skills, self-advocacy/awareness, social skills, communication, transportation and problem solving/decision-making. Every 10 days, worksites will be visited by the WBL Coordinator to ensure employer compliance with the student's training plan and facilitate achievement of learning goals. Visits will also include communicating with students and employers to discuss support needs and strategies.

VISUAL AND PERFORMING ARTS

Faculty: Daniel Umstead (Supervisor), Gabrielle Cook, Lora Durr, Andre Harding, Jeff Kelly, Catherine Masterson-Damm, Carolyn McGrath, Judith Morse, Katie Rochon, Randy White and Nanette Younan

Visual Arts

World Arts: Oceania, North and South America (Offered 2025-2026)

5 credits

Grades: 9-12

World Arts: Oceania, North and South America is a full-year course open to students in grades 9 through 12. The class will focus on the indigenous art of Oceania and the Americas. Students will investigate some of the major themes of art through these regions with hands-on projects in two and three dimensions as well as through readings, presentations, and museum visits. The class is designed for students who are interested in working with a variety of art media, such as clay, fibers, paper, and paint, and who wish to learn about world cultures through their arts. This course is recommended for students who are interested in an art experience, but who do not plan to continue the Studio Art or Ceramics course sequence.

World Arts: Africa, Middle East, and Asia (Offered 2024 -2025)

5 credits

Grades: 9-12

World Arts: Africa, Middle East, and Asia is a full-year course open to students in grades 9 through 12. The class will focus on the traditional arts of African, Middle Eastern and Asian cultures. Students will investigate some of the major themes of non-Western art through hands-on projects in two and three dimensions as well as through readings, presentations, and museum visits. The class is designed for students who are interested in working with a variety of art media, such as clay, fibers, paper, and paint, and who wish to learn about world cultures through their arts. This course is recommended for students who are interested in an art experience, but who do not plan to continue the Studio Art or Ceramics course sequence.

Art Fundamentals 2D

5 credits

Grades: 9-12

This course, open to all students, provides an introduction to two-dimensional artmaking. Students will explore the Elements of Art and Principles of Design through a variety of drawing and painting media. Students will experience the creative process, including idea development, establishing strong compositions, practicing observational and/or design skills, refining their work, and self/peer critique. All lessons will include investigations of relevant contemporary and historical art and artists. Art Fundamentals 2D is a prerequisite for the Studio Art sequence and is recommended for students who intend to continue studies in art beyond the first year

Studio Art 1

5 credits

Grades: 9-12

This course is designed for the serious art student who intends to take advanced courses in art throughout high school. This course will emphasize the development of artwork that thoughtfully activates the Art Elements and Principles of Design. Lessons will feature guided prompts for students to develop strong observation drawing skills. Students will engage with a variety of 2-dimensional art media to produce representational pieces of art - primarily drawing and painting media. Throughout the course, students will develop their understanding of composition and its role in creating successful works of art. Verbal and written critique will be used to engage students in reflection of their own artwork and the works of others from a variety of time periods and cultures. Sketchbook assignments will be given weekly for assessment. **Prerequisite:** Art Fundamentals 2D or Advanced Art 8

Studio Art 2

5 credits

Grades: 10-12

This course is designed for the serious art student who intends to take advanced courses in the art department throughout high school. This course will begin to emphasize the role of personal voice in artmaking. Students will create works within a set of artistic boundaries using a variety of 2-dimensional media - specifically focusing on drawing and painting. Application of observation drawing skills will be essential to this course. Students will create representational works of art as well as works which begin to explore conceptual themes and engage in the generation of original ideas and images. Historical and contemporary influences of art history will be incorporated into all lessons. All assignments will require students to demonstrate their planning and process as well as their ability to reflect on those decisions and results. Sketchbook assignments will be given weekly for assessment. **Prerequisite:** successful completion of Studio Art 1 or successful portfolio review.

Studio Art 3

5 credits

Grades: 11-12

This course is designed for serious art students looking to further develop their artistic skills and sensibilities. Students in this course will use a variety of 2-dimensional art media to produce works of art. Prompts will include guided responses and self-directed works engaging students in the research, planning, and execution of sophisticated works of art. Successful completion of this course will prepare interested students for the AP Studio Art course(s) and result in the development of a strong portfolio for use in college applications. Historical and contemporary influences of art history will be incorporated into lessons and planning. Students will explore a variety of critique methods to reflect on artistic decisions and results. Sketchbook assignments will engage students in the research of a variety of contemporary art styles and will be given weekly for assessment. **Prerequisites:** Successful completion of Studio Art 2 or successful portfolio review

AP Art and Design

5 credits

Grade: 12

Program A: Drawing**Program B:** 2D**Program C:** 3D

Each program constitutes an independent course. Students are now permitted by The College Board to take more than one Art and Design concurrently. Each AP Art and Design program is designed to assist the serious artist in producing a body of self-directed work, equal to or surpassing in quality and quantity a college portfolio of rigid professional standards. Works will be reviewed regularly and critiques will measure student growth and critical skills. Demanding standards will be upheld to encourage the greatest development of potential, talent and vision. Students will complete a portfolio, consisting of a sustained investigation featuring 15 pieces of art with written clarification of the topic as well as a selected works portfolio of 5 pieces of art, to be evaluated by The College Board. Summer assignments will be distributed prior to the academic course year to better prepare students in completing the demanding workload. A shared google file or website including all work completed, including written responses, will be provided to the instructor for a record of the process and progress of each student. Students must maintain a sketchbook or visual journal to document process and ideation development; this record will be assessed weekly to provide regular feedback to students and help develop a cohesive portfolio for the sustained investigation.. **Prerequisite:** Successful completion of Studio Art 3 or successful portfolio review.

Ceramics 1, 2, 3, 4

5 credits

Grades: 9-12

In this class, students explore clay as a material for both sculptural and functional art work. Through the use of handbuilding, and wheel thrown techniques, students gain an appreciation for contemporary and historical ceramic art. Various surface decoration materials and techniques are explored. Consideration is given to the proper use of materials, tools and the facility. Critiques and research play a major role in student learning. Ceramics 1 is open to all students. **Prerequisite for Ceramics 2, 3 and 4 is a passing grade in Ceramics 1 or previous sequential Ceramics course.**

Ceramic Sculpture

5 credits

Grades: 10-12

This full-year course is designed for students in grades 10, 11, and 12 who wish to participate in an in-depth study of clay as a sculptural medium. Students will engage in various construction methods to make both abstract and realistic forms, animal and human figures, architectural spaces, and structures of various scales. Alternative firing methods, surface treatments, contemporary and historical approaches will also be explored. Critiques and research will play a major role in student learning. **Prerequisites: Successful Completion of Ceramics 1**

Community-Based Creative Design 1

2.5 credits

Grades: 9-12

Community-Based Creative Design 1 is a project-based course with direct ties to service learning. Students will complete a series of creative hands-on projects including crafts and functional school/community art to benefit and support local non-profit organizations and charities. A modified version of the course will be offered to our Academic Essentials students in conjunction with their Structured Learning Experience. This course will fulfill Practical Arts requirements.

