2023-2024

HIGH SCHOOL

PROGRAM OF STUDIES

Colonia High School

John F. Kennedy Memorial High School

Woodbridge High School

PROGRAM OF STUDIES – HIGH SCHOOL
2023-2024

TABLE OF CONTENTS

WOODBRIDGE TOWNSHIP SCHOOL DISTRICT

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VISION STATEMENT

The Woodbridge Township School District seeks to engage the entire Community in instructing and inspiring our students to be successful and significant beyond our classrooms.

MISSION STATEMENT

Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to make positive contributions to the global society. We are committed to engaging all members of the community in the process of providing a learning environment that fosters interdependence, embraces change and values diversity.

CORE BELIEFS

- Great teachers = continuously effective, engaging instruction = increased student achievement.
- All children can learn, but learning takes effort.
- Every lesson should be a positive learning experience for every child.
- Every child deserves our best every day.
- We are here to help children.
- We need to give our children what they need.

A MESSAGE FROM YOUR SUPERINTENDENT

Dear Students and Parents:

The Woodbridge Township School District is dedicated to making your educational experience rewarding and positive. We are here to help you. We have published this manual in an effort to answer any questions you may have about our programs, our curriculum and our philosophy.

Please review this manual and refer to it when selecting courses and/or making educational decisions. Although we have tried to address as many concerns as possible, we would encourage you to maintain open lines of communication with your teachers, counselors and administrators.

On behalf of the Woodbridge Township School District Administration and Board of Education, I wish you the best of luck and great success in our schools.

Sincerely,

Joseph Massimino, Ed.D.
Superintendent of Woodbridge Schools

Woodbridge Township School District

2023-2024 District Goals

1. The District will continue to improve the efficacy of intervention-based programs and the deployment of appropriate personnel to facilitate students meeting grade level benchmarks

2. The District will develop and implement processes and programs that maximize the ability of school counselors and student assistance counselors to meet the social and emotional needs of students.

3. The District will continue to integrate safety measures within our schools, including but not limited to school security officers and additional security cameras, to support administrators, staff members, parents, and students in maintaining safe learning environments.

CHOOSING HIGH SCHOOL SUBJECTS

Choosing subjects is an important part of your high school experience. It is not hard, but you should go about it carefully. This booklet is designed to help you go through the process. Discuss it with your family and your school counselor because they will be able to help.

SELECTING SUBJECTS FOR THE NEXT GRADE

COUNSELOR: The counselor is responsible for making students aware of the choices that are available and school requirements. The counselor is responsible for providing an opportunity for students to examine their interests, test records and past accomplishments.
PARENT: The parent is responsible for talking to the student about what he/she feels is important and listening to what his/her child thinks is important. Each parent is responsible for taking an interest in the process of subject selection and encouraging the student to treat it seriously.
STUDENT: The student is responsible for learning all he/she can about what each of the choices is like, what is required, and what qualifications are necessary to succeed. The student is responsible for talking to teachers, counselors and parents, and making mature, responsible decisions. The student is responsible for accepting the consequences of his/her choices. Students meeting course prerequisites will be eligible to take such courses earlier than indicated. The counselor also helps students set goals and establish criteria to use as the basis for choosing one set of subjects over another.

What do I have to know before I begin to select subjects?

You should have two different kinds of information. The first is information about you and the second is information about the high school. Most of this book deals with information about high school subjects, but since you are an important person, the questions will begin with you.

Where can I go for help?

To the Counseling Department. One of the major purposes of the counseling department is to help you make a successful adjustment to school life. Your counselor makes a wide variety of services available.

Programs are provided to help you learn about and understand school policies, the program of studies, extracurricular activities, and other school services. The counseling department offices contain information on careers, educational opportunities, and personal and social adjustment for you to use.

Your counselor helps you choose courses each year that match your interests, abilities and future plans. To help you in this process, tests are available to measure your interests, abilities and achievements all during high school. It is the information from these tests, and your own accomplishments and plans that are considered when choosing courses each year.

If you are in need of any special services or help, your counselor is the person to go to. Counselors are also available to help you learn about career opportunities and to assist you in being placed in part and full time jobs. Your counselor is always available to work with you, your parents, and your teachers in order to make your high school experience meaningful and pleasant. Feel free to call upon your counselor at any time.

What do I have to know about myself?

Some of the questions you have to be able to answer about yourself are:

Where do I want to go to college?
What kind of job or career would I like to have?
What are my strengths; what can I do very well?
What should I try to do better in?
What's important to me as I think of the future?

These questions require a great deal of thought. Sometimes help is important. You can talk to your parents, your school counselor, your teachers and/or friends. The more people you talk to and the more information you get about how others see you, the easier it will be for you to be realistic about yourself.

The answers to these questions can change and they probably will. However, each time you have to choose subjects, you must answer the questions the best way you can at that point in time. Each year you will get another opportunity to ask the questions again and come up with answers.

What are the subjects I should choose?

The majority of this book consists of the answer to this question. You will find on pages 19 through 96 a list of all the courses that are offered in the high school. They are arranged by department and listed alphabetically within each department. You should give careful consideration to those courses that you can take in the grade you're entering. It is also important to look at the other courses to know what each course leads to and what the prerequisites are for some of the courses you may want to take at a later date. In addition, when you choose subjects for 9th grade you should also be thinking about your full four-year program.

When making your choices, you must seriously consider what college you plan to attend upon graduation from high school. In the process of making decisions about course selections during each of the four years you will attend high school, it is extremely important to think of long-range goals. The selection of rigorous courses that will prepare you with a strong academic background should be your highest priority. Your chances for higher achievement on the Scholastic Aptitude Tests (SAT's) and greater success in college studies will be enhanced if you enroll in challenging and rigorous courses, and Advanced Placement (AP) courses.

What is required to graduate?

Credits: Each student shall be required to complete a minimum of 125 credits for graduation. Students must take 40 credits in grades 9, 10, and 11. Most students take 40 credits in grade 12.

Required courses to prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century according to NJAC CA:8-3.1(c)2, and that include the following, according to 6A:8-5.1:

Subject	**Recommended** Credits	**Required** Credits
English (English 1, 2, 3 and 4 in order)	**20**	**20**
Mathematics Must include Algebra I**,** Geometry and a third year of math that builds upon Algebra I and Geometry and prepares students for college and 21st century careers**.	**20**	**15**
Science Must include laboratory Biology and at least two of the following: Chemistry, Environmental Science or Physics; and an additional lab/inquiry-based science.	**20**	**15**
World Languages	**20**	**5**
World History II, or World History AP, and U.S. History 1 & 2 (18A:35-1)	**20**	**15**
Physical Education (each year of attendance)		**15**
Health Education (each year of attendance)		**5**
Visual and Performing Arts		**5**
21st Century Life and Careers and Technology		**5**
Financial Economic, Business, and Entrepreneurial Literacy or Economics, Macroeconomics AP (which are 5 credit courses)		**2.5**
Electives		Remaining credits

NOTE: ALL COURSES LISTED IN THIS PROGRAM OF STUDIES BOOKLET WILL BE OFFERED PROVIDED THAT SUFFICIENT ENROLLMENT EXISTS.

What are the "programs" all about?

One of the major decisions you will have to make, regardless of the subject you pick, is the program level of that subject. The word "program" is used to describe different sections of the same course that are made up of students who share certain types of plans or a pattern of strengths.

Graduation Assessment Requirements:

Students graduating as members of the Classes of 2023-2025 must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests shown below. or by submitting through the district, a student portfolio appeal to the New Jersey Department of Education.

ELA	Mathematics
One of the following: • NJSLA/PARCC ELA Grade 9 • SAT Critical Reading (taken before 3/1/16) • SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) • SAT Reading Test (taken 3/1/16 or later) • ACT Reading or ACT PLAN Reading* • ACCUPLACER WritePlacer • ACCUPLACER WritePlacer ESL • PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) • PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) • ACT Aspire Reading* • ASVAB-AFQT Composite	One of the following: • NJSLA/PARCC Algebra 1 • NJSLA/PARCC Geometry • NJSLA/PARCC Algebra II • SAT Math (taken before 3/1/16) • SAT Math Section (taken 3/1/16 or later) • SAT Math Test (taken 3/1/16 or later) • ACT or ACT PLAN Math • ACCUPLACER Elementary Algebra • Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) • PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) • PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) • ACT Aspire Math* • ASVAB-AFQT Composite

PROGRAMS

The “AP” courses are geared towards the advanced placement examination of the College Entrance Examination Board which is given in May of each year.

The “C” program courses are taught at a college ability level. The textbooks used in these courses are of college level and develop critical thinking skills necessary for successfully completing college course work.

The “Honors” program is to meet the needs of students who have consistently demonstrated strong reading, writing and thinking skills.

The “R” track is the accelerated program

The “S” track is designed for college prep.

The dual enrollment courses afford our students opportunities to earn college credits while still in high school.

Vo-tech part-time – Our School District coordinates with our County vocational schools to allow students to participate in their vocational programs while attending our high schools.

What is done for students with special needs?

Students who have been identified by the child study teams as having special learning needs are placed in classes and courses based on individual needs and future plans which are identified in an Individual Education Plan. A high school diploma is awarded upon successful completion of the Individual Education Plan (IEP), which is developed to meet the students' needs, by the IEP Team.

What are marks based on in high school?

There are four marking periods in the year. At the end of each marking period report cards are issued using the following symbols:

MARK	MEANING	EQUIVALENT	MARK / MEANING
A+ =	Performance significantly above standard	98-100	X – Probation
A =	Performance significantly above standard	95-97	I – Incomplete
A- =	Performance significantly above standard	92-94	J – Withdrawn, Passing
B+ =	Performance above standard	89-91	E – Withdrawn, Failing
B =	Performance above standard	86-88	P – Pass
B- =	Performance above standard	83-85	L – Loss of credit
C+ =	Performance at standard	80-82	Z – Student has health
C =	Performance at standard	77-79	
C- =	Performance at standard	74-76	
D+ =	Performance below standard	71-73	
D =	Performance below standard	68-70	
D- =	Performance below standard	65-67	
F =	Performance significantly below standard (failing)	64 and below	

During the marking periods, when students are in danger of failing, interim reports will be entered by the teachers and can be accessed through parent access.

Final exams are given at the end of each course. They cover all of the material covered in that course and count for 20% of the mark. The average that you get for a year is based upon 40% for each marking period and 20% for the final in each semester course.

Is there an honor roll?

To be placed on the academic honor roll for the marking period, a student must achieve a mark of at least a B (includes B-) in each course.

What is an AP Program?

The Advanced Placement Program® offers high school students the opportunity to take college-level courses while they are still in high school. Students choose from courses in a wide variety of subject areas and can receive advanced college standing, college credit, or both, for grades on corresponding AP® Exams. AP courses help students stand out in the college admissions process and increase the likelihood that they will graduate from college in four years or less. Schools and districts use AP courses to raise standards throughout the curriculum and connect more students to college and opportunity. Anyone who wants to go to college should take AP courses.

What is the Gifted and Talented program in the high school?

Students who meet the criteria for the Gifted and Talented program may take G&T as an elective course for 5 credits during each year of their four years of high school. The curriculum challenges exceptionally capable students by presenting philosophical and ethical situations for research and discussion, providing opportunities to explore the nature of creativity, and analyzing the ideas and opinions of history's most sagacious minds by debating the issues presented in several selected Great Books. Time management and leadership skills are developed as students participate in individual and group projects. Additionally, students review for the SAT's, conduct a college search, and prepare a portfolio for college. Gifted and Talented courses are Honors level electives. AP Seminar and AP Research are also college level electives that are part of the G&T Program. Students can earn AP Capstone credentials with these courses.

What is the English as a Second Language Program (ESL) in the high school?

"English language learners" or "ELLs" are students whose native language is other than English. They are identified using NJDOE approved test (WIDA Screener) that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.

In accordance to N.J.A.C. 6A:15, this course is based on the standards set by the **WIDA Consortium for English Language Learners**. Both WIDA standards and Subject-Area New Jersey Student Learning standards will be reflected in each lesson. The emphasis is on developing listening, speaking, reading, and writing skills, especially as they apply to content area courses. Lessons and assignments will be content-based, reflecting both common and content-oriented concepts and vocabulary. Students will be taught and assessed based on their current English language proficiency level and the WIDA "Can Do" matrix.

ELLs who take additional English as a Second Language (ESL) class use that second English class to fulfill the world languages requirement. The second ESL course satisfies the 5-credit high school graduation requirement for English language learners (ELLs).

What is the Special Education program?

Students who have difficulty meeting the requirements of the established curriculum may be identified to the Special Education Department. If evaluated and classified by the Child Study Team, a student may be provided a special program designed to meet his/her educational needs.

In accordance with N.J.A.C.6A:14, the following options are available to meet the special needs of some students.

1. Modifications in the General Education Classroom – Curriculum modifications and/or strategies are developed by the classroom teacher and Child Study Team members (before and after a child is classified) to accommodate a student's needs.

2. In-Class Resource Instruction – The student is assigned to general education classes; the general education classroom teacher and a special education teacher work together to meet the needs of all the students in the classroom.

3. General Education Classes and Resource Center Replacement Instruction – The student is assigned to general education classes and also to a resource center for instruction in his/her areas of difficulty. General Education classroom teachers and resource center teachers work together to provide an educational program in accordance with the student's Individualized Education Program (IEP).