Community-Based Creative Design 2

2.5 credits

Grades: 10-12

Community-Based Creative Design 2 will further develop techniques and methods introduced in Community-Based Creative Design 1. It will provide students with a comprehensive understanding of community-based crafts that will support local non-profit organizations and charities. Students will expand on prior knowledge to create more complex projects with a focus on the exploration of media. Projects will be more advanced with an emphasis on higher-level creative problem-solving skills. This course will fulfill Practical Arts requirements. **Prerequisite:** Community-Based Creative Design 1

Music

Symphonic Band

5 credits

Grades: 9-12

This is a full-year course open to students in grades 9, 10, 11, and 12. Previous experience is encouraged, but not required. Students who learned a band instrument in previous grades but have taken a year off are welcome to rejoin the band program at Central High School as a member of this class. Any students wishing to learn how to play a woodwind, brass, or percussion instrument are encouraged to join as well. The Symphonic Band focuses on performing a wide variety of genres and styles of music in an ensemble setting while developing every student's musical independence. The Symphonic Band performs concerts throughout the school and community and will have opportunities to travel on field trips for performances.

Wind Ensemble Honors (Auditioned)

5 credits

Grades: 9-12

The Wind Ensemble is a full-year, honors-level course designed for woodwind, brass, and percussion students with advanced technical abilities who wish to broaden their musical knowledge and improve their performance level. Membership in the Wind Ensemble is based upon auditions and/or by recommendation of the instructor. The Wind Ensemble studies and performs music on an advanced level, with emphasis on developing musical maturity appropriate to college and professional level music literature. The Wind Ensemble performs concerts throughout the school and community and will also travel on field trips for performances.

Prerequisite: Wind Ensemble is a full-year auditioned ensemble; open to students in grades 9, 10, 11 & 12 who have successfully earned placement into the course through the instrumental music placement process each spring, by contacting Mr. Harding, Director of Bands at andreharding@hvrsd.org

Basic Piano

5 credits

Grades: 9-12

This course is designed for students who have little or no musical experience and would like to learn to play the piano in a variety of styles. Students will learn music notation and will be graded on individual piano performances. Practice time will be provided during class sessions, and a piano will be supplied for home practice should classes meet virtually. The instruction will be differentiated, and a recital performance will be the culminating activity of the year.

Advanced Piano

5 credits

Grades: 10-12

This course is designed for students who have successfully completed Basic Piano or who have prior experience with piano and would like to continue to build technique and advance their skills. Students will learn music notation on an advanced level, and will be graded on individual piano performances. Students who have not taken Basic Piano will be required to submit an audition video and should reach out to Ms. Morse judithmorse@hvrsd.org for additional information. Practice time will be provided during class sessions, the instruction will be differentiated, and a recital performance will be the culminating activity of the year.

Prerequisite: Successful completion of Basic Piano, or instructor approval.

Introduction to Music Theory (offered in 2024-25)

5 credits

Grades: 9-12

This course is designed to explore how the music we listen to on a daily basis is constructed. Music studied is largely suggested by the students in the class as well as music from genres including pop, rock, jazz, hip-hop, jazz, classical, and more. Music concepts such as notation, scales, chords, rhythm, melody, and harmony are studied to inform the student as a listener and performer. Students will learn how to compose their own music as part of the curriculum. Previous music reading skills are not required.

AP Music Theory (offered in 2025-26)

5 credits

Grades: 10-12

This full-year course is designed for students grades 10, 11, and 12, who are interested in learning advanced concepts in music theory. Students are strongly encouraged to have taken the Music Theory course, or have completed and passed an entrance exam. Students will review concepts from the "Music Theory Class" and pursue advanced concepts that include four-part writing, harmonic progressions, modulation, secondary dominants, and more. Students will analyze and compose music and create media projects (podcasts, vlogs, or blogs) that demonstrate their growth in knowledge. This course is especially geared towards the student who has a strong interest in pursuing music at the collegiate level and for those interested in advancing past fundamental musical concepts. **Prerequisite: Successful completion of Introduction to Music Theory or instructor approval.**

Orchestra

5 credits

Grades: 9-12

This course is for string players who desire to learn and perform orchestral and chamber ensemble music, and solo material. This course will offer a variety of exciting lessons combining ensemble and solo practice along with music history and theory lessons that develop and strengthen each performer to reach their full potential on their instrument. Class lessons will emphasize the technical study of high positions, tone production and orchestral bowing techniques. There are opportunities for select wind, brass and percussion players to join with the strings to form a full symphonic orchestra for performances. Opportunities for student performances are provided, as students in the orchestra course are required to perform in all concerts.

Music History: Rock to Pop

5 credits

Grades: 9-12

This course studies the history of music from the 1950's to present day. Genres studied include rock, blues, folk, hip-hop, pop, and more. This full-year course will explore the many ways in which we engage and interact with music as listeners, producers, composers, and performers by listening to music and studying its construction and historical context. Students will engage in music listening, critique, analysis, production, composition, songwriting, and sound editing. This course is open to all students at CHS who enjoy music and would like a curricular experience not based on performance. This course satisfies the graduation requirements for the Visual & Performing Arts.

Choir Program

The HVCHS Choir program consists of 4 sequenced ensemble experiences. A student's sequence is determined by many factors, including: Vocal range (re-assessed each year), vocal characteristics, and musical aptitude and ability. Auditions are only necessary for placement into Ragazze and/or Chamber Singers. Students may take multiple levels of choir and may also repeat choirs multiple years.

Choir: Belle Voci (Soprano/Alto vocal range)

5 credits

Grades: 9-12

The course is designed for all students who wish to pursue choral singing regardless of past experience. Students will learn the fundamentals of music literacy, musicianship, and singing through the study and performance of quality choral literature from all styles and historical periods. Marking period grades are determined by a number of factors which include successful participation at scheduled rehearsals, evening concerts, and other performances outside of school. Field trips and other extracurricular opportunities are provided each year to broaden the performance experience.

Choir: Noteworthy (Tenor/Bass vocal range)

5 credits

Grades: 9-12

The course is designed for all students who wish to pursue choral singing regardless of past experience. Students will learn the fundamentals of music literacy, musicianship, and singing through the study and performance of quality choral literature from all styles and historical periods. Marking period grades are determined by a number of factors which include successful participation at scheduled rehearsals, evening concerts, and other performances outside of school. Field trips and other extracurricular opportunities are provided each year to broaden the performance experience.

Choir: Ragazze (Auditioned)

5 credits

Grades: 9-12

The course is designed for students who wish to pursue choral singing at a high level of artistry and technical ability. Students will study, analyze, interpret, and perform challenging music for treble voices. Marking period grades are determined by a number of factors which also include successful participation at scheduled rehearsals, evening concerts, and other performances outside of school. Field trips and other extracurricular opportunities are provided each year to broaden the performance experience; including competitive festival participation. **Prerequisite: Ragazze is a full-year auditioned choir; open to any Soprano or Alto (treble voice) in grades 9, 10, 11 and 12 who has successfully earned placement into the course through the choral music placement process each spring, by contacting Mr. White, Director of Choirs at randywhite@hvrdsd.org**

Choir: Chambers Singers Honors (Auditioned)

5 credits

Grades: 9-12

The course is designed for students who wish to pursue choral singing at the highest level of artistry and technical ability. Students will study, analyze, interpret, and perform challenging music for mixed voices. Marking period grades are determined by a number of factors which also include successful participation at scheduled rehearsals, evening concerts, and other performances outside of school. Field trips and other extracurricular opportunities are provided each year to broaden the performance experience; including competitive festival participation and the opportunity for international/domestic travel every other calendar year. **Prerequisite: Chamber Singers is a full-year auditioned choir; open to students of any voice type in grades 9, 10, 11 & 12 who have successfully earned placement into the course through the choral music placement process each spring, by contacting Mr. White, Director of Choirs at randywhite@hvrdsd.org**

Theatre Arts

Theatre 1

5 credits

Grades: 9-12

This full-year course is an overview of the world of theatre: In this class, students will be introduced to the basic concepts of theatre performance, starting with becoming familiar with the space of a theatre, learning stage directions and proper use of the voice and body for the stage and culminating in a fully staged, student constructed performance of an audition monologue. During this course, the students will learn the foundations of theatre history in Greek drama, study the composers and masterworks of musical theatre, learn about the role of stock characters in Commedia Dell'arte and study Italian Renaissance theatre, as well as learning how to present themselves professionally through learning how to present an audition.

Theatre 2

5 credits

Grades: 10-12

In this full year course, students will be building upon the foundations laid in Theatre 1 and develop their emerging understanding of how to create a consistent character. The main focus of this course is on how to identify and play an objective as an actor. Students will further explore how to utilize their bodies to communicate character through Pantomime, and combine that knowledge with the concept of an objective and the teachings of Konstantin Stanislavski, and learn how to make clear and consistent choices as an actor. The students will be exposed to several master works of the theatrical canon, both dramatic and comedic and the course culminates in a solo performance of a Shakespearean Sonnet. **Prerequisite: Successful completion of Theatre 1, or department approval.**

Theatre 3

5 credits

Grades: 11-12

In this full-year course, students, having already taken Theatre 1 and 2, and being well versed in scene work and the concept of objectives through the study of the acting methods of Konstantin Stanislavski, will be taught a movement based acting method called the Laban Technique, which quantifies every physical action into specific efforts. Through this method, students will be able to create characters that are highly separate from themselves as well as gain skill in creating characters that evolve throughout the course of a play (rather than their previous focus of creating characters who are more static and consistent). They will apply this technique to performing Shakespearean monologues, writing and performing their own monologues, and to performing several scenes from the same play with the same character and have to show the evolution of their character from the beginning of a play to the resolution. **Prerequisite: Successful completion of Theatre 2, or department approval.**

Advanced Scene Study and Directing Honors

5 credits

Grades: 11-12

In this course, students will explore advanced level character creation, both through the writing of student generated work that focuses on social issues and through the study of directing regarding both student written and professionally crafted material. Students will build upon the knowledge and skills that they gained in Theatre 1, Theatre 2 and Theatre 3 and will be able to create and direct well structured plays with clearly defined characters and well thought-out character blocking and motivations. **This course is a full-year course open to students in grades 11 and 12 who have successfully completed Theatre Arts 1, 2 and 3 or by department approval.**

Introduction to Technical Theatre

5 credits

Grades: 9-12

This full-year course is an introduction to the technical aspects of theatre. This course is a hands-on practical exploration of the technical facets of theatre production which covers the fundamentals of backstage technology through actual practice. Students will examine the fundamentals of technical theatre and theatrical production through safety, set design, construction, painting, makeup, lighting and sound plots and other aspects of backstage work. The focus of the course includes the various technical roles involved in creating the overall theatrical production. Students are taught the basic techniques of safety, theatrical set design, costume design, lighting and sound design, set construction, set painting, stage management, general theatre maintenance, scene shop organization, prop construction and publicity.

Technical Theatre 2

5 credits

Grades: 10-12

Technical Theatre 2 is a full-year course that cultivates and progresses the skills and knowledge obtained in Introduction to Technical Theatre. The course provides further expertise of the current curriculum of stagecraft, props, costumes, make-up, sound and lighting. Additionally, students will strengthen the abilities and approaches needed to support performance artists. This advanced work-based course will serve as a path for technical theatre students to apply their introductory knowledge while gaining a deeper understanding of the technical aspects of theatrical productions. The course will function with a dual purpose. Where the introductory class establishes a foundation of technical theatre skills, this subsequent course will elaborate and further develop the dexterity necessary for a student to 1) apprentice in a professional technical theatre career and and/or 2) enter a college theatre technology program. Students will concentrate on collaboration and integrating all facets of theatrical productions to ensure the successful production of a theatrical event. This will be attained by transitioning from basic comprehension of technical stage equipment and theatrical careers to focusing on

accountability of individual operation of equipment and participation in leadership roles during theatrical productions. **Prerequisite: Successful completion of Introduction to Technical Theatre**

Technical Theatre 3

5 credits

Grades: 11-12

Technical Theatre 3 is a full-year course that will concentrate on the designing aspect of Technical Theatre through analytical, exploratory and compositional work. Students will research and analyze masterworks through the lens of social and political issues of the time, making connections with our world today. This advanced technical theatre course will cultivate the students' creative process through the various areas of technology in the theatre world. Students will be able to read a script or any piece of work. They will creatively design a set, lighting plot, sound plot and costumes for what they have read. Students will also learn of the many post-secondary educational facilities and real work job placement opportunities in the area of Technical Theatre. **Prerequisite: Successful completion of Technical Theatre 2**

Dance Arts

Dance 1

5 credits

Grades: 9-12

Dance 1 is a full year course open to students of all experience levels. Class is structured as both a physical and academic exploration of the diverse world of dance. Students will develop strength, flexibility and coordination as part of a strong foundation in dance technique. Students will also gain an understanding of how dance is part of cultures throughout history, here and around the world. The course will include studies in the creative process, allowing students of all dance backgrounds to create, embody, and express themselves confidently through movement. Students with no prior dance training may enjoy studying dance as a complement to other art disciplines, cross training for sports, or just time away from a desk. More experienced students may continue to diversify their technique, build historical context for their studies, and develop their skills as a choreographer.

Dance 2

5 credits

Grades: 10-12

This full year course is a continuation of the Dance 1 experience. Students will continue to develop and refine their technique and artistry across various genres, layering in and refining more complex performance skills. Further investigation of dance as culture will guide our understanding of the diversity that exists within broad genres. Students will explore structural relationships between dance and music as a means for developing choreography, as well as projects exploring storytelling and contrasting qualities through group and solo work.