4. General Education Classes and In-Class Resource – Support instruction is provided in the student's general education class by the Resource Center teacher at the same time and in the same activities as the rest of the class.

5. Special Education Classes – These classes are designed for students who have similar educational needs in accordance with their individualized education programs.

6. Speech/Language Therapy – Students receive therapy to correct speech/language problems by attending speech/language therapy sessions with the speech/language therapist.

BEFORE SELECTING COURSES,
PLEASE REVIEW THE FOLLOWING INFORMATION

A program of

The Business Coalition for Educational Excellence
at the New Jersey Chamber of Commerce

The Business Coalition of Educational Excellence presents the following facts that parents and students need to review before planning their high school schedule.

Get the education, the career, the lifestyle, the things YOU want.
Learn More Now. Do More Now. Earn More Later.
https://njchamberfoundation.org/education-training/learn-do-earn

- Lifetime Earnings with a high school diploma... $1.2 Million
- Lifetime Earnings with an Associate's Degree. $1.6 Million
- Lifetime Earnings with a Bachelor's Degree $2.1 Million
- Lifetime Earnings with a Master's Degree $2.5 Million
- Competition for your future job will come from all over the world.
- Students in other countries attend school eight hours a day and spend five more hours doing homework every day.
- These students are your competition because employers will always hire the most qualified individual.

CHOOSE THE RIGHT COURSE

- Students who complete only Algebra I and Geometry have a 23% chance of finishing college and earning a Bachelor's degree.
- Students who complete Algebra II have a 39.5% chance of finishing college and earning a Bachelor's degree
- Students who complete a fourth year of math (Pre-calculus, Calculus, Statistics or Trigonometry) have a 62.2% chance of earning a Bachelor's degree.

TRANSITIONS AND TRANSCRIPTS

- Advancing technology is forcing people to think, act, and work differently.
- Almost 80% of the jobs that will be available to you when you are grown have not been invented yet.
- The only way to guarantee your future is to build a strong academic foundation in mathematics, language arts, and science.

What subjects should I take if I plan to go to a highly competitive four-year college?

Admission to a competitive college is difficult. You must be able to show the college admissions officers that you have the ability to do well in college and that you are motivated to do your best. It is important to remember that you will be competing against other capable and motivated applicants for limited spaces. You should plan on a four-year program that looks like this:

GRADE 9

English Honors*
Geometry R*/H*
Biology R*
World History II R/AP*
World Languages 1 or 2R*
Health 9*
Physical Education 9*
Visual/Performing Arts*
21st Century Life and Careers*

GRADE 10

English Honors*
Algebra 2R*/H*
Chemistry R*
U.S. History 1R or AP*
World Languages 2 or 3R
Health 10*
Physical Education 10*
Economics R/AP*
Elective R/AP

GRADE 11

English Honors or AP*
Pre-Calculus R*/H*
Science R/AP*
U.S. History 2 R/AP*
World Languages 3 or 4R
Health 11*
Physical Education 11*
Economics R/AP* or another R/AP elective
Elective R/AP

GRADE 12

English AP*
Math Course R/AP
Science Course R/AP
Health 12*
Physical Education 12*
4 Electives R/AP based on your course of study in college

* = required course or one that will meet a departmental requirement.

What if I plan to go to a four-year college?

Getting into any college with more applicants than spaces means that you must have a record that meets the college's standards and is as good as or better than other applicants. Courses at S, R, or H track may be selected. At the very least your program should look like this:

GRADE 9

English 1*
Algebra 1 or Geometry*
Environmental Science R* or Biology R*
World History II *
World Languages 1 or 2*
Health 9*
Physical Education 9*
Visual/Performing Arts*
21st Century Life and Careers*

GRADE 10

English 2*
Geometry or Algebra 2*
Biology R* or Chemistry R*
U.S. History 1*
World Languages 2 or 3
Health 10*
Physical Education 10*
Financial Literacy/Careers R* or Economics R/AP*
Elective

GRADE 11

English 3*
Algebra 2 or Pre-Calculus*
Chemistry or Another Science*
U.S. History 2*
World Languages 3 or 4
Health 11*
Physical Education 11*
Economics R/AP* or another R/AP elective
Elective R/AP

GRADE 12

English 4*
Math Course
Science Elective
Health 12*
Physical Education 12*
4 Electives R/AP based on your course of study in college

* = required course or one that will meet a departmental requirement.

What if I plan to go to a 2 year community school or I am not sure if college is for me, but I want to graduate high school college/career ready?

The answer to this question depends on the kind of employment you want. S, R or H track may be selected.

GRADE 9

English 1*
Algebra 1*
Environmental Science*
World History II *
World Language 1*
Health 9*
Physical Education 9*
Visual/Performing Arts*
21st Century Life and Careers*

GRADE 10

English 2*
Geometry*
Biology*
U.S. History 1*
World Language 2
Health 10*
Physical Education 10*
Financial Literacy/Careers
Elective

GRADE 11

English 3*
Algebra 2*
Science Course*
U.S. History 2*
Health 11*
Physical Education 11*
3 Electives

GRADE 12

English 4*
Elementary Stats or College Algebra & Trigonometry or Pre-calculus
Health 12*
Physical Education 12*
5 Electives

* = required course or one that will meet a departmental requirement.

All curricula focus on expansion of the New Jersey Student Learning Standards.

DESCRIPTION OF COURSES

1. 21st Century Life and Careers /Technology
2. English Language Arts (ELA)
3. 21st Century Life and Careers/Family & Consumer Science
4. Gifted and Talented
5. Health, Safety and Physical Education
6. 21st Century Life and Careers/Industrial Arts
7. Mathematics
8. Science
9. Social Studies
10. Visual and Performing Arts
11. World Languages
12. Dual Enrollment

Community Service Criteria

I. Purpose:

All students in Woodbridge Township high schools are encouraged to fulfill community service hours. This is an excellent opportunity for students to get involved and give back to the Woodbridge community. Students are encouraged to complete 10 hours of community service each year. All of the community service opportunities will be offered at the high schools or within the community. Please see your school counselors, teachers, advisors or coaches for suggestions.

II. Student Outcomes:

- Develop a respect for the worth and dignity of each individual in a global society
- Enhance students' personal development
- Explore career options
- Foster an appreciation for all social, cultural and ethnic groups and successful human relations
- Increase students' sense of responsibility to their community
- Promote self-esteem, and self-reliance
- Understand student's impact on the community and its future

III. Suggested Activities:

- Assisting in day care centers, museums, places of worship, libraries and recreation centers
- Caring for hospital patients or nursing home residents
- Participating in charity walks/races
- Peer Tutoring
- Volunteering in soup kitchens and food pantries

IV. Recommendations:

These hours must be documented with your school counselor. Your school counselor will provide you with the Community Service Log to be completed. Fulfilling this graduation recommendation will instill numerous intrinsic goals such as personal growth, a sense of self pride, character development and global understanding. In addition, this documented experience will enhance all individual high school transcripts, college applications and résumés. The student's total community service hours will be included on their official transcript. Students who complete their recommended community service hours will be recognized at graduation ceremonies.

21st Century Life and Careers/Technology

Course Title	Credits	Track	Grade Offered*
Accounting 1	5	R, S	9, 10, 11, 12
Advancing with Apple	5	R	11, 12
Business Law	2.5	R, S	9, 10, 11, 12
Business Management	2.5	R, S	9, 10, 11, 12
Business Organization and Management	5	C	11, 12
Careers	2.5	R, S	9, 10, 11, 12
College and Career Readiness	2.5	R, S	9, 10, 11, 12
College Preparatory Accounting	5	C	11, 12
Computer Graphics and Animation	2.5	R	9, 10, 11, 12
Digital Presentations	2.5	R, S	9, 10, 11, 12
Dreamweaver	2.5	R	9, 10, 11, 12
Entrepreneurship	2.5	R, S	10, 11, 12
Financial, Economic, Business, and Entrepreneurial Literacy*	2.5	R, S	9, 10, 11, 12
Google Guru	2.5	R, S	9, 10, 11, 12
Introduction to Computer Hardware & Software	5	R	10, 11, 12
JROTC	5	R	9, 10, 11, 12
Microsoft Excel	2.5	R, S	9, 10, 11, 12
Microsoft Word	2.5	R, S	9, 10, 11, 12
Principles of Business	2.5	R, S	9, 10, 11, 12
Principles of Marketing	2.5, 5	R, S	9, 10, 11, 12
SLE Work Study Program	5	S	12
Social Media Marketing	5	R, S	9, 10, 11, 12
Sports Marketing	2.5	R, S	9, 10, 11, 12
Teacher Apprentice Program	5	C, R	12
Video Game Design	2.5	R	9, 10, 11, 12
Web and Beyond.Google Docs	2.5	R, S	9, 10, 11, 12
Web Design	5	R, S	9, 10, 11, 12

*** Graduation Requirement**

*** See Prerequisites if Applicable** **May be waived for students with requisite skills and experience**

**All courses may not be available in all High Schools. Check with your School Counselor for details.

Tremendous growth in the white-collar segment of the workforce has resulted in a major transition in our country's economic base from manufacturing to services. Thus, managing and controlling information has become a major business imperative.

In order to prepare students for the business community and/or post-secondary education, the courses offered in the business department are designed to provide students with an understanding of business concepts and theory. In addition, students are exposed to practical experiences and techniques which will help them develop skills that are essential for success in business careers.

ACCOUNTING I R, S Credits: 5

Accounting I is a semester course designed to emphasize the analysis, interpretation and processing of financial information. This course will develop a student's understanding of both manual and computer-based accounting cycles with an emphasis on accounting software throughout. Students will acquire the basic background essential for entry-level work and careers.

ADVANCING WITH APPLE R Credits: 5

Advancing with Apple is a college readiness course for juniors and seniors who have shown a strong interest in technology. Students will be able to showcase mastery skills in Apple applications while creating presentations, movies, spreadsheets and documents all on the iPad. At the end of the course, students will be asked to apply real-world application to the use of technology and if successful will receive a certification and become an Apple Vanguard Member.

BUSINESS LAW R, S Credits: 2.5

Business Law is designed for students bound for college and those entering the workforce by focusing on contract and tort law and touching upon criminal law. These laws serve as a foundation of business, employment, and personal law. Students are given the opportunity to gain awareness and express themselves on subjects dealing with legality, jurisprudence, morality and ethics. Business Law has enormous practical value providing a background for professional exploration and emphasizing the challenges of private life such as finding a job, renting or buying a home, starting a company, or writing a will. Students will be able to apply critical thinking skills regarding legal principles in a variety of situations.

BUSINESS MANAGEMENT R, S Credits: 2.5

This course introduces today's critical business management concepts and principles in a realistic, investigative, and enriching manner with Business Principles and Management from the entrepreneurial and management perspective. All the functions of business management are covered extensively, including the use of technology and communication as tools of business. The exploration of global dimensions of business and possible career opportunities are brought to the classroom.
Prerequisite: Principles of Business

BUSINESS ORGANIZATION AND MANAGEMENT C Credits: 5.0

Business Organization and Management (BOM) explores the nature and scope of business, examines its component parts, and describes how business is organized and managed. BOM will examine various business types; Service, Manufacturing, Merchandising and Blended under for-profit, government, and non-profits structures. Specific focus will be given to the importance of the ORGANIZATION, its structure, culture and various elements of human dynamics from local and global perspectives. We will look at changing workforce needs examining how managers determine if they're facing an issue of true expansion or re-engineering, re-skilling and re-tooling their existing workforce. BOM will also look at developing management and leadership skills as well as the importance of understanding how organizations function and are successful. (Having solid technical skills does not equate to understanding how the organization functions – people skills). BOM will an understanding of the structure, behavior, and culture of organizations as well as various management styles and how they might impact the overall performance of an organization or business. Coursework will be both individual and team based.

CAREERS R, S Credits: 2.5

This course is designed to empower students to become an informed career decision maker and planner. Students will complete and interpret interest and aptitude assessments, conduct research to explore careers and career clusters, gather career outlook and geographical factors, implement computer search techniques for work, understand post-secondary education options and requirements, distinguish the different types of financial aid, and create a résumé. Additional activities may include: career days with outside resource speakers; mock interviews; college presentations by representatives; college fairs; and college application essay writing.

COLLEGE AND CAREER READINESS R, S Credits: 2.5

The College and Career Readiness course is a new program designed to help freshman students make an easier and more successful transition from middle school into high school. This course is a technology driven course designed to equip, engage and empower students. This team oriented class provides students with an array of differentiated learning opportunities geared towards seven specific student learning outcomes centrally focused on student success.

COLLEGE PREPARATORY ACCOUNTING C Credits: 5

The College Preparatory Accounting curriculum guide emphasizes a better understanding of the environment in which accounting information is developed and used. Emphasis is placed upon the interpretation and use of accounting information while maintaining a structure that will meet the specific content requirements of most colleges and universities.

The guide works with a college-level text which develops students' critical thinking skills and communication skills. Activities are geared to expand students' study habits that will enable them to develop a self-disciplined approach to learning. The guide stresses an

understanding of accounting concepts and principles for sole proprietorships which contributes to success in the students' chosen fields as well as provides an excellent background for entry-level jobs. Hands-on instruction on the microcomputer giving students a variety of experiences in accounting applications is stressed.