Prerequisite: Successful completion of Dance 1 or instructor approval

Dance 3

5 credits

Grades: 11-12

This full year course is open to students who have successfully completed Dance 2. This class continues to cultivate the student's skills and knowledge acquired in Dance 1 and 2 through the lens of dance composition. Students will work through short and long-term choreography explorations, as they expand their creative tools and develop their artistic voice, working to expand their "comfort zone" as dancers and creators. **Prerequisite: Satisfactory performance in Dance 2 or instructor approval.**

Dance 4 Honors

5 credits

Grade: 12

Dance 4 Honors is an advanced choreography-based course that continues to cultivate the students' creative process through various movement studies and dance analysis.. All students will be mentored through short and long-term choreography projects which will synthesize their skills and artistry into a collection of original dance works. When Dance 3 and 4 run simultaneously, Dance 4 students may have the opportunity to stage works with their peers, and participate in outreach activities in our community. **Prerequisite: Satisfactory performance in Dance 3 or instructor approval.**

Performing Arts Academy

Grades:10-12

5 credits

*The Mission of the Performing Arts Academy at Hopewell Valley Central High School is to provide a 4-year career-focused arts experience for emerging artists who possess exceptional talent and drive in the Performing Arts with the ultimate goal of preparing students for careers and/or admission to competitive colleges/universities in the performing arts. Our Academy is a place where serious students have access to a skilled faculty, like-minded peers, and a creative space to develop their artistry. A specialized diploma honoring and recognizing successful academy students will be presented at the completion of their senior year at commencement exercises at Hopewell Valley Central High School. **For graduation requirements see page six.***

The Performing Arts Academy is open to all HVCHS students. Entrance into the Academy is awarded during the 9th grade year through a successful audition in one of the following disciplines: Dance, Instrumental Music, Vocal Music, Theater or Musical Theater. Audition requirements can be located on the school website. The Academy is for students that have an interest in pursuing a career or receiving advanced instruction in the field of the Performing Arts.

Following a successful 9th grade audition, students in grades 10, 11 and 12, will meet weekly during Recitation where they will collaborate with their peers and receive feedback and instruction on their selected performance pieces from the Academy teachers. Attendance at these weekly sessions is required, and students are expected to complete all written and performance assignments. Students will further enhance their musicianship and performance skills through their choice of performing arts electives as required by the course of study. Students will be expected to showcase their performances throughout the year. The culminating experience will be a solo/group recital and showcase performance.

WELLNESS: HEALTH, WELLNESS, AND DRIVER EDUCATION

Faculty: Darren Lewan (Supervisor), Lauren Ashman, Pamela Edwards, Kenneth Harrison, David Machin, Gary Nucera, Christie Paglione, Jami Taranto, Margaret Tronolone, Chris Skolka, Anthony Venanzi, Timothy Coyne (Athletic Trainer), Morgan Cozze (Athletic Trainer)

Fitness Component

Fall Units

Grade 9: Fitness Testing, Outdoor Adventure Ed, Soccer

Grade 10: Outdoor Adventure Education

Grade 11: Archery, Flag Football, Speedball, Ultimate Frisbee

Grade 12: Fitness Testing, Golf, Soccer, Football

Winter Units

Grade 9: Fitness Center, Volleyball, Badminton, Tchoukball

Grade 10: Fitness Center, Basketball, Volleyball, Pickleball, Speedball

Grade 11: Fitness Center, Speedball, Badminton, Volleyball

Grade 12: Fitness Center, Volleyball, Indoor games, Pickleball

Spring Units

Grade 9: Softball, Fitness Testing, Outdoor Adventure Ed

Grade 10: Football, Archery, Tennis, Fitness Testing

Grade 11: Frisbee, Softball, Volleyball, Badminton, Tennis, Fitness Testing

Grade 12: Tennis, Fitness Testing, Frisbee Golf, Outdoor Games

Wellness 4 -Teen PEP

5 credits

Grade: 12

The Teen Prevention Education Program (Teen PEP) is a comprehensive, sexual health program that utilizes peer-to-peer education to increase students' knowledge, attitudes, skills, and behaviors associated with healthy decision-making. The program model is designed by the [Center for Supportive Schools](#) to give peer educators the information, communication skills, and confidence to be effective sexual health advocates and leaders among their peers. Our program provides the opportunity for a group of seniors to gain valuable knowledge and skills to

help present and facilitate workshops for sophomores during their Wellness period. This class is in lieu of Wellness 4 and is teacher recommended.

Wellness 3 or 4 - Leadership Corps

Leaders are trained in responsible decision-making, group facilitation and leadership skills. Leadership Corps is a program that supports incoming freshmen in making a successful adjustment into high school. Approximately 45 students, consisting of juniors and seniors, are selected annually as student facilitators for this year-long program. Leadership Corps is responsible for Freshman outreaches as well as facilitating the 9th and 10th grade Outdoor education curriculums along with a Wellness Instructor. (1st MP = Freshman, 4th MP = Sophomores) This is a teacher recommended class.

Introduction to Athletic Training

5 credits

Grades: 11-12

This course is designed to give students exposure to the growing profession that is Athletic Training. Students will develop skills pertaining to the six domains/roles of athletic training: (I) Prevention, (II) Clinical Evaluation and Diagnosis, (III) Immediate Care, (IV) Treatment, Rehabilitation, and Reconditioning, (V) Organization and Administration, and (VI) Professional Responsibility. Within those domains, students will learn to identify the musculoskeletal anatomy, provide on and off the field assessment of athletic injuries/body parts for the athlete to return to participation safely. Also, students will learn the methods and expectations associated with proper documentation and communication that is involved in the day to day administrative duties of an athletic trainer. Students are to obtain mandatory observation hours while they shadow the high school and middle school athletic trainer with their daily tasks in maintaining the training room, preparing athletes for practices and games, providing first aid, administering on and off the field evaluations, and recording proper documentation.

HEALTH AND WELLNESS COMPONENT

GRADE 9: Bullying, Harassment, Sexual Harassment and Internet Safety, Drugs of Abuse, Dangers of Tobacco Use & Vaping, Male and Female Reproductive Systems, Birth Control/STD Prevention.

GRADE 10: The classroom phase of Driver Education is a 30 hour course established by the New Jersey Department of Education and the NJ Motor Vehicle Commission. There are 2 sections. In order to take the 6 hour "Behind the Wheel" segment, the student must score 80 on the NJ State Online Test. Also, during the school year, there are five class periods with the senior student leadership group TEEN PEP (Teen Prevention Education Program - see description on previous page).

GRADE 11: Conception, Sexually Transmitted Diseases, Love and Relationships, Mental Health Disorders, First Aid/CPR/AED, Target Heart Rate, Cardiovascular equipment.

GRADE 12: Adulthood Health, Parenting, Personal Relationships, Nutrition and Supplements, Choosing a Health Club, Buying Strength and Stretching Equipment, Preventative Healthcare.

WORLD LANGUAGES

Faculty: Lois Baldwin (Supervisor), Tatiana Arias-Regidor, Inge Bachalis, Jing Conover, Marie-Claude Gamelin, John Grimaldi, Kristen Kincaid, Molly LaPorte, Rebecca Mora, Julie Stanley, Christine Soper, Elyssa Swern

Course Eligibility: Students who do not meet course eligibility requirements can request a waiver from the student's school counselor. Waivers will only be accepted if students have taken the pre-requisite course as stated in the course descriptions. The waiver must be returned to the school counselor by April 12, 2021. The waiver process does not apply to MCCC courses or Syracuse University courses.

Intro to American Sign Language (ASL)

2.5 credits

Grades: 9-12

American Sign Language is an elective offering open to students in grades 9-12. This course does not fulfill the World Language graduation requirement. This course will present the fundamentals of American Sign Language (ASL) whereby students develop expressive and receptive language skills through the learning of basic vocabulary, grammatical structures, and cultural awareness.

Chinese 3

Grades: 9-12

5 credits

This third year of the Mandarin course offers students the opportunity to build on knowledge gained in Mandarin 2 and to explore more complex language structures in writing, reading and speaking. Cultural insights are further enriched through authentic reading, current events and class discussions. Instruction will focus on each of the three modes of communication: interpretive, interpersonal, and presentational and reflects the New Jersey Department of Education's recommendations regarding multiple points of entry for language learners. The class is conducted for the most part in Chinese. **Prerequisite: Minimum D- average in Chinese 8.**

Chinese 3 Honors

Grades: 9-12

5 credits

The Chinese 3 Honors curriculum closely follows that of its Chinese 3 counterpart. This course is for those students interested in a more advanced and fast-paced environment in which to continue their growth and proficiency. Instruction will focus on each of the three modes of communication: interpretive, interpersonal, and presentational and reflects the New Jersey Department of Education's recommendations regarding multiple points of entry for language learners. The class is conducted for the most part in Chinese. **Prerequisite: Minimum A-average in Chinese 8.**

Chinese 4

Grades: 10-12

5 credits

Chinese 4 offers students the opportunity to build on knowledge gained in Chinese 3 and to explore more complex language structures in writing, reading and speaking. Cultural insights are further enriched through authentic reading, current events and class discussions. Instruction will focus on each of the three modes of communication: interpretive, interpersonal, and presentational and reflects the New Jersey Department of Education's recommendations regarding multiple points of entry for language learners. **Prerequisite: Minimum D- average in Chinese 3.**

Chinese 4 Honors

Grades: 10-12

5 credits

Chinese 4H offers students the opportunity to build on knowledge gained in Chinese 3/3H and to explore more complex language structures in writing, reading and speaking. This course is for those students interested in a more advanced and fast-paced environment in which to continue their growth and proficiency. Cultural insights are further enriched through authentic reading, current events and class discussions. Instruction will focus on each of the three modes of communication: interpretive, interpersonal, and presentational and reflects the New Jersey Department of Education's recommendations regarding multiple points of entry for language learners. Chinese 4 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP Chinese.

Prerequisite: Minimum average of B- in Chinese 3 Honors and teacher recommendation, or minimum average of A- in regular Chinese 3, teacher recommendation and students must see the Chinese 4 Honors teacher for materials not covered in regular Chinese program.

Chinese 5 Honors

Grades: 11-12

5 credits

Chinese 5 Honors offers students the opportunity to build on knowledge gained in Chinese 4/4H and to explore more complex language structures in writing, reading and speaking. This course is for those students interested in a more advanced and fast-paced environment in which to continue their growth and proficiency. Cultural insights are further enriched through authentic reading, current events and class discussions. Instruction will focus on each of the three modes of communication: interpretive, interpersonal, and presentational and reflects the New Jersey Department of Education's recommendations regarding multiple points of entry for language learners. Chinese 5 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP Chinese.

Prerequisite: Minimum average of B- in Chinese 4 Honors and teacher recommendation, or minimum average of A- in regular Chinese 4, teacher recommendation and students must see the Chinese 5 Honors teacher for materials not covered in regular Chinese program.

AP Chinese

5 credits

Grades: 11-12 Advanced Placement Chinese is designed to bring students to a level of proficiency that will, if successfully completed, assure a satisfactory or better result on the Advanced Placement Language test. The material used will be college level and geared to the further development of the four language skills. **Prerequisite: Minimum grade of B- in Chinese 5 Honors and teacher recommendation, or minimum average of A- in Chinese 5, teacher recommendation and students should see AP Chinese teacher about material missed in regular program.**

French 2

5 credits

Grades: 9-12

In the second year the student encounters and learns the more complex speech patterns through oral drills and class conversations in the target language. Increased emphasis is placed on reading and writing, but these are subordinate to speaking the language. The class is conducted primarily in French and a limited amount of free conversation and writing is encouraged. Cultural insights are gained through reading and class discussions.

Prerequisite: Minimum D- average in French 8.

French 3

5 credits

Grades: 9-12

French 3 invites students to explore important aspects of their lives while acquiring new language capacities that will serve as a foundation for future language learning. Students will examine how their sense of identity is shaped by school life, relationships with family and friends, sports and leisure activities (this unit is accompanied with a grammatical review of the present tense and the passé composé). Next, students will turn towards the past, using both le passé composé and l'imparfait to describe their own childhood and to learn about their parents' and grand-parents' lives. To continue, students will examine their daily routines and learn to use reflexive verbs with idiomatic meaning to talk about communication with family and friends. In the final unit of this curriculum, students will explore the future. Using le futur proche and le futur simple, students will share their immediate plans and those that are more distant. To complete the year, students will imagine different aspects of our life in fifty years - education, jobs, transportation, nutrition, daily life, leisure activities. To close the year, students will learn practical skills to prepare them for summer jobs. The curriculum also includes three French novels, complementing the theme of each unit: Si c'était vrai, Blog de Maïa, Le Journal de Valérie. **Prerequisite: Minimum D- average in French 8.**

French 3 Honors

5 credits

Grades: 9-12

French 3 Honors invites students to explore important aspects of their lives while acquiring new language capacities that will serve as a foundation for future language learning. Students will examine how their sense of identity is shaped by school life, relationships with family and friends, daily routine, sports and leisure activities-. Students will be introduced to grammatical structures to enhance communication skills. Students will imagine different aspects of our life in fifty years - education, jobs, transportation, nutrition, daily life, leisure activities. The curriculum also includes three French novels, complementing the theme of each unit.

Prerequisite: Minimum A- average in French 8 and teacher recommendation.