COMPUTER GRAPHICS and ANIMATION R Credits: 2.5

In this course, students will explore the commercial aspects of art, with an introduction to elements of design by creating applications, with animated text and graphics and interactive buttons. Students will be exposed to the theory and function of the major software packages and basic digital design principles utilized in the business world. Students will also learn and apply the fundamentals of other various software applications including image editing and graphic animation.

DIGITAL PRESENTATIONS R, S Credits: 2.5

Students in this course will expand their knowledge within the digital presentation environment. Topics include: creating, building and sharing a presentation; using design templates; creating speaker notes; inserting and formatting text, backgrounds, and images; printing slides; adding slide transitions; creating and formatting tables and charts; and running and controlling a slide show; adding animation and special effects to a presentation; designing custom animation; adding organization charts and diagrams to a presentation; setting up a slide master; adding custom timing to slide objects for hassle-free presentations; adding hyperlinks to a presentation; and adding audio and video clips to a presentation.

DREAMWEAVER R Credits: 2.5

Students enrolled in this course will learn how to plan, create, design, critique and maintain websites. Students will learn basic HTML tags for formatting text as well as more advanced tags to allow the placement of images, tables and multimedia elements. Students will develop proficiency in web and visual communication by using Adobe Dreamweaver and Photoshop. Internet research will serve as an integral component of this class as well as using digital cameras and scanners
Prerequisite: Computer Graphics and Animation R

ENTREPRENEURSHIP R, S Credits: 2.5

Students in the course will learn that entrepreneurship recognizes the importance of a business opportunity. From the initial idea to the operating and maintain of business, this course explores every aspect of business ownership. Entrepreneurship is necessary not only for students who will become entrepreneurs, but also for individuals working in the increasingly competitive corporate world. In the United States small business makes up close to 90% of all businesses. Entrepreneurship integrates the functional areas of business: accounting, finance, marketing, and management, and the legal and economic environments in which any new venture operates.
Prerequisite: Principles of Business

FINANCIAL, ECONOMIC, BUSINESS & ENTREPRENEURIAL LITERACY R, S
Credits: 2.5

Students enrolled in this course will develop a general understanding, skills and strategies that promote personal and financial responsibility related to income and careers, money management, credit and debt management, financial planning, savings, investing, insurance, risk management, becoming a critical consumer, and charitable giving in the global economy.

Students will complete projects, activities, and explore case studies from a variety of media resources enabling them to apply sound financial decisions to their own personal situation. They will gain appreciation for financial responsibility as it affects themselves, their community, country, and future generations. .

Students will learn to how to establish financial goals, develop budgets, (spending plans), understand the difference between wealth and income, and ensure that they make responsible decisions that promote financial independence and security. This course is designed to fulfill the NJ State mandate for financial literacy standards for students.

GOOGLE GURU R, S Credits 2.5

Students enrolled in this Business course will become familiar with Advanced Google Skills for their educational and professional use. Using a Woodbridge Township School District assigned Google account, students will learn how to create and manage a brand using Google Apps. Create, edit, manage, and share Google Docs for business purposes. Students will be proficient in Google Slides, Drawings, and Sheets for business purposes and learn how to communicate with Gmail using proper business etiquette. Create and use Google Forms for marketing information. Improve speaking and business skills. They will enhance their organization skills by creating and maintaining a Google Calendar. They will create an online presence for a business/brand. Create an electronic portfolio for their brand as a website in Google Sites. Learn the fundamentals of digital marketing to help in business and career paths. In conclusion, students will be able to take the Google Marketing exam at the end of the course to become "Google Certified" in Digital Marketing.

INTRODUCTION TO COMPUTER HARDWARE & SOFTWARE R Credits 5.0

This course covers the fundamentals of computer hardware, software and networking as well as advanced concepts. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, configure a network environment and troubleshoot using system tools and diagnostic software. Also included, laptops and portable devices, wireless connectivity, security, safety and environmental issues, and communication skills. Hands-on lab activities will continue to be an essential element of the course. In support of this, virtual learning tools are integrated into this course. The Virtual Labs are stand-alone tools designed to supplement classroom learning and provide an interactive "hands-on" experience in learning.

JROTC (LET I, II, III, IV) R Credits: 5.0

The JROTC program provides a four-year, sequential program of instruction that emphasizes academic preparation, citizenship, leadership, and character development for all students in grades 9 - 12. The sequence of courses is progressive and builds upon the previous year's curriculum. All JROTC courses meet graduation requirements for 21st Century Life and Careers or Career-Technical Education.

The Junior Reserves Officers' Training Corp (JROTC) program is authorized by the enactment of Public Law 88-647 and codification in Title 10 U.S.C., Sec. 2031, which states, “It is a purpose of the Junior Reserve Officers’ Training Corps to instill in students, in the United States secondary educational institutions, the value of citizenship, service to the United States, and personal responsibility and a sense of accomplishment while instilling in them self-esteem, teamwork, and self-discipline.” ROTC prepares high school students for responsible leadership roles, while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and strengthening students for post- secondary success, while providing instruction and rewarding opportunities that will benefit the student, community and nation. No military commitment is incurred by participation in JROTC.

Leadership Education Training - (LET - I)

Introduces JROTC Cadets to a cooperative effort which is divided into seven units: "Citizenship in Action", "Leadership Theory and Application", "Foundations for Success", "Wellness, Fitness and First Aid", “Geography, Map Skills and Environmental Awareness”, “Citizenship in American History and Government”, “Service Learning”, and selected optional subjects. Students/cadets may have the opportunity to participate in JROTC related activities such as Drill, Raider and Cadet Challenge Physical Fitness teams. Additionally, JROTC participates in weekend leadership training exercises, and JCLC summer camp.

Leadership Education Training - (LET - II)

Expands on instruction that addresses intermediate leadership theory. In addition, the 4-phase lesson plan which is taught requires the cadet to: inquire, gather, process, and apply known and learned information Students/Cadets may have the opportunity to participate in JROTC related activities such as Drill, Raider and Cadet Challenge Physical Fitness Teams. Additionally, JROTC participates in weekend Leadership training exercises, JCLC Summer Camp.
Prerequisite: Successful completion LET I

Leadership Education Training - (LET - III)

Reinforces previous instruction through applied leadership development and applied leadership theory. The course places emphasis on land navigation, techniques of oral communications, service learning, character education, earth science, and selected optional subjects. Students/Cadets may participate in JROTC related activities such as

Drill, Raider, and Cadet Challenge Physical Fitness Teams. Additionally, JROTC participates in weekend leadership training exercises and JCLC Summer Camp.
Prerequisite: Successful completion of LET II

Leadership Education Training - (LET - IV)

Enhances leadership skills through instruction which address advanced leadership development through advanced leadership techniques. This course also includes Drill and Ceremony, Character Education, Advanced Communications Staff Functions and Procedures, Financial Planning and selected optional subjects. Students/Cadets get the opportunity to participate in leadership conferences and weekend seminars.
Prerequisite: Successful completion of Let III.

MICROSOFT EXCEL R, S Credits: 2.5

This course addresses the various features of Microsoft Excel. The following topics will be covered: navigating within Excel; resizing and formatting a spreadsheet; moving, copying, and editing cells; using borders and colors, applying styles and auto-format options; modifying, arranging, and comparing spreadsheets; applying page setup; using conditional formatting; creating charts and graphs from spreadsheet data; work with graphic objects and diagrams within a spreadsheet; and printing spreadsheets; and creating and applying basic mathematical functions to spreadsheet data.

MICROSOFT WORD R, S Credits: 2.5

This course addresses the features of Microsoft Word. It will provide students with the basic concepts required to produce common business documents, such as: creating a document, managing files, using the Help function, editing a document, formatting text and using text enhancements, formatting paragraphs, using document layout features, proofing and printing a document, inserting graphic elements, and controlling page appearance. Students will be: using and creating templates and wizards; increase their knowledge of Microsoft Word by adding and formatting components, such as: modifying pictures; creating customized graphic elements.

PRINCIPLES OF BUSINESS R, S Credits: 2.5

Principles of Business is a comprehensive introductory business course that provides students the foundation for key business concepts and skills identified by business leaders as the building blocks necessary in today's business environment. This course helps students learn business terminology and provides the groundwork into the study of economics, global business, business ownership and management, business operations and technology, and personal financial management. Upon the completion of this entry level course students will be prepared to complete the sequence of studies which includes Business Management and Personal Finance. The course is a prerequisite for the Business Management course.

PRINCIPLES OF MARKETING R, S Credits: 5

This semester long course helps students to thoroughly understand marketing and will cover 11 high level concepts while taking students through the process through which organizations analyze, plan, implement, and control programs to develop and maintain beneficial exchanges with target markets. During the five credit option, (full semester) students will take part in project based learning to practice and demonstrate the essential (S Track) and advanced skills (R Track). These skills include analyzing and understanding the different levels of customer decision making, conducting a detailed SWOT analysis of a market, creating an effective marketing plan, creating a brand, designing a promotional campaign by using a combination of personal selling, advertising, direct, marketing, sales promotion, and public relations, applying rules of artistic design to marketing media, develop effective media strategies, develop successful channels of distribution to reach customers, create an effective pricing strategy to achieve

business objectives, and develop an effective marketing research study. Effective marketing is critical for the long-term success of any business organization because this function ensures that the firm attracts, retains, and grows customers by creating, delivering, and communicating superior customer value.
Prerequisite: Principles of Business

PRINCIPLES OF MARKETING R, S Credits: 2.5

This half semester course gives students a basic understanding of marketing and the high level concepts of analyzation, planning, and implementation of programs within targeted markets. During the marking period, students will learn and practice essential basic skills (S Track), and advanced knowledge skills (R Track). This course will also introduce and cover 5 of the fundamental concepts of the semester long course including analyzing and understanding the different levels of customer decision making, conducting a SWOT analysis of a market, creating an effective marketing plan, applying rules of artistic design to marketing media, develop effective media strategies, develop successful channels of distribution to reach customers, create an effective pricing strategy to achieve business objectives, and develop a marketing research study. Students will learn benefits of effective marketing and long term outlook of any business organization to attract, retain, and grow the customer base.
Prerequisite: Principles of Business

SLE (STRUCTURED LEARNING EXPERIENCES) S Credits 5

Today's complex, global work environments require young people to develop skills that meet 21st century challenges. This work study/internship program will use SLE (Structured Learning Experiences) or learning activities to raise awareness among students about workplace safety/health and give them the career readiness skills they need to become active participants in creating safe and healthy work environments, now and throughout their lives. Students will learn about the requirements for different career clusters and by selecting workplace examples and scenarios provided that are most relevant to that career cluster. SLE's will be experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more career clusters. SLEs are rigorous activities that provide students with opportunities to demonstrate and apply a high level of academic attainment; develop career goals; and develop personal/social goals.

Students will be required to have an SLE work experiences during the entire course and that meet the following conditions listed below:

- All paid, school-sponsored structured learning experiences must comply with N.J.A.C. 12:56-18, Child Labor Regulation: School-to-Work Program.
- The following conditions shall be met to allow for paid structured learning experience activities of students at for profit and not-for-profit organizations and businesses:
    - The student must be at least 16 years old;
    - The structured learning experience activities must be related to a formal student training plan;
    - The student will not be placed into a hazardous occupation;

- There is collaboration and planning between worksite staff and school staff resulting in clearly identified learning objectives related to the paid activities;
- Any productive work is incidental to achieving learning objectives;
- The student receives a grade and/or credit for time spent at the worksite and the student is expected to achieve the learning objectives;
- The student is supervised by a school official and a workplace mentor;
- The paid activity is of a limited duration, related to an educational purpose and there is no guarantee or expectation that the activity will result in employment; and the student does not replace an employee.

Prerequisite: All SLE jobs/internships must be approved by the school appointed SLE coordinator.

SOCIAL MEDIA MARKETING R, S Credits: 5

This course introduces students to the opportunities and challenges associated with the creation and management of entrepreneurial and small organizations. This course discusses innovative and contemporary approaches in addressing areas such as: starting, acquiring a business, succeeding in business and franchising a small business venture. The course also provides the foundation for small business concepts, including topics such as: types of characteristics of entrepreneurship, domestic and global opportunities, theories of entrepreneurship, the business life cycle, entrepreneurial economics, legal issues, marketing research and planning, human resource management, product and service research development, and the use of technology.
Prerequisite: One of the two options listed below
Option 1:Principles of Business & Principles of Marketing
OR
Option 2:Entrepreneurship & Sports Marketing

SPORTS MARKETING R, S Credits: 2.5

This course will allow students to explore the intriguing world of sports and entertainment from the marketing perspective. Throughout the course, students will apply core marketing standards such as channel management, pricing, marketing-information management, product/service management, promotion, selling, and market planning. Students will relate marketing basics, customer service, economics, and business and international business concepts to the sports and entertainment industry. While applying marketing concepts, students will complete hands on projects that incorporate learning and innovation skills, life and career skills, 21st century skills, and information, media, and technology skills to prepare them for the real world. Students will also explore current trends in social media, math in marketing, communication skills, cooperative learning, legal and ethical industry issues, Internet activities, and sports and entertainment success stories/case studies to develop a deep understanding of Sports and Entertainment Marketing.

TEACHER APPRENTICE PROGRAM C, R Credits: 5

This course is open to 12th graders who wish to provide service to the schools in our district on a volunteer basis. Participants in the program will be given release time from school to volunteer at elementary or middle school locations in the areas they might be interested in pursuing after graduation.

VIDEO GAME DESIGN R Credits: 2.5

Students using game-authoring systems will create and author content for video games. When using the game authoring tools, students will have the ability to make popular games limited only by the boundaries of their imaginations. Students in this class can express and share their ideas through games with their peers or add to their portfolio to get a job in the ever-growing field of game development.
Prerequisite: Fireworks/Flash

WEB AND BEYOND…GOOGLE DOCS R, S Credits: 2.5

This Google Apps course will empower students to work with the different Apps included in the Google Apps suite for businesses. Students will learn how to effectively set up and use Gmail, Google Calendar and Google Docs. Students will migrate from a traditional email environment to the more collaborative environment offered by Google Apps. Students will learn to upload and use the documents they have already created with Microsoft Office; use Google Spreadsheet to create charts to display spreadsheet data; share documents securely with peers; insert images into documents and presentations. After taking this Google Apps course students will be able to leverage the different collaboration tools available in Google Apps which are geared towards making the communication process more effective and productive.
Prerequisite: Microsoft Word or Excel or PowerPoint

WEB DESIGN R, S Credits: 5

Web Design is an elective course intended to provide students with an understanding of web design and its practical applications. This is a 1 semester course. The initial activities will cover introductory material and graphic design skills as pertains to web design. The latter part of the course will cover programming skills with emphasis on HTML and CSS.

This course is designed to give students an introduction to the design, creation, and maintenance of web pages and web sites. Students will learn how to critically evaluate website quality, they will learn about web standards, and they will learn how to create and maintain quality web pages. Most importantly, students will learn to look at the design aspect of a website; how the look & feel of a website affects the consumer as well as the marketer.

ENGLISH

Course Title	Credits	Track	Suggested Grade Offered*
English 1	5	H, R, S	9
English 2	5	H, R, S	10
English 3	5	H, R, S	11
English AP Language & Composition	5	AP	11, 12
English AP Literature & Composition	5	AP	12
English 4	5	R, S	12
English Composition 1	5	H	12
Mythology	5	R, S	9, 10, 11, 12
Creative Writing I	5	R, S	10, 11, 12
Creative Writing II	5	R	10, 11, 12
Introduction to Journalism	5	R	9, 10, 11, 12
Multimedia Journalism	5	R	9, 10, 11, 12
Broadcast Journalism	5	R	9, 10, 11, 12
Screenwriting & Film Production	5	S, R	11, 12
Literature and Film	5	R	11, 12
Philosophy & Literature	5	R	11, 12
Preparation Course in Verbal for the SAT/ACT**	2.5	H, R, S	10, 11
The World According to Satire	5	R	11, 12
The Graphic Novel	5	R, S	9, 10, 11, 12

* See prerequisites if applicable.

** The SAT is a registered trademark of The College Entrance Examination Board which does not endorse this product.

***All courses may not be available in all High Schools. Check with your School Counselor for details.

ENGLISH

The English program is designed to support the implementation of the Woodbridge Township Core Course Proficiencies and the New Jersey Student Learning Standards for Language Arts in the area of Language Arts Literacy and Workplace Readiness.

ENGLISH 1 HONORS

Credits: 5

The English 1 Honors course is designed to meet the needs of those students who have demonstrated exceptionally strong reading, writing, speaking, listening, and language skills. The digital curriculum will advance students' skills necessary for college and career readiness by having students participate in a variety of integrated, student-centered, interdisciplinary activities. The course centers around the New Jersey Student Learning Standards and will require students to read and analyze diverse, complex texts, process information efficiently, examine ideas critically, and express themselves effectively in the real-life worlds of study, work, and leisure and speaking. The curriculum pairs nonfiction to fiction allowing for a framework of analysis; while, multimedia resources bolster the unit by providing current, relatable and relevant material to assist with students in gaining a deeper understanding. Research and synthesis skills will be reinforced, with a special emphasis on citing textual evidence and establishing habits of close reading. Throughout the course, writing, listening, grammar, usage, and mechanics skills will be fostered within the context of the text. In addition, the digital curriculum allows students to create media with the writing production centering around the culminating project of publishing a Google Site Portfolio. The Portfolio is dedicated to highlighting the process of learning, effective oral and written communication and fostering sharing and collaboration between schools and families.

ENGLISH 1 R, S

Credits: 5

The English 1 course is designed is to build stronger reading, writing, speaking, listening, and language skills. The digital curriculum will encourage advancement in skills necessary for college and career readiness by having students participate in a variety of integrated, student-centered, interdisciplinary activities. The course centers around the New Jersey Student Learning Standards and will require students to read and analyze diverse, complex texts, and respond in a variety of formats. The curriculum pairs nonfiction to fiction allowing for a framework of analysis; while, multimedia resources bolster the unit by providing current, relatable and relevant material to assist with students in gaining an understanding of themes. Research and synthesis skills will be reintroduced, with a special emphasis on citing textual evidence and establishing habits of close reading. Throughout the course, writing, listening, grammar, usage, and mechanics skills will be fostered within the context of the text. In addition, the digital curriculum allows students to create media with the writing production centering around the culminating project of publishing a Google Site Portfolio. The Portfolio is dedicated to highlighting the process of learning, effective oral and written communication and fostering sharing and collaboration between schools and families.

ENGLISH 2 HONORS

Credits: 5

The English 2 Honors course is designed to meet the needs of those students who have demonstrated exceptionally strong reading, writing, speaking, listening, and language skills. The digital curriculum will advance students' skills necessary for college and career readiness by having students participate in a variety of integrated, student-centered, interdisciplinary activities. The course centers around the New Jersey Student Learning Standards and will require students to read and analyze diverse, complex texts, process information efficiently, examine ideas critically, and express themselves effectively. The curriculum pairs nonfiction to fiction and poetry allowing for a framework of analysis; while, multimedia resources bolster the unit by providing current, relatable and relevant material to assist students in gaining a deeper understanding. Research and synthesis skills will be reinforced leading up to the final research paper. Each unit will connect to this project by exploring a social injustice and analyzing the theme of Taking a Stand. All materials read in and outside of the classroom can be used as a starting point for student conducted research. The research paper will not only focus on developing research skills, but also the application of effective literary analysis. Throughout the course, writing, listening, grammar, usage, and mechanics skills will be fostered within the context of the text. In addition, the digital curriculum allows students to create media with the writing production centering around the culminating project of publishing a Google Site Portfolio. The Portfolio is dedicated to highlighting the process of learning, effective oral and written communication and fostering sharing and collaboration between schools and families.

Prerequisite: English 1 R

ENGLISH 2 R, S

Credits: 5

The English 2 course is designed is to build stronger reading, writing, speaking, listening, and language skills. The digital curriculum will encourage advancement in skills necessary for college and career readiness by having students participate in a variety of integrated, student-centered, interdisciplinary activities. The course centers around the New Jersey Student Learning Standards and will require students to read and analyze diverse, complex texts, and respond in a variety of formats. The curriculum pairs nonfiction to fiction and poetry allowing for a framework of analysis; while, multimedia resources bolster the unit by providing current, relatable and relevant material to assist students in gaining an understanding of themes. Research and synthesis skills will be reinforced leading up to the final research paper. Each unit will connect to this project by exploring a social injustice and analyzing the theme of Taking a Stand. All materials read in and outside of the classroom can be used as a starting point for student conducted research. The research paper will not only focus on developing research skills, but also the application of effective literary analysis. Throughout the course, writing, listening, grammar, usage, and mechanics skills will be fostered within the context of the text. In addition, the digital curriculum allows students to create media with the writing production centering around the culminating project of publishing a Google Site Portfolio. The Portfolio is dedicated to highlighting the process of learning, effective oral and written communication and fostering sharing and collaboration between schools and families.

Prerequisite: English 1 R, S

ENGLISH 3 HONORS Credits: 5

The goal of the English 3 Honors course is designed to meet the needs of those students who have demonstrated strong reading, writing, speaking, listening, and language skills. The curriculum will advance today's adolescent readers toward college and career readiness by deepening literacy instruction centered on the New Jersey Student Learning Standards. This course will introduce students to complex texts through various genres of literature, as well as nonfiction pieces. Literary analysis workshops will help students read closely to gain an understanding of the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Critical thinking activities will be included in daily instructional activities that foster a strong reading/writing connection and advance students' ability to cite textual evidence. Various assessment pieces will provide students the opportunity to show mastery of the New Jersey Student Learning Standards, in the areas of Literature, Informational Text, Writing, Speaking and Listening, and Language.
Prerequisite: English Honors 2 R

ENGLISH 3 R, S Credits: 5

The goal of the English 3 course is to build better readers, writers, and thinkers for success in college and the workplace. The curriculum will advance today's adolescent readers toward college and career readiness by deepening literacy instruction centered on the New Jersey Student Learning Standards. This course will introduce students to various leveled texts to meet the needs of all learners. This includes different genres of literature, as well as nonfiction pieces. Literary analysis workshops will help students read closely to gain an understanding of the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Critical thinking activities will be included in daily instructional activities that foster a strong reading/writing connection and advance students' ability to cite textual evidence. Various assessment pieces will provide students the opportunity to show proficiency of the New Jersey Student Learning Standards, in the areas of Literature, Informational Text, Writing, Speaking and Listening, and Language. Students may be assessed using AccuPlacer/WritePlacer throughout the year.
Prerequisite: English 2 R, S

ENGLISH 4 R, S Credits: 5

English 4 is a course designed to prepare students to make the transition from high school to career or college by familiarizing them with the standards for academic reading and writing they will encounter throughout their educational and professional careers. Highlighting relatable nonfiction readings and digital resources, the course emphasizes literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Using the Unit Questions, students will analyze a range of challenging literary texts from various periods and cultures; interpret and evaluate informational and graphic texts, develop awareness of active listening skills, and engage in meaningful academic note-taking. Suggestions on pairing the 5 units (Success, Power, Freedom, Relationships, and Identity) with classic and contemporary novels are also recommended. Through a variety of writing projects, students will use inferential and critical skills. Therefore, it is imperative that students engage in formal written

argumentation based on the readings and analysis of texts. The writing assignments in the curriculum span the argumentative/persuasive, research, and narrative genres; writing units emphasize essay development, unity and clarity, and utilizing various rhetorical styles.
Prerequisite: English 3 R, S

ENGLISH COMPOSITION 1 H Credits: 5

Through a variety of writing projects, students will use inferential and critical skills in the process of composing documented essays. Extensive reading materials serve as structural models and as the bases for discussion and for the writing of essays involving response, analysis, and synthesis. Writing will be understood as being both high- and low-stakes in nature. Low-stakes, or informal writing assignments, are designed to provide the fledgling writer with the time and space needed to work through a given task. Students will have the opportunity to get acquainted with what may prove to be some complicated and complex ideas. High-stakes writing consists of larger assignments, and will evolve and grow through collaboration and conferences, which support the multiple drafts that writers produce. High-stakes writing will utilize the writing process to generate final drafts of papers that are worth significantly more points than low-stakes writing assignments. This is a dual enrollment course with Middlesex County College and will count as a student's English 4 graduation requirement.
Prerequisite: English 3 R, English 3 Honors, or AP Language and Composition

ENGLISH AP LANGUAGE & COMPOSITION Credits: 5

The AP Language and Composition course is designed to meet the needs of those students who have demonstrated exceptionally strong reading, writing, speaking, listening, language, and test taking skills. The digital curriculum will advance student skills necessary for college and career readiness by having students participate in a variety of integrated student centered interdisciplinary activities. The course centers around the New Jersey Student Learning Standards, along with the specific advanced placement standards created by the College Board. The AP Language and Composition course will require students to read and analyze diverse and complex nonfiction texts, and to utilize these as models of college level writing. Students will further be required to process information efficiently, examine ideas critically, and express themselves effectively through class discussion and in both timed and untimed writings. The curriculum uses nonfiction texts and multimedia resources to provide current, relatable, and relevant material to assist students in gaining a deeper understanding of the world around them, both historically and in contemporary society. Analysis of textual components, including argument, purpose, rhetorical devices, and syntax will be reinforced within each unit, all culminating in various writings that directly reflect skills from the College Board advanced placement exam. Each unit aligns to a College Board writing prompt and reading skill, and further centers on relatable thematic textbook units, including community, environment, education, justice, and technology. Throughout the course, writing, listening, grammar, usage, and mechanics skills will be fostered within the context of each nonfiction text. The

digital curriculum combines the skills necessary for students to achieve success on the Advanced Placement Language and Composition exam, and the interdisciplinary nature of the curriculum's nonfiction texts will prepare students for rigorous college level writing courses across many academic majors. The syllabus for this course is reviewed and approved by the College Board.
Prerequisite: English Honors 3 R or English Honors 2 R

ENGLISH AP LITERATURE & COMPOSITION Credits: 5

Advanced Placement English Literature and Composition is a college-level course in which students can, by specified performance on the Advanced Placement Examination, obtain up to one year of college credit and/or advanced placement in college composition. In this course students learn how to read and comprehend some of the finest poetry, plays, novels, short stories, and essays written at various times in various cultures, with an emphasis on literature originally written in English. Students learn how to discover meaning in literature by being attentive to language, image, character, action, argument, and the various techniques and strategies authors use to evoke emotional responses from readers. Students are expected to justify their interpretations by reference to details and patterns found in the text, to compare their interpretations with those proposed by others and to be prepared to modify their own interpretations as they learn and think more. Goals for writing include analytical essays about literature as well as journals, poetry, stories, plays, personal essays, letters and biographies. Additionally, a literary research paper, which encourages extended independent study on a topic, is required. The syllabus for this course is reviewed and approved by the College Board.
Prerequisite: English Honors 3 R or English AP Language and Composition

MYTHOLOGY R, S Credits: 5

Mythology is an English Elective for high school students in R and S tracks, which can be taught together. This course strives to give students a better understanding of the classical roots of many contemporary forms of media (novels, plays, films, television shows, comic books, video games, etc.). The class uses classical examples from Greek, Roman, and Norse mythologies to introduce students to the myriad lesser-known mythologies worldwide. Students will take a hands-on approach to analyze the common themes in many of these myths while looking at how these same themes have carried over to many modern forms of entertainment and literature. In doing this, students who take Mythology will come away with a better understanding of the mythical elements still used in storytelling.