French 4

5 credits

Grades: 10-12

French 4 classes encourage conversation for students to grow accustomed to using and hearing more complex speech patterns and current vocabulary. Students read selections from French literature and are encouraged to use the grammar and vocabulary they have learned in discussing the reading and also in discussing events from their own experiences. This course is conducted primarily in French. **Prerequisite: Minimum D- average in French 3.**

French 4 Honors

5 credits

Grades: 10-12

French 4 Honors invites students to explore the world outside of the classroom, take an active role in preserving the environment and imagine their future. This course is conducted primarily in French.: French 4 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP French. **Prerequisite: Minimum average of B- in French 3 Honors and teacher recommendation, or minimum average of A- in regular French 3, teacher recommendation and students must see the French 4 Honors teacher for materials not covered in regular French program.**

French 5

5 credits

Grades: 11-12

French 5 is conducted in French. Additional selections from French literature are studied throughout the year. Language skills are developed and perfected through discussions of various topics. Personal opinions and reactions are encouraged. As in French 4, students are encouraged to talk about events that are important to them utilizing the grammar and vocabulary they are learning. Upon completion of this course, a student should be able to function with reasonable success in the target culture. **Prerequisite: Minimum D- average in French 4.**

French 5 Honors

5 credits

Grades: 11-12

This is an academically challenging course in French .French 5 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP French.

Prerequisite: Minimum average of B- in French 4 Honors and teacher recommendation, or minimum average of A- in regular French 4, teacher recommendation and students must see the French 5 Honors teacher for materials not covered in regular French program.

French 6

5 credits

Grade: 12

Culture and Conversation is designed to provide opportunities for students to further expand their proficiency in French, while examining key aspects of young adulthood through short-feature films, reading selections, and discussions. The course consists of five units: Relationships, Inside of a Family, Media and Technology, Challenges and Accomplishments of a Modern Society, and Defining Oneself Through Travel and Work.

Minimum average of B- in French 5 honors or minimum average of A-in French 5 and teacher recommendation.

AP French (DC with Seton Hall University)

5 credits

Grades: 11-12

Advanced Placement French is designed to bring students to a level of proficiency that will, if successfully completed, assure a satisfactory or better result on the Advanced Placement Language test. The material used will be college level and geared to the further development of the four language skills. As in French 5 Honors, the literary selections will be unabridged and used primarily as a means to increase proficiency in the ability to use the language. **Prerequisite: Minimum grade of B- in French 5 Honors and teacher recommendation, or minimum average of A- in French 5, teacher recommendation and students should see AP French teacher about material missed in regular program.**

German 3

5 credits

Grade: 9

The structure of the German language is further developed. All language skills acquired in previous courses are also reviewed. Students are able to retell stories, describe situations, and carry on conversations with a greater degree of detail and accuracy, and idioms become part of their speech. As in all levels, culture, tapes, music, and readings supplement and encourage the learning process. **Prerequisite: Minimum D- average in German 8th Grade.**

German 3 Honors

5 credits

Grade: 9

German 3 Honors will allow students to develop a stronger linguistic foundation to communicate at the level required of students taking the new, more rigorous AP test. Students will begin to cultivate language functions necessary for success in collegiate-level academic work: comparing one's own culture to the target culture, reading and interpreting short stories written for a target language audience, reading age appropriate newspapers and magazine articles, giving oral presentations, and writing short essays and literary texts(poems and stories). **Prerequisite: Minimum A- average in German 8 and teacher recommendation.**

German 4

5 credits

Grade: 10

In this course, students review salient features of German language structure. A text provides readings in more advanced German and a German novel is read for the first time. The use of idioms is expanded to prepare the student for German 5. Writing becomes more involved, with emphasis not only on grammar but also on content. This course is conducted primarily in German. **Prerequisite: Minimum D- average in German 3.**

German 4 Honors

5 credits

Grade: 10

This is an academically challenging course in German. Special attention is paid to intermediate and pre-advanced grammatical structures and communication strategies, which are needed for success in subsequent German courses. Topics covered include: interpersonal problem-solving, science and technology, current events, and German literature. German 4 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP German.

Prerequisite: Minimum average of B- in German 3 Honors and teacher recommendation, or minimum average of A- in German 3, teacher recommendation and students must see the German 4 Honors teacher for materials not covered in regular German program

German 5

5 credits

Grade: 11

In this course students continue to develop their language skills. German 5 Regular is designed to enhance the student's ability to understand, speak, read, and write in the target language. More emphasis is placed on acquiring reading and writing skills and in refining conversational skills. In addition, the student is introduced to more complex literary selections. **Prerequisite: Minimum D- average in German 4.**

German 5 Honors

5 credits

Grade: 11

German 5 Honors is designed to prepare students for advanced coursework in German, both in the CHS AP Program and U.S. and German universities. Students will learn to combine and connect all previously learned grammatical structures in authentic and meaningful discourse. Topics covered include: Media Influence in Modern Culture, The Economies of Germany and Switzerland, Film Studies, and The German Resistance Movement in World War II. German 5 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP German. **Prerequisite: Minimum average of B- in German 4 Honors and teacher recommendation, or minimum average of A- in German 3, teacher recommendation and students must see the German 5 Honors teacher for materials not covered in regular German program.**

AP German (DC with Seton Hall University)

5 credits

Grade: 12

Students in the 21st century need to be well educated and exposed to the multicultural aspects of the society in which they live and in which they will eventually work. The study of World Languages provides students with a global awareness, a tolerance and appreciation for other cultures, and a recognition of the worth of all people. To this end, AP German will offer students the opportunity to participate in a challenging, college-level German course in which they will engage with complex themes and topics relevant to our experience of the modern world. The course is broken down into four thematic units: The German Education System, Political Life in Germany and Current Events, Immigration to Germany and Issues of Multiculturalism, and Art, Artists, and the German Cultural Tradition. The course, conducted entirely in German, will also thoroughly prepare students for the AP German examination. **Students will also have the opportunity to register for Seton Hall University's Project Acceleration program and, upon successful completion of the course with a C or higher, will be awarded 3 credit hours for Intermediate German through Seton Hall University.**

Prerequisite: Minimum grade of B- in German 5 Honors and teacher recommendation, or minimum average of A- in German 5, teacher recommendation and students should see AP German teacher about material missed in regular program.