Prerequisite: English 1 R, S

CREATIVE WRITING I R, S Credits: 5

Creative Writing 1 is a survey course designed to provide burgeoning writers a strong foundation in various genres while developing an understanding of writer's craft. Students will first explore word choice and figurative language while completing writing exercises meant to challenge their conceptions of writing, and underscore the importance of process. Students will then apply their understanding to poetry through the creation of original work in various poetic forms that focus on rhyme, repetition, meter, figurative

language, tone, and other poetic elements. Then, students will expand their writing to prose, where they will study plot and conflict, perspective, setting, dialogue, and theme. Finally, students will put it all together with precision in the playwriting unit where they will drive tension through dialogue and action. Because good writers come from good readers, throughout the course, students will read and analyze model texts to glean an understanding of how literary and poetic elements are effectively employed by a diverse array of poets, writers, and playwrights. Students will engage daily in the writing process through journal responses, writing exercises, and the creation of their own original portfolio of poems, short stories, monologues, and plays.

Prerequisite: English 1 R, S

CREATIVE WRITING II R Credits: 5

Creative Writing 2 is an independent study in which students select and explore a genre, first through an in-depth research project to examine the style, craft, and influences of an author of their choice, and then through the writing and polishing of a representative body of work. Students may choose from creating a chapbook of poetry, a collection of short stories, a novella, or a three to five act play. They will work through the entire writing process with the support and criticism of their peers, with whom they will form a writing community. Along the way, curated mini-lessons and close readings of mentor texts will help students improve their understanding of craft and writing theory which will then be employed during the writer's workshop to strengthen their own work. Finally, students will seek publication for their polished manuscripts.

Prerequisites: English 1 R, S; English 2 R, S; Creative Writing I R, S

INTRODUCTION TO JOURNALISM R Credits: 5

Introduction to Journalism takes both a theoretical and practical approach to providing students with an introduction to the field of journalism. Beginning with the history of American journalism and the establishment of First Amendment protections, students will examine how journalism has changed over the last three hundred years through legal precedence, the development and application of ethical standards, and technological innovation. Students will develop their skill set through a breadth of journalistic writing, including news stories, features, editorials, reviews, and sports stories. Students will also explore opportunities for real world applications of their developing skill sets in colleges and careers. Students will be active contributors to the school newspaper where their coursework will be considered for publication. In collaboration with the newspaper club and the Multimedia Journalism class, students will work to develop and produce content for the school newspaper using current technology, including smartphones, tablets, digital cameras, computers, and web design software.

MULTIMEDIA JOURNALISM R Credits: 5

This course will provide intermediate and advanced training on multimedia journalism, especially regarding the creation of new storytelling techniques developed on digital platforms. Multimedia Journalism is a project-based class which expands and deepens students' abilities to produce a digital story using various multimedia tools. Students will learn storytelling techniques in audio, photography, and video and be prepared to work in

today's newsrooms where online platforms are becoming even more important than traditional print publications. Students contribute content to the school's digital newspaper and maintain the website for updates. Students will receive instruction in units designed to reflect the practices of 21st century journalism, including business and day-to-day management, writing, photojournalism, and social media literacy. Coursework will examine ethical and professional standards established by journalistic societies, an exploration of ethical and legal issues facing journalists, and the development of skill sets through technical instruction and practice. Students will also explore opportunities for real world applications of their developing skill sets in colleges and careers.
Prerequisites: Introduction to Journalism or Middle School Journalism elective

BROADCAST JOURNALISM R Credits: 5

This class is a media and broadcasting class designed to provide students with a groundwork in various forms of media, including writing, videography, broadcasting, and public speaking. The course will emphasize news-gathering, writing, pod-casting, video recording, editing, and the study of mass media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video and editing software. This course will explore the world of digital video and television production. Students will develop and build upon skill sets through technical instruction and practice as they create and maintain a podcast, and work on various video projects, including filming segments for the Woodbridge Township School District program The Bridge. Students learn on professional equipment in a modern digital TV studio. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting and sound.
Prerequisites: Introduction to Journalism or Middle School Journalism elective

SCREENWRITING & FILM PRODUCTION S, R Credits: 5
Screenwriting and Film Production is an English elective offered to high school students in both R and S tracks. The purpose of this class is to give students a creative outlet to script, plan, record, edit, and produce short films such as commercials, documentaries, public service announcements, talk shows, tutorials, and stop motion. The class will focus on writing original scripts, directing, gathering shots, recording audio, optimizing light, and editing videos. In this class, students take a hands-on approach to learning as they use the equipment and manipulate the software to bring their story to life. Students will work as a small production team or individually to produce these videos which can be showcased on the school's website, YouTube channel, etc.

LITERATURE AND FILM R Credits: 5

Literature and Film' seeks to employ and reinforce the critical skills taught in any core English class. Creating a thesis, supporting it with clear details and providing germane examples is the tent pole lesson for all composition units. Students will be required to articulate their thoughts in an academically acceptable fashion through a variety of formats including written, oral, and multi-media presentations, working alone or in a group. Being able to clearly state one's views and support them logically is a skill required by any citizen of the modern world. Beginning with a brief history of film and the many roles that are involved in its creation, students will then analyze diverse works

of literature and film, where they will make connections to characters and themes with which they personally identify. Exploring fear on a societal and personal level will allow students to understand overlapping conventions in literature and film, followed by frontiers where students will explore the literary and cinematic boundaries of the past and the future. The course culminates with a project meant to engage students with making meaningful connections between the literature and film they have studied during the semester.

Prerequisite: English 1 R/Honors, English 2R/Honors

PHILOSOPHY & LITERATURE R, H Credits: 5

This course will have two major purposes. First, students will think abstractly. They will ponder philosophical questions and challenge each other's viewpoints about issues that range from questions about life after death to the existence of free will. Second, in support of the district's commitment to character education, students will analyze the qualities of human character and ethical behavior.

This will result from their study of Western philosophy and from their readings of pertinent literature assigned during the course. Philosophy and Literature will be presented in eleven instructional units that will follow the historical chronology of the course's primary text. Each unit will focus on a Western philosopher or philosophers, and concentrate on ideas relevant to specific academic thinkers on a particular time in history. Each unit will begin with a study of essential ideas, important quotations and key questions that will elicit student discussion and advance critical thinking skills. Students will expand their understanding of each unit through research and inquiry that will encourage discussion and debate. Student academic performance will be measured in a variety of ways. In addition to traditional assessments, students will have numerous opportunities to demonstrate and display their understanding through artwork, poetry, story writing, and technology presentations. Although the curriculum follows historical timelines, the emphasis in instruction will be on critical thinking related to diverse ideas rather than memorization of philosophers' names and historical detail.
Prerequisite: English 1R; English 2R

PREPARATION COURSE IN VERBAL FOR THE SAT/ACT H, R, S Credits: 2.5

The purpose of the course is to improve competency in verbal skills. Students will review cognitive and analytical skills in the verbal area assessed on college admissions tests. College-bound students should take this course in grades 10 or 11.
Prerequisite: English 1 R,

THE WORLD ACCORDING TO SATIRE R Credits: 5

This course is designed to provide an interdisciplinary experience for students in Grades 11 and 12. As students fulfill speaking, listening, writing, reading, and viewing and media literacy progress indicators, they will also gain experience in interpreting and evaluating past and current circumstances through which institutions maintain continuity or promote change. Course participants will analyze how the literary works of a given period reflect historical events and social conditions. Activities will engage students in evaluating media

techniques and messages by recognizing verbal and nonverbal cues. Course requirements will generate cooperative and collaborative opportunities for both students and teachers.
Prerequisites: English 2 R; World History II and Cultures R; U.S. History 1 R

THE GRAPHIC NOVEL S, R Credits: 5

Comic and Graphic Novel Literature explores techniques and history of comic art and graphic novel storytelling. The students will study the various formats and techniques used in comic strip, comic book, and graphic novel publications, emphasizing how both illustration and script blend to create a unique storytelling form. The students will also learn standard-form sequential art script writing procedures to produce their own work for the class. This semester course will explore the graphic novel as a new and progressive literary art form. Students will study the history of the graphic novel in addition to various theories behind it. Students will come to recognize and understand how these works conform to and expand upon both the mechanics and universal themes of traditional literature. Students will analyze the development of theme through motifs and symbols, anthropomorphism and other figurative representation, juxtaposition (and the results of juxtaposition: paradox and irony), methods of characterization, impact of syntax, and tone. Thus, visual rhetoric requires students to practice higher learning critical thinking and analytical skills. The reading of both visuals and text together necessitates inference skills and a synthesis of a number of clues presented both on the page and as a pattern throughout the book.

Course Title	Credits	Track	Suggested Grade Offered*
Advanced Baking & Pastry Arts	5	R	10, 11, 12
Advanced Culinary Arts	5	R	10, 11, 12
Basic Foods 1	5	S	9, 10, 11, 12
Nutrition and Diet 2	5	S	9, 10, 11, 12
Professional Foods 3	5	R	10, 11, 12
Creative Fashion & Construction 1	5	S	9, 10, 11, 12
Creative Fashion & Construction 2	5	S	9, 10, 11, 12
Creative Fashion & Construction 3	5	R	10, 11, 12
Creative Fashion & Construction 4	5	R	10, 11, 12
Parenting Education	5	S	11, 12

*** See Prerequisites if Applicable** **May be waived for students with requisite skills and experience)**

**All courses may not be available in all High Schools. Check with your School Counselor for details.

Family and Consumer Science has traditionally dealt with helping individuals and families cope and live the best lives possible under conditions existing in society. The basic mission of Family and Consumer Science is to enable individuals and families to build and maintain enlightened cooperative participation in the formulation of social goals and the means for accomplishing them. Home economists are concerned with the practical, daily events which impact on individuals and families. The home economist teaches each individual to achieve his/her full potential, to gain control over his/her destiny, shaping its course rather than just reacting and coping. The activities in the high school Family and Consumer Science program will help students develop the skills needed to get what they want out of life while adding to the quality of life – for themselves and others. Enrollment in Family and Consumer Science courses affords the students an opportunity to meet one of the graduation requirements regarding the successful completion of one course in practical arts.

ADVANCED BAKING & PASTRY ARTS R Credits: 5

The combination of classroom and kitchen lab learning in this course gives students an overview of standard kitchen practices, culinary vocabulary and baking techniques. Students are introduced to both every day and specialized kitchen tools and equipment, commonly used ingredients and their properties. They also learn professional standards of personal hygiene, workstation sanitation and general kitchen safety. Science and math skills are reinforced through practical foods lab experiences.

Students will practice plating eye catching desserts including tarts, pies, meringues, specialty cookies, pastries, custards, and puddings. Many new techniques and topics will be covered such as: assorted doughs (lean, enriched, pastry), artisan breads, homemade ice cream, blind baking, meringue production, and tempering. Chocolate confections are also part of the curriculum, from the simple truffle to intricate showpieces. Students will learn the scientific principles behind candy making as they prepare a variety of homemade candies.

This course also focuses on how to bake, fill, ice and decorate cakes. Coursework includes overviews of special occasions and wedding cakes. Students are introduced to a variety of decorating methods using royal icing, marzipan, gum paste and fondant, using airbrushing, piping and more. Students will work with a variety of icings including various international buttercreams. The principles and techniques needed to create tiered cakes are covered in both classroom study and hands-on kitchen learning. Students will be required to create their own custom tiered cake as a major assessment. This class is recommended for students planning to pursue a degree in the culinary or pastry arts as well as culinary enthusiasts. Students are expected to sample all of the recipes, exceptions will only be granted in the case of documented allergies or religious reasons. Pre-Requisite: Basic Foods 1, Diet & Nutrition 2, and Professional Foods 3.

ADVANCED CULINARY ARTS R Credits: 5

The combination of classroom and kitchen lab learning in this course gives students an overview of standard kitchen practices, culinary vocabulary and cooking techniques. Students are introduced to both every day and specialized kitchen tools and equipment,

commonly used ingredients and their properties. They also learn professional standards of personal hygiene, workstation sanitation and general kitchen safety. Science and math skills are reinforced through practical foods lab experiences.

Students will create a variety of dishes using meats, vegetables, fruits, fish, and shellfish. They will learn how to prep meat and other ingredients prior to cooking them and how to avoid cross contamination. A large breakfast and brunch unit will be covered where students will create items such as eggs benedict, crepes, popovers, and omelets. Specialty sauces and dressings will be made from scratch and used in a diverse selection of recipes. Students will make a variety of hors d'oeuvres with a focus on garnishing and plating. Coursework will also include healthy cooking and special diets.

Plate presentation and Buffet presentation will be covered in depth, culminating in the students planning, prepping, storing, and serving refreshments for the senior citizen play performance. There will be a strong focus on cooking independently without recipes and students are expected to know which spices and flavors belong in various international cuisines. Students will learn how to refine their palate and recognize herbs, spices, and other ingredients using just their senses. There will be opportunities for students to compete in class cooking competitions, judged by professionals in the community.

Careers within the culinary arts field will be covered and students will have the opportunity to attend field trips to various culinary schools and food related businesses.
This class is recommended for students planning to pursue a degree in the culinary or pastry arts as well as culinary enthusiasts. Students are expected to sample all of the recipes, exceptions will only be granted in the case of documented allergies or religious reasons. Pre-Requisite: Basic Foods 1, Diet & Nutrition 2, and Professional Foods 3.

BASIC FOODS 1 S Credits: 5

In this course students are introduced to basic foods, the use of small appliances and the knowledge needed to successfully read and follow a recipe. Students learn the principles of food preparation, food buying and basic nutrition.

NUTRITION AND DIET 2 S Credits: 5

Students in this course are expected to demonstrate their knowledge and ability to select, prepare, and evaluate foods, food products, menus and diets for their nutritional value and the functions of the nutrients. Nutritional dieting, weight control and weight maintenance are stressed. Students are required to write reports testing and evaluating the nutritional content of foods and dieting. They participate in individual and group work to prepare regional and foreign foods.
Prerequisite: Basic Foods 1

PROFESSIONAL FOODS 3 R Credits: 5

Students learn the food preparation skills necessary for food careers. Students apply their previous learning experiences, working with more advanced food preparation terms and techniques. Students explore careers in food service areas. Prerequisite: Nutrition and Diet 2

CREATIVE FASHION & CONSTRUCTION 1 S Credits: 5

This course is designed to provide students with basic clothing construction and needlecraft skills as well as experience with various sewing machines, equipment and techniques. Individualized "hands-on" instruction is an important element in this course as student's progress to more difficult skills at their own pace. Students are encouraged to make garments and crafts for themselves and small children, do simple repairs and restyle clothing.

CREATIVE FASHION & CONSTRUCTION 2 S Credits: 5

This course is designed to review basic clothing construction skills and vocabulary as students learn how to use electronic, computer and serger machines. Knowledge of basic pattern alterations, and advanced clothing construction and crafting skills are incorporated into the individualized "hands on" work. Students are expected to work more independently while developing professional construction skills, techniques and details. Creativity in the form of clothing construction and crafts is encouraged. Students explore and research career opportunities in the world of fashion.
Prerequisite: Creative Fashion & Construction 1

CREATIVE FASHION & CONSTRUCTION 3 R Credits: 5

Students are expected to apply previous learning as they work with more advanced clothing construction and needlecraft skills and techniques. Creativity in the form of clothing construction, crafts, sewing for the home and personal wardrobe, and costume selection is encouraged. Consumerism ''know-how'', decision-making, and problem-solving are stressed as students demonstrate comparison shopping and purchasing of suitable patterns, fabrics, and notions for their garments and other projects. Students are encouraged to express their creative talents through the serger sewing machine and embroidery techniques using computer sewing machines.
Prerequisite: Creative Fashion & Construction 1 and 2

CREATIVE FASHION & CONSTRUCTION 4 R Credits: 5

In this course students have opportunities to demonstrate previous learning and to perform job duties related to a number of fashion and craft careers. Through a study of units on fibers and fabrics, wardrobe planning, recordkeeping, quilting and advanced construction techniques, sewing for the home, hand-smocking, and quality control, students learn to appreciate the time and work involved in making quality products.
Prerequisite: Creative Fashion & Construction 1, 2 and 3

PARENTING EDUCATION S Credits: 5

This five-credit course, available to 11th and 12th grade students, gives the student an insight into the nature and nurture of children and into parenting roles, responsibilities and careers. The child's developmental areas: physical, emotional/social, and intellectual are examined through the age of six. The role of the parent, teacher, and

caregiver is introduced. Students have the opportunity to observe and actively develop skills, ideas and activities by working with a preschool program helping them to become confident, resourceful parents and caregivers. Special topics of parental concerns are researched as they relate to the child's development and parental options.

GIFTED & TALENTED

Course Title	Credits	Track	Grade Offered
Gifted and Talented I	5	H	9
Gifted and Talented II	5	H	10
Gifted and Talented III	5	H	11
Gifted and Talented: AP Seminar	5	AP	11, 12
Gifted and Talented IV	5	H	12
Gifted and Talented AP Research	5	AP	12

**All courses may not be available in all High Schools. Check with your School Counselor for details.

GIFTED & TALENTED

The Gifted and Talented Program is intended for students who meet the established district criteria for the Gifted and Talented Enrichment Component and are enrolled in Honors and/or AP courses. It is designed to enhance an academically rigorous curriculum by having students research and discuss philosophical and ethical situations that relate to personal decision-making and career choices. Students will broaden their cultural horizons by exploring the arts and the nature of creativity.

GIFTED AND TALENTED I H Credits: 5

Ninth grade students will begin a journal, consider career choices and colleges, and take practice tests in preparation for the SAT. Personal time management and research skills will be taught, reinforced, and utilized in individual and group projects as students study the Impressionists, the philosophy of creativity, the nature of change throughout history, and develop personal ethics. Selected Great Books will be read and discussed.

GIFTED AND TALENTED II H Credits: 5

Students in tenth grade will maintain their journals and begin a college portfolio. Research, writing, and presentation skills will be stressed as students prepare individual and group multi-media projects using primary sources. This course will focus on the development of a personal philosophy, the exploration of social ethics, and an awareness of different cultures through the study of Folk Art. Students will continue to read and discuss selected Great Books and prepare for the SAT.

GIFTED AND TALENTED III H Credits: 5

College portfolio and SAT preparation will be focal points in eleventh grade. Critical thinking and research skills will be expanded as students explore career ethics, archetypes of wisdom, and the relationship between mythology and psychology. Students will use power point presentations to enhance research projects. The Gothic Period in art and architecture will heighten artistic awareness while the Renaissance and Dante's *Inferno* will be studied in the Great Books unit.

GIFTED AND TALENTED: AP SEMINAR Credits: 5

Students will investigate real-world topics of their own choosing from multiple perspectives, which often are difficult or competing. Students will learn to collect and analyze information with accuracy and precision, develop arguments based on facts and effectively communicate them. Students will examine materials like news stories, research studies, and literary works to craft arguments to support their point of view and communicate effectively through the use of various media. Students will be assessed through a combination of individual and team projects and presentations as well as through a written exam. AP Seminar is the first of two courses in the AP Capstone Program which signifies outstanding academic achievement and attainment of college-level academic and research skills.

GIFTED & TALENTED

GIFTED AND TALENTED IV H Credits: 5

Twelfth grade students will refine research and presentation skills as they continue their historical study of philosophy, which will focus on the trials of Socrates, Joan of Arc, and Galileo. Analytical and critical thinking skills will be reinforced through reading and discussing selected Great Books and by viewing Modern Art. Students will research and debate global ethics and leadership styles as they reflect upon their own viewpoints of the world today.

GIFTED AND TALENTED: AP RESEARCH Credits: 5

Twelfth grade students will refine research and presentation skills as they continue their historical study of philosophy, which will focus on the trials of Socrates, Joan of Arc, and Galileo. Analytical and critical thinking skills will be reinforced through reading and discussing selected Great Books and by viewing Modern Art. Students will research and debate global ethics and leadership styles as they reflect upon their own viewpoints of the world today. AP Research is the second of two courses in the AP Capstone Program which signifies outstanding academic achievement and attainment of college-level academic and research skills.

HEALTH & PHYSICAL EDUCATION

Course Title	Credits	Track	Suggested Grade Offered*
Health 9	1.25	-	9
Health 10 (Safety Driver Ed. Theory)	1.25	-	10
Health 11 (CPR)	1.25	-	11
Health 12	1.25	-	12
Physical Education 9	3.75	-	9
Physical Education 10	3.75	-	10
Physical Education 11	3.75	-	11
Physical Education 12	3.75	-	12

*__See Prerequisites if Applicable__

HEALTH & PHYSICAL EDUCATION

HEALTH – 9

Students in ninth grade Health will learn about drug education, risk factors, chemical dependency and the need for responsibility in interpersonal relationships. In studying communicable diseases they learn about current measures to control the most prevalent infectious illnesses. In the unit on health careers, students become aware of the opportunities for employment in health related occupations. Students are also taught decision-making skills to help them make sound decisions regarding personal health and wellness. Refusal skills are emphasized to assist the students in removing themselves from and avoiding potentially dangerous situations. Personal safety measures and protection, in the home, outdoors, and on the road are emphasized. Students will learn about the health risks of using tobacco, alcohol, and illegal drugs; explain why abstaining from using them is beneficial to their well being.

HEALTH – 10 (SAFETY DRIVER EDUCATION THEORY)

This course instills a knowledge of traffic rules, basic automotive principles; a respect for law and order, emotional control and appreciation of one's personal responsibility for furthering the safety of the community. The New Jersey State Driver Manual is reviewed in its entirety. Emphasis is placed upon the student's attitude as well as good driving skills. Students learn how drinking and the use of drugs affects driving abilities and the possible consequences associated with engaging in these behaviors. At the end of the course the New Jersey State Driving Test is administered.

HEALTH – 11

Students in eleventh grade are involved in a study of mental health, drug education, nutrition, chronic diseases, cardiopulmonary resuscitation, and acquaintance rape prevention. Students learn about cardiac risk factors and the prevention of cardiovascular disease. They also study about cancer danger signs and the importance of early detection. Students learn about the health risks of using tobacco, alcohol, and illegal drugs; explain why abstaining from using them is beneficial to their well being. Access for support, and treatment of problems related to the use and abuse of chemical substances is discussed. Students will build skills in making responsible decisions regarding their personal health and well-being. In the CPR unit they learn and practice techniques to restore breathing and heartbeat. First aid is reviewed where students learn and practice these skills.

HEALTH – 12

Students in twelfth grade Health will study healthy relationships with family and peers; including how respect and communication are involved, resolution of conflicts, healthy and safe relationships, handling stress, and coping with loss. Students discuss self-esteem, development of personal identity, and learn healthy self-expression. Students learn about the health risks of using tobacco, alcohol, illegal drugs, and other high-risk behavior and explain why abstaining from them is beneficial to their well being. Additional topics include safety, the evolution of relationships over time, parenting, abstinence, monogamy, and methods of contraception and prevention of AIDS.

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION 9-12

This curriculum guide is designed to provide the district's Physical Education teachers with a game plan to introduce, develop and reinforce a myriad of movement concepts, sports skills, physical activities and health-related tests to raise physically educated and physically fit citizens.

Physical Education (PE) develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

The following pages of this curriculum guide provide a framework of opportunities for children to move and socialize in developmentally- appropriate ways in an inclusive learning environment. High School Physical Education students will reinforce their movement skills and concepts learned in previous years, and direct their focus on higher level game play, strategy, sportsmanship and the establishment of a strong link between physical activity and personal wellness. During High School Physical Education, teaching models such as the sports education and tactical approach are used to create opportunities for and encourage student autonomy, leadership, independence, and cooperation.

Across the grades, students will show a progression of concept and skill from one grade to the next. In the high school grades (9-12), the focus will be on movement concepts, skill themes, health-related fitness, and character development. Initially the focus will be on the age appropriate performance of movement concepts including sports, games, and recreational activities, effort/participation, teamwork and sportsmanship. As students move from middle and upper grades, these strategic concepts and strategies will be reinforced and will be used in a variety of sports, games and lifetime activities to promote overall physical wellness. Teachers may select from the list of activities throughout the Movement Skills and Concept, Physical Fitness, and Lifelong Fitness units based on an individual school's facilities and equipment available. Teachers are not limited to the activities included in this guide. Benchmark assessments are individualized to accurately assess each students' progress based on their abilities.

Physical education, safety, and health are considered separate subjects. Students must pass health physical education each year to meet their requirements for graduation. Each student will receive 1-1/4 completion of health or safety each year and 3-3/4 points for the successful completion of physical education each year.

ATHLETIC ELIGIBILITY GUIDELINE

To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10th grade or higher, a pupil must have passed 30 credits during the immediately preceding academic year. To be eligible for athletic competition during the second semester (February 1 to June 30) of the 9th grade or higher, a pupil must have passed the equivalent of 15 credits at the close of the preceding semester (January 31).