Latin 1

5 credits

Grades: 9-12

Latin, the language of maths, sciences, medicine and law is the language of record of ancient and modern history as well as the basis for up to 75% of English vocabulary. The study of Latin develops critical thought as well as reading skills directly tied to success in the arts and sciences, while building cultural and self-awareness through a historical lens. In Latin 1, students critically explore the historical roots of English by tracing the spread of Latin from the tiny city state of Roman legend through the early Roman empire. While building Latin vocabulary and basic grammar skills, students will also learn about the everyday life of a Roman family and compare it with their own. They will study Roman mythology, architecture and engineering; and analyze how through war, slavery, manumission and the spread of citizenship, Rome became a modern city of over 1 million people from Africa, Asia and Europe. **No prerequisite**

Latin 2

5 credits

Grades: 10-12

Latin 2 students will continue to build critical thinking skills, while expanding their knowledge of Latin and English vocabulary, morphology and grammar. In Latin II, students will leave the city and begin to explore the pastoral life of ancient Rome. While reading and analyzing Roman mythology and ancient fables, students will expand their Latin vocabulary of the human body, animals and the natural world; the language of modern medicine and the sciences. During the second half of the year students will explore the customs, laws and offices of the Roman Republic through a critical analysis of the life and career of Julius Caesar. Studying Roman politics, students will deepen their understanding of early American political structures and symbols as well as trace modern legal and governmental concepts, such as the balance of powers, back to their ancient roots. **Prerequisite: Minimum D-average in Latin 1.**

Latin 2 Honors

5 credits

Grades: 10-12

Latin 2 Honors is structured to challenge students to expand their critical thinking skills, and knowledge of Latin and English vocabulary, morphology and grammar. In Latin II Honors, students will be re-assessing Roman history and institutions through the lens of provincials living within the empire. While reading and analyzing Roman history, mythology and ancient fables, students will expand their Latin vocabulary of the human body, animals and the natural world; the language of modern medicine and the sciences. During the second half of the year students will explore the customs, laws and offices of the Roman Republic and the many ways in which the transition to an autocratic Principate altered these institutions through a critical analysis of Julius Caesar and his successor, Gaius Octavian Augustus. Through the Study of Roman politics, students will deepen their understanding of early American political structures and symbols as well as trace modern legal and governmental concepts, such as the balance of powers, back to their ancient roots. **Prerequisite: Minimum average of A- in Latin 1 and teacher recommendation.**

Latin 3

5 credits

Grades: 11-12

This course is designed to continue to strengthen students' Latin and English language, reading and writing skills while providing students with a background in Western culture through a study of Roman myth, philosophy, literature and history. The units include: Roman Myth and Religion. Students will continue to use Hans Orberg's *Lingua Latina* series supplemented with adapted passages from Roman history, philosophy and mythic literature. The pacing of this course will be similar to that of the Latin 2 course. **Prerequisite: D- or above in Latin 2.**

Latin 3 Honors

5 credits

Grades: 11-12

Latin 3 Honors is designed to challenge students in preparation for AP Latin, or a 200 level university Latin course. Students will continue to gain Latin reading fluency and college level analytical writing skills in English through an in depth study of advanced Latin grammar and structures. Students will explore the mythology of the Trojan War and analyze the role of myth, legend and history in cultural identity. Students will examine the concept of a "good life" through a study of Epicurean and the Stoic philosophers popular both in ancient Rome and contemporary society through a variety of selected Latin prose and poetry. In the final quarter of Latin 3 honors, students will begin to read Julius Caesar's first hand account of the Gallic Wars, including the first ethnographic description of ancient Celtic society, customs, laws and religion. Students will evaluate the larger issues of the growth of the Roman army, militarism, colonialism and expansionism during the end of the Roman republic through a close analysis of this primary text. Latin 3 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP Latin.

Prerequisite: Minimum average of B- in Latin 2 Honors and teacher recommendation, or minimum average of A- in Latin 2, teacher recommendation and students must see the Latin 2 Honors teacher for materials not covered in regular Latin program.

Latin 4H (Dual Credit with Seton Hall University)

5 credits

Grades: 11-12

The Latin 4 Honors would be offered to students who have completed Latin 3H. This course offers the opportunity for students to build on knowledge gained in Latin 3H and to explore more complex language structures and translations. **Prerequisites: B- or higher in Latin 3 Honors and teacher recommendation**

AP Latin

5 credits

Grades: 11-12

Advanced Placement Latin is a challenging class whose content is highly representative of a 200-300 level college Latin course. The focus of the class is on reading and analyzing passages from Julius Caesar's first hand account of the ancient Celtic people and conflicts of the Gallic wars; and Vergil's epic, the Aeneid, detailing the mythical struggles of Aeneas, a refugee of the Trojan war, whose journey through the Bronze Age Mediterranean to Italy has been considered a foundational work of literature, read and reread for over two thousand years. Students will build and strengthen college level critical reading and writing skills while analyzing such topics as: war, migration, storytelling, propaganda and cultural identity from both an ancient and modern perspective. Students will be expected to read up to 80 lines of Latin per week and write well organized, analytical essays in English in class. AP Latin develops the critical reasoning and analytical writing skills necessary for success in a wide variety of college level courses such as English, Sciences, Government, History and Social Sciences.

Prerequisite: Minimum average of B- in Latin 3 Honors and teacher recommendation.

Spanish 1

5 credits

Grades: 9-12

This preliminary Spanish course supports student progress as first time readers, writers, listeners, and speakers of Spanish. Students explore basic vocabulary, phrases and grammar for sentence-level communication. Thematic units embrace a variety of practical themes through which students will compare their own experiences to cultural features found in the Spanish-Speaking world. Students will present, interact, and interpret level-appropriate content in Spanish. This course prepares students with foundational knowledge and skills to enable their continued study into Spanish 2 and beyond.

Spanish 2

5 credits

Grades: 9-12

Building on their knowledge from level 1, students will demonstrate stronger skills in reading, writing, speaking and listening. Grammar concepts expand to include the preterite, imperfect, and future verb tenses, along with other grammatical structures. Students will learn new sets of vocabulary pertaining to the variety of topics covered in the course. The class is conducted primarily in Spanish. **Prerequisite: Minimum D- average in Spanish 1.**

Spanish 3

5 credits

Grades: 9-12

Oral and written drills provide for use of grammatical patterns within a meaningful context. Students expand vocabulary and increase their ability of self-expression in the target language. Students begin to develop a more well-rounded compilation of the four language skills: reading, writing, speaking and listening. Topics of study include educational institutions, technology in the modern world, health and overall well-being, and Hispanic art and music. The class is conducted primarily in Spanish.

Prerequisite: Minimum average of D- in Spanish 8 and teacher recommendation or minimum average of D- in Spanish 2.

Spanish 3 Honors

5 credits

Grades: 9-12

The Spanish 3 Honors curriculum closely follows that of its Spanish 3 counterpart, although with a few underlying additions. This being the first course in the Honors Program, students will begin to cultivate language functions necessary for success in collegiate-level academic work: comparing one's own culture to the target culture, reading and interpreting short stories and newspaper/magazine articles written for a target language audience, giving oral presentations, writing short essays and literary texts (poems and stories). Students will focus on more complicated syntax and develop a stronger linguistic foundation to communicate at the level required of those planning to take the Advanced Placement test. The class is conducted in Spanish. **Prerequisite: Minimum average of A- in Spanish 8 and teacher recommendation or minimum average of A- in Spanish 2 and teacher recommendation.**

Spanish 4

5 credits

Grades: 10-12

In Spanish 4, the most important goal is the continued development of the four linguistic skills: reading, writing, speaking, listening. A variety of tactics are used as a means to improve overall language competency; such methods include literary/audio selections, speaking/writing prompts, performance based projects and assessments, along with others. Students' knowledge of grammatical concepts is expanded to include more advanced structures. The class is conducted primarily in Spanish.