Student athletes, who are unable to accumulate 30 credits during a given school year, **must** attend a summer school program in order to make up the necessary credits sufficient to satisfy the Woodbridge Township Board of Education eligibility requirements.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you **must** be first certified for eligibility by the NCAA Initial-Eligibility Clearinghouse in order to be eligible for financial aid, practice and competition (hit Control on your keyboard and click here). In order to be certified by the Clearinghouse, the following conditions must be fully satisfied:

If you are entering a Division I college, in order to be considered a "qualifier," you are required to:

1. Graduate from high school.

2. Successfully complete a core curriculum of at least 16 academic courses [this core curriculum includes at least four years in English, three in math, algebra 1 or higher, two in social studies, two in natural or physical science (including at least one laboratory class); one additional course in English, math or science; and four additional academic courses (which may be taken from the already-mentioned categories or world language, philosophy or non-doctrinal religion)].

3. Have a core-course grade-point average (based on maximum of 4.00) and a combined score on the SAT critical reading and mathematics sections or a sum score on the ACT based on the qualifier index scale on the following page. As of August 1, 2016, a grade point average of 2.3 or greater must be achieved.

Although the SAT now has three parts: critical reading (formerly known as verbal), mathematics, and writing, the NCAA has determined that the writing component should not be required at the present time. The NCAA has noted the importance of reviewing research related to the impact of the writing component. Until further notice, the NCAA Clearinghouse will only count the combined scores of critical reading and mathematics on the qualifier index scale.

QUALIFIER INDEX

NEW CORE GPA/Test Score Index

Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68

Core GPA	SAT	ACT
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

A non-qualifier is a student who has not graduated from high school or who has presented neither the core-curriculum grade-point average nor the SAT/ACT scores required for a qualifier.

A non-qualifier shall not be eligible for regular-season competition or practice during the first academic year in residence and then has three seasons of competition remaining. A non-qualifier shall be eligible for non-athletics institutional financial aid that is not from an athletics source and is based on financial need only.

If you are first entering a Division II college in order to be considered a "qualifier," you are required to:

1. Graduate from high school.
2. Have a GPA of 2.000 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 16 academic courses [this core curriculum includes four years in English, two in math (algebra 1 or higher), two in social studies, two in natural or physical science (including at least one laboratory class) and three additional courses (which may be taken from the already-mentioned categories or world language, philosophy or non-doctrinal religion)]. The minimum SAT score is 820 (verbal and math sections only). The minimum ACT sum score is 68.

Details of these general requirements are contained in the following section:

DEFINITION OF A CORE COURSE

To meet the core-course requirement, a "core course" is defined as a recognized academic course (as opposed to a vocational or personal-services course) that offers fundamental instruction in a specific area of student. Courses taught below your high school's regular academic instructional level (e.g., remedial, special education or compensatory) cannot be considered core courses regardless of the content of the courses. At least 75 percent of the course's instructional content must be in one or more of the required areas (as listed below) and "statistics," as referred to in the math section, must be advanced (algebra-based).

English – Core courses in English include instructional elements in grammar, vocabulary development, composition, literature, analytical reading or oral communication.

Math – Core courses in mathematics include instructional elements in algebra, geometry, trigonometry, statistics or calculus.

Social Science – Core courses in social science contain instructional elements in history, social science, economics, geography, psychology, sociology, government, political science or anthropology.

Natural or Physical Science – (including at least one full unit of laboratory classes if offered by your high school). Core courses in natural or physical science include instructional elements in biology, chemistry, physics, environmental science, physical science or earth science.

Additional Academic Courses – The remaining units of additional academic credit must be from courses in the above areas or foreign language, computer science, philosophy or non-doctrinal religion (e.g., comparative religion) courses.

Plan to start the certification process early, usually by the end of your junior year. NCAA Initial Eligibility Clearinghouse forms are available in the high school counseling office.

21ST CENTURY LIFE & CAREERS/INDUSTRIAL ARTS

Course Title	Credits	Track	Suggested Grade Offered*
Advanced Drawing	5	R	11, 12
Advanced Woodworking	5	R	11, 12
Architectural Drawing	5	R	11, 12
Drafting I	5	S	9, 10, 11, 12
Drafting 2	5	S	10, 11, 12
Home Improvement	5	S	9, 10, 11, 12
Woodworking 1	5	S	9, 10, 11, 12
Woodworking 2	5	S	9, 10, 11, 12
Woodworking 3	5	R	10, 11, 12

*** See Prerequisites if Applicable** **May be waived for students with requisite skills and experience)**

**All courses may not be available in all High Schools. Check with your School Counselor for details.

21ST CENTURY LIFE & CAREERS/INDUSTRIAL ARTS

The industrial arts program is designed to provide students with exploratory experiences. Students will develop a degree of skill and understanding in the use of tools, machines, and devices that are commonly employed by the householder.

Opportunities are provided for students to research and plan projects using basic tools and common materials. In the process, the students assume responsibility for organizing and planning their industrial arts activities employing safe work habits and maintaining desirable interpersonal relationships in work situations.

ADVANCED DRAWING R Credits: 5

This is a course which enables a student to develop skills in both mechanical and architectural drawing. Provision is made for specialization in areas of individual interest. It is intended to provide industry with beginners in the profession who are well trained in their fields with the understanding and ability required to being their careers, and who will require a minimum of supervisory instruction from their prospective employers.
Prerequisite: Drafting 1, 2

ADVANCED WOODWORKING R Credits: 5

The purpose of this course is to prepare the already skilled woodworking student for apprentice job entry, Technical School, or Technical/ Industrial Education. This will be accomplished by combining units of study from Woodworking III with the following additional units of study. The focus will be structured so that students can better select an occupational path.
Prerequisite: Woodworking 1, 2 and 3

ARCHITECTURAL DRAWING R Credits: 5

Architectural Drawing is a course designed to introduce the student to the skill of drafting residential house plans accurately. The student will be required to utilize basic math skills, calculate dimensions using an architectural scale, and satisfactorily demonstrate mechanical drawing fundamentals. In addition, the student will utilize Computer Assisted Drafting. Emphasis will be placed on the complete design of residential housing, and extending house pre-design and sketch work to an accurate set of finished house plans.
Prerequisite: Drafting 1, 2 and Advanced Drawing

DRAFTING 1 S Credits: 5

Drafting 1 is an introductory course which will give students insight into the skills and duties of a draftsperson. The course requires some simple mathematical computations with fractions, decimals and limited algebraic equations. All concepts in the course will be learned in a practical manner by students doing drawings that contain the concepts being taught. Areas included are orthographic drawing, isometric drawing, sectional views, oblique drawing, two-point perspective, auxiliary views, and sheet metal layout.

DRAFTING 2 S Credits: 5

This course is a continuation of Drafting 1. It is designed to give the student additional experience in industrial drafting. Students will also utilize Computer Assisted Drafting in this course. Areas of specialization are threads and fasteners
detail and assembly drawing, cams, gears, piping, graphs, and electronics.
Prerequisite: Drafting 1

HOME IMPROVEMENT S Credits: 5

This course is designed to make students more aware of those facets of home ownership that need regular or periodic maintenance in order to keep them functioning properly as well as practical “how-to’s” of simple home repair. Students will learn to evaluate repair situations and to determine when an expert
needs to be contacted for repair service. Through a hands-on approach, students will also gain practical knowledge of hand and power tools for each of the areas of study.

WOODWORKING 1 S Credits: 5

This course is designed for the student who has had little or no previous experience in woodworking. The student will be introduced to the common woodworking tools, materials, processes and skills used in woodworking. The student will also develop proper safety habits and attitudes, and will be provided with meaningful consumer information and a range of useful career and occupational information.

WOODWORKING 2 S Credits: 5

This is a course in which woodworking projects are selected that improve previously learned skills. Instruction is given on all power equipment which the student is expected to use in completing projects. Cabinet construction is also taught.
Prerequisite: Woodworking 1

WOODWORKING 3 R Credits: 5

This course offers further advanced work in applying previously learned experiences with all power machines. Included is an exploration into the principles and techniques of the modern day woodworking industry.
Prerequisites: Woodworking 1 and 2

MATHEMATICS

Course Title	Credits	Track	Suggested Grade Offered*
Algebra I	5	H, R, S	9, 10, 11, 12
Algebra II	5	H, R, S	9, 10, 11, 12
Calculus	5	C	12
Calculus	5	H	11, 12
Calculus AB	5	AP	11, 12
Calculus BC	5	AP	11, 12
Calculus III	5	C	12
College Algebra & Trigonometry	5	S	12
Computer Science A*	5	AP	10, 11, 12
Computer Science Principles*	5	AP	9, 10, 11, 12
Elementary Stats	5	C, R, S	11, 12
Geometry	5	H, R, S	9, 10, 11, 12
Introduction to Computer Science/ Mathematical Problem Solving*	5	H	9, 10, 11, 12
Math4Life	5	S	10, 11, 12
Mobile Applications 101	2.5	R, S	11, 12
Precalculus	5	C, H, R, S	11, 12
SAT/ACT Mathematics**	2.5	H, R, S	10, 11
Statistics	5	AP	11, 12

See Prerequisite if Applicable

**The SAT is a registered trademark of The College Entrance Examination Board which does not endorse this product.

All courses may not be available in all High Schools. Check with your School Counselor for details.

*__NOTE: This course fulfills the requirement as a New Jersey Student Learning Standards 21st Century Life and Careers course__

MATHEMATICS

The mathematics program is comprehensive in scope and sufficiently flexible to provide for individual differences and to allow students to fulfill their maximum capabilities. The program provides students with a background in mathematics which they will need as adults and at the same time gives them a solid foundation for future work in mathematics. The program is structured so that all students develop proficiency in math skills, acquire conceptual insight and expand their ability to apply mathematical ideas in problem solving. Simultaneously, the program is dedicated to meeting the demands prompted by our technological environment and includes utilization of calculators, computers and the Internet to solve mathematical problems.

ALGEBRA I H, R, S Credits: 5

This Algebra 1 course utilizes the ALEKS web-based program and Google Suite for Education to enhance students' educational growth. The curriculum will thoroughly cover the following algebraic concepts: interpreting and evaluating functions, linear equations and graphs, inequalities, systems of equations and inequalities, exponents and exponential functions, simplifying polynomial expressions, factoring polynomials, solving and graphing quadratics, and finding probability, all of which are skills necessary for future mathematical success. Real world applications will be explored. Students will use graphing calculators for reinforcement and efficiency when determining graphs, linear regressions, intercepts, intersections, zeros, intercepts, and vertices.

Along with daily instruction, practice, and assessments, the Algebra 1 digital curriculum includes graphing calculator activities, project labs, concept extensions, student misconceptions, and SAT prep. Technology support will be available through mediums such as online videos, Google slide presentations, and interactive technological student interfaces. Students will be able to access this curriculum through their Chromebook or iPad, supplied by the Woodbridge Township School District, as part of the 1:1 technology device initiative. Implementing this technology will allow students to understand and retain math concepts, and have the ability to apply, analyze, evaluate, and create.

The course content fully addresses standards of national organizations such as the National Council of Teachers of Mathematics, the National Assessment of Educational Progress, and the New Jersey Student Learning Standards Initiative. Students who successfully complete this course will be adequately prepared for the New Jersey Algebra I end of course assessment.

ALGEBRA II H, R, S Credits: 5

Building on the understanding of linear, quadratic and exponential functions from Algebra I, this course will extend function concepts to include polynomial, rational, and radical functions. The standards in this course continue the work of modeling situations and solving equations. The content of Algebra II is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. As students study each family of functions, they will learn to represent them in multiple ways––as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, Algebra II includes lessons on probability and data

analysis as well as numerous examples and exercises involving geometry and trigonometry. These math topics will appear on standardized tests, so maintaining students' familiarity with them is important. To help students prepare for these standardized tests, Algebra II provides instruction, practice and technology support on standardized test questions in a variety of formats—multiple choice, short response, and extended response.
Prerequisite: Algebra I

CALCULUS C, H Credits: 5

This course utilizes the MyLab web-based program and Google Suite for Education to enhance students' educational growth. This course acquaints the student with the concepts and the principles of calculus. Emphasis is placed on the basic techniques and applications of differentiation, and integration. Topics studied include: limits and continuity, derivatives and their applications, the definite integral, differential equations and mathematical modeling, and applications of definite integrals. Real world applications explored will include optimization, related rates, and position/velocity/acceleration. Students will use graphing calculators for reinforcement and efficiency when determining limits, linear approximations, asymptotes, slopes, intercepts, extrema, concavity, inflection points, integrals, and area.

Along with daily instruction, practice, and assessments, this digital curriculum includes graphing calculator activities. Technology support will be available through mediums such as online videos and Google slide presentations. The exercises in MyLab reflect the approach and learning style of the eText, and regenerate algorithmically to give students unlimited opportunity for practice and mastery. Most exercises include learning aids, such as guided solutions, sample problems, and extra help as students work through them, and they offer helpful feedback when students enter incorrect answers. A variety of multimedia resources are also available in the homework and study plan exercises. Students can link to the ebook, video clips, and animations to improve their understanding of key concepts. Students also have the ability to make notes and bookmark sections in the eText.

Students will be able to access this curriculum through their Chromebook, supplied by the Woodbridge Township School District, as part of the 1:1 technology device initiative. Implementing this technology will allow students to understand and retain math concepts, and have the ability to apply, analyze, evaluate, and create.

Students enrolled in this course receive instruction equivalent to college calculus. Students should be recommended by their Pre-calculus teacher to study this course. Due to the duplication of topics in Calculus C, H and Calculus AB AP, a student who successfully completes both courses will only receive credit for one of the two courses. If a student plans to enroll in Calculus BC, he/she must take Calculus AB not Calculus C, H. Calculus C is for 12th grade students only.
Prerequisite: Precalculus

CALCULUS AB AP

Credits: 5

AP Calculus AB is a course in differential and integral calculus with elementary functions. Problem solving and analytical skills will be strengthened throughout the course. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry. Topics studied include the following: limits and continuity, derivatives and their applications, the definite integral, differential equations and mathematical modeling, and applications of definite integrals. It is designed to prepare the student for taking the Advanced Placement Calculus AB Exam and the possibility of receiving college credit. After finishing this course, a student will have received the equivalent of a college level Calculus I course. Due to the duplication of topics in Calculus C, H and Calculus AB AP, a student who successfully completes both courses will only receive credit for one of the two courses. If a student plans to enroll in Calculus BC, he/she must take Calculus AB **not** Calculus C, H.

This Calculus curriculum utilizes the multimedia version of Pearson's *Calculus AP Edition: Graphical, Numerical, Algebraic*, paired with MyLab, as well as Google Suite for Education, to enhance students' educational growth. MyLab is a web-based program that provides daily instruction, practice, and assessments. The exercises in MyLab reflect the approach and learning style of the eBook, and regenerate algorithmically to give students unlimited opportunity for practice and mastery. Most exercises include learning aids, such as guided solutions, sample problems, and extra help as students work through them, and they offer helpful feedback when students enter incorrect answers. A variety of multimedia resources are also available in the homework and study plan exercises. Students can link to the eBook, video clips, and animations to improve their understanding of key concepts. Students also have the ability to make notes and bookmark sections in the multimedia textbook. This digital curriculum includes graphing calculator activities and AP released questions for test preparation. Technology support will be available through media such as online videos and Google slide presentations.

This Calculus course also utilizes My AP, the new CollegeBoard Online Learning Community managed by AP Central. Progress Checks consist of multiple-choice and free-response sections that will help students see the progress they are making toward mastering course content and skills for each unit. Teachers will use these reports to identify common strengths and weaknesses, and access related questions. This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Students will have access to a Progress Dashboard, which will allow teachers to review class and individual student progress throughout the year. Students can view their own progress over time to improve their performance before the AP Exam.

Students will be able to access this curriculum through their Chromebook, supplied by the Woodbridge Township School District, as part of the 1:1 technology device initiative. Implementing this technology will allow students to understand and retain math concepts, and have the ability to apply, analyze, evaluate, and create.

Prerequisite: Precalculus

CALCULUS BC AP

Credits: 5

The AP Calculus BC course includes further study of the Calculus AB topics, in addition to vectors, techniques of integration, parametric and polar equations, and sequences and series. Appropriate use of technology to enhance topics is integrated throughout this course. This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions to algebra, geometry and trigonometry. This is a course designed to prepare the student for taking the Advanced Placement Calculus BC Exam and the possibility of receiving college credit. After completing this course, a student will have received the equivalent of a college level Calculus II course.

This Calculus curriculum utilizes the multimedia version of Pearson's *Calculus AP Edition: Graphical, Numerical, Algebraic*, paired with MyLab, as well as Google Suite for Education, to enhance students' educational growth. MyLab is a web-based program that provides daily instruction, practice, and assessments. The exercises in MyLab reflect the approach and learning style of the eBook, and regenerate algorithmically to give students unlimited opportunity for practice and mastery. Most exercises include learning aids, such as guided solutions, sample problems, and extra help as students work through them, and they offer helpful feedback when students enter incorrect answers. A variety of multimedia resources are also available in the homework and study plan exercises. Students can link to the eBook, video clips, and animations to improve their understanding of key concepts. Students also have the ability to make notes and bookmark sections in the multimedia textbook. This digital curriculum includes graphing calculator activities and AP released questions for test preparation. Technology support will be available through media such as online videos and Google slide presentations.

This Calculus course also utilizes My AP, the new CollegeBoard Online Learning Community managed by AP Central. Progress Checks consist of multiple-choice and free-response sections that will help students see the progress they are making toward mastering course content and skills for each unit. Teachers will use these reports to identify common strengths and weaknesses, and access related questions. This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Students will have access to a Progress Dashboard, which will allow teachers to review class and individual student progress throughout the year. Students can view their own progress over time to improve their performance before the AP Exam.

Students will be able to access this curriculum through their Chromebook, supplied by the Woodbridge Township School District, as part of the 1:1 technology device initiative. Implementing this technology will allow students to understand and retain math concepts, and have the ability to apply, analyze, evaluate, and create.
Prerequisite: Calculus AB

CALCULUS III C

Credits: 5

The Calculus III course follows Calculus BC and involves the study of multivariable calculus. Topics addressed include the following: vectors in space, vector-valued functions, functions of several variables, multiple integration, vector analysis, and differential equations (optional). Appropriate use of technology to enhance topics is integrated throughout this course. After completing this course, a student will have received the equivalent of a college-level Calculus III course.
Prerequisite: Calculus BC AP

COLLEGE ALGEBRA & TRIGONOMETRY S Credits: 5

This course is designed to provide a comprehensive exploration of algebraic and trigonometric principles as well as preparing students for success in college level mathematics. College Algebra and Trigonometry is a data-driven blended course consisting of classroom based instruction and the ALEKS web-based program. The content of the course is an integration of Algebra and Geometry Review, Equations and Inequalities, Graphs and Functions, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Trigonometric Identities and Equations. Real world applications will be solved using graphing calculator technology. College readiness math skills will be measured through Accuplacer and/or ALEKS throughout the course. The curriculum is aligned to the New Jersey Student Learning Standards.
Prerequisites: Algebra 2

COMPUTER SCIENCE A AP Credits: 5

The Computer Science A AP course is intended to serve as a college-level introductory course for computer science majors. Useful computer programs/program modules are developed to solve given problems and are then used as a context for introducing important concepts in computer science, including the development and analysis of algorithms and fundamental data structures, the study of standard algorithms, logic theory and Boolean algebra. Design issues that make programs understandable, adaptable and reusable are emphasized. Understanding basic hardware and software components of computer systems and the responsible use of these systems are integral features of this course. The course is designed to prepare the student for taking the Advanced Placement Computer Science A Exam in the Java language and possibly receiving college credit.
Prerequisites: Introduction to Computer Science/Mathematical Problem Solving

COMPUTER SCIENCE PRINCIPLES AP Credits: 5

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Students should be advised that course topics are similar to Mobile Applications 101 but with more depth and rigor.

Prerequisites: Algebra 1

ELEMENTARY STATS C, R, S Credits: 5

This is a beginning statistics course taking a step by step approach for students whose mathematical background is limited to Algebra I and Geometry. The course is non-theoretical, explaining concepts intuitively and teaching problem solving through worked examples and step-by-step instructions. The course will also place more emphasis on conceptual understanding and understanding results, along with increased focus on Excel, the TI-83/TI-84 Plus graphing calculators and Fathom Software; computing technologies commonly used in statistics courses. The course will also integrate statistical data with technology and how they will have altered how we live and what students need to learn. The course is aligned with New Jersey Student Learning Standards and the recommendation the use of technology for modeling data and exploring statistics and probability.

GEOMETRY H, R, S Credits: 5

This digital curriculum contains material necessary for fostering students' deductive and intuitive reasoning skills, creativity, and problem-solving strategies. A solid foundation will be provided for success on the NJSLA, SAT, and future mathematics courses. This curriculum addresses the New Jersey Student Learning Standards and was developed to turn students into problem solvers who master concepts, become fluent with procedures, and apply the principles they have learned to real world situations. The use of technology to enhance topics is integrated throughout the program. Topics include transformations, congruence, lines, angles, triangles, quadrilaterals, coordinate proofs, similarity, trigonometry, circles, measurement, modeling, and probability.

Students will have digital access to the Holt McDougal interactive student edition. Resources include the Personal Math Trainer and *Math on the Spot* videos to support instruction. The Personal Math Trainer has Knewton Adaptivity which consists of homework, tests, daily intervention, enrichment, formative assessments, and summative assessments. Personalized enrichment is provided for students who score over 95% and a personalized study plan is created for students who do not demonstrate mastery. The Knewton Analytics report provides predictive analytics for teachers to understand where students are struggling and excelling, to allow teachers to assign adaptive workflows targeted toward students' individual needs.

A DeltaMath course has been created to use as a supplemental resource to the Geometry curriculum. Modules are aligned with the textbook and contain additional practice problems. DeltaMath provides procedural practice and can be utilized for students to master concepts prior to higher level questions contained in Personal Math Trainer. DeltaMath allows students to have multiple attempts and receive assistance. Additional resources include graphing calculator explorations, Desmos, Geogebra, CK-12, EngageNY, Illustrative Mathematics, Illuminations, SAT practice, and NJSLA Released Questions. Students will be able to access this curriculum through their Chromebook, supplied by the Woodbridge Township School District, as part of the 1:1 technology device initiative. Implementing this technology will allow students to understand and retain math concepts, and have the ability to apply, analyze, evaluate, and create.

Prerequisite: Algebra 1

MATHEMATICS

INTRODUCTION TO COMPUTER SCIENCE/MATHEMATICAL PROBLEM SOLVING H Credits: 5

This course is designed to introduce students to the fundamentals of programming in a modern language to reinforce students' understanding of mathematical concepts. Furthermore, students will be provided with a foundation of good programming and mathematical problem-solving skills. The development of computer programs for mathematical and practical applications is emphasized. As the semester progresses, students will be able to develop algorithms and code programs of increasing complexity.
Prerequisite: Algebra I

MATH4LIFE S Credits: 5

Concepts and practices of financial mathematics are covered in this course. Units include The Stock Market, Modeling a Business, Banking and Consumer Credit, Automobile Ownership, Employment Basics, Income Taxes, and Buying and Renting a Home. Provides students with tools for effective decision-making in the real world. Emphasis is on the use of mathematics, not theoretical derivation. Builds on the concepts from Algebra/Geometry and is designed for students in career programs.
Prerequisite: Algebra 1 and Geometry

MOBILE APPLICATIONS 101 R, S Credits: 2.5

The application development course will let students develop applications for Android phones using App Inventor software. App Inventor's design draws upon prior research in educational computing and upon Google's work with on-line development environments. App Inventor is a visual, drag-and-drop tool for building mobile apps on the Android platform. Students will design the user interface (the visual appearance) of an app using the web based graphical user interface (GUI) builder, then they will specify the app's behavior by piecing together "blocks" as if they were working on a puzzle. No programming experience is required. Students who successfully complete this course will be adequately prepared for the Introduction to Computer Science Course. Students should be advised that course topics are similar to AP Computer Science Principles.

PRECALCULUS C, H, R, S Credits: 5

This course contains the background material and instruction necessary for students' advanced study in mathematics. It includes mathematical concepts and skills, which will help the student solve problems involving functions, vectors, analytic geometry, trigonometry and circular functions, and sequences and series. Appropriate use of technology is integrated throughout the program.
Prerequisites: Geometry and Algebra 2

SAT/ACT MATHEMATICS** H, R, S Credits: 2.5

The purpose of this course is to improve competency in mathematical skills. Students will review and extend their mathematical, cognitive, and analytical skills in arithmetic, algebra, and geometry. Students enrolled in this course will be exposed to SAT/ACT

questions and answers as well as suggestions on how to improve their score. Emphasis will be placed on extensive practice using strategies to solve problems modeled after those frequently tested on college admission tests. Test-taking techniques and strategies will be covered thoroughly in this course so students will gain confidence that they will achieve their highest score possible when they take an official administration of the SAT/ACT. College-bound students will take this course in grade 10 or grade 11.

STATISTICS AP Credits: 5

This AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: sampling and experimentation, exploring data, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. In addition to the mathematical skills and knowledge, students will be able to apply their understanding of statistics to other academic disciplines and to real-world scenarios.

Along with daily instruction, practice, and assessments, this digital curriculum includes graphing calculator activities and online statistical software to examine data. Technology support will be available through mediums such as online videos and Google slide presentations. The exercises in MyLab reflect the approach and learning style of the eText, and regenerate algorithmically to give students unlimited opportunity for practice and mastery. Most exercises include learning aids, such as guided solutions, sample problems, and extra help as students work through them, and they offer helpful feedback when students enter incorrect answers. A variety of multimedia resources are also available in the homework and study plan exercises. Students can link to the ebook, video clips, and animations to improve their understanding of key concepts. Students also have the ability to make notes and bookmark sections in the etext.

This AP Statistics course meets and exceeds the objectives set forth in the New Jersey Student Learning Standards, both in mathematics and across the high school curriculum. The course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. As such, students should begin the class with the intention of taking the AP Exam and earning college credit. The AP Central website, administered by the College Board, contains extensive resources for preparing for the AP exam. Released AP free response questions and Albert.io will be utilized to help students practice the writing skills necessary to present a complete, coherent, statistical statement as is required to be successful on the AP exam. After completing this course, students will have the knowledge and skills needed to participate in research at the collegiate level. Students will gain an appreciation for how quantitative analysis can further our understanding of phenomena in various fields of study, and in everyday occurrences.

Students will be able to access this curriculum through their Chromebook, supplied by the Woodbridge Township School District, as part of the 1:1 technology device initiative. Implementing this technology will allow students to understand and retain math concepts, and have the ability to apply, analyze