Prerequisite: Minimum D-average in Spanish 3.

Spanish 4 Honors

5 credits

Grades: 10-12

This accelerated course provides students with an in-depth understanding of the language knowledge and skills to navigate more complex communication in Spanish. The Spanish 4 Honors classroom is conducted exclusively in the target language, providing students with opportunities to explore advanced-level grammar and vocabulary. Students will engage in reading, writing, listening, and speaking activities that challenge them to use paragraph level discourse to express ideas through a variety of verb tenses and moods. Thematic units allow students to think critically about personal identity, families and communities, and their personal role within a broader global society. Spanish 4 Honors aims to prepare students with a strong foundation for upper level opportunities that are offered, such as the Seal of Biliteracy and AP Spanish. **Prerequisite: Minimum average of B- in Spanish 3 Honors and teacher recommendation, or minimum average of A- in Spanish 3, teacher recommendation and students must see the Spanish 4 Honors teacher for materials not covered in regular Spanish program.**

Spanish 5

5 credits

Grades: 11-12

Spanish 5 is designed to improve students' abilities as proficient readers, writers, listeners, and speakers of Spanish. The class is conducted exclusively in the target language. Classroom materials include a variety of authentic and abridged sources. The Spanish 5 curriculum is designed to encourage student creativity with the language when talking about familiar topics related to their daily lives. The course provides extensive review of accumulative grammatical concepts, and an introduction to complex structures and transitional phrases to be used in paragraph level discourse. Students matriculated into Spanish 5 will be introduced to more complex literary and auditory selections.

Prerequisite: Minimum average of D- in Spanish 4.

Spanish 5 Honors

5 credits

Grades: 11-12

This rigorous college preparatory course consists of an intensive review of all grammatical structures, considerable building of vocabulary, and speaking exercises to improve pronunciation and overall language function. Course materials will be chosen from literature, magazines, newspapers, and a variety of authentic audio-visual resources. Upon successful completion of this course students should attain a satisfactory or better result on the National Spanish Exam and the SAT II Spanish Achievement Exam, as well as prepare them for the Advanced Placement course. The class is conducted exclusively in Spanish. **Prerequisite: Minimum average of B- in Spanish 4 Honors and teacher recommendation, or minimum average of A- in Spanish 4, teacher recommendation and students must see the Spanish 5 Honors teacher for materials not covered in regular Spanish program.**

Spanish 6

5 credits

Grade: 12

This is a conversational course for seniors that will provide them with the opportunity to maintain and improve linguistic abilities and increase cultural awareness. The dynamic of the class will focus on the ACTFL proficiency benchmarks in a progression consistent with Spanish levels 3-5. The class is conducted exclusively in Spanish.

Prerequisite: Minimum average of D- in Spanish 5.

Spanish Linguistics

5 credits

Grades: 11-12

Spanish Linguistics is an elective course for students who are interested in the advanced study of world languages; This course will serve as a supplemental resource for those who wish to deepen their understanding of the Spanish language. The curriculum focuses on advanced analysis of the Spanish language and includes units on language origins, phonetics/phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and

language variation/dialectal differences. This class is taught in English so as to enrich students' knowledge and proficiency in the Spanish language.

Prerequisites: Minimum average of B- in Spanish 4 honors or higher or minimum B average in Spanish 4 or higher. NOTE: Spanish Linguistics does not fulfill the world language graduation requirement for either Hopewell Valley or the State of New Jersey. This course will be awarded World Language elective credit after the minimum 2 year World Language graduation requirements are met.

AP Spanish

5 credits

Grades: 11-12

Advanced Placement Spanish enables willing and academically prepared students to pursue college-level studies with the opportunity to earn college credit, advanced placement, or both, while at the high school level. Taught exclusively in Spanish, AP Spanish students will understand, transfer, analyze, and evaluate interrelated and complex themes, knowledge, and skills that develop fluency and accuracy in the target language. Course resources include authentic materials meant for native speakers, which allow students to develop presentational, interpersonal, and interpretive communication skills. Students in AP Spanish will build comprehension and comprehensibility, vocabulary, language control, communicative strategies and cultural awareness that not only equip them with exam readiness, but usable 21st century skills and a long-term enthusiasm to the learning of language and culture. **Prerequisite: Minimum grade of B- in Spanish 5 Honors and teacher recommendation, or minimum average of A- in Spanish 5, teacher recommendation and students should see AP Spanish teacher about material missed in regular program.**

COUNSELING SERVICES

Faculty: Dan DeStefano (Supervisor, K-12 Counseling Services), Mariangela Buono, Nicole Getman, Sarah Golkov, Jaclyn Coppola, Elizabeth Lee, Kevin Maldonado, Ryan Stingel, Chris Velderman

Specialists in the areas of school counseling and substance abuse prevention and intervention are all available to high school students.

School counselors at Hopewell Valley Central High School assist students with educational and career counseling, as well as personal and other developmental concerns.

The Student Assistance Program is a service that provides CONFIDENTIAL professional assistance to help students cope with or resolve problems that affect school performance. These concerns may include adolescent issues, family conflict, eating disorders and alcohol or drug use, abuse, or addiction. The confidentiality of this program is protected by federal law.

MEDIA SERVICES

Faculty: Eric Guise

The HVRSD media centers create environments that foster a love of reading and establish equitable access to information. Our programs ensure that students are welcomed into diverse and dynamic spaces where they can

- *develop a sense of wonder and discovery
- *utilize quality collections and technology
- *explore personal and intellectual interests
- *become responsible citizens who are prepared to make connections and contribute to the world

In the HVCHS Media Center, students will gain the critical thinking skills and growth mindset needed to successfully function in an information-rich world, including access to diverse texts, high-interest contemporary fiction and nonfiction, robust databases, and numerous digital platforms. Moreover, with the recent comprehensive renovations, students have the opportunity to become content creators across the curriculum with the additions of maker spaces, podcasting rooms, and "flat classroom" centers.

PUPIL SERVICES

Faculty: Paulette DiNardo (Director of Pupil Services), George Needham (Special Education Supervisor 6-12), Jeff Cobb, Susan Coyer, Kendall D'Angelo, Nicole Dolan, Angela Drake, Brooke Garcia-Andrews, Kelly Hall, Holly Kaufman

Specialists in the areas of child study, speech and language, and health are all available to high school students. A school psychologist, learning consultant and social worker provide special assistance to classroom teachers and frequently consult with parents. Additionally they determine the eligibility of students for requiring special education programs and related services.

The school nurse helps to prevent illness and disabilities through the early detection and correction of health problems. The speech and language therapist consults with parents and teachers and helps assess children with problems in this area, while providing appropriate educational programs for them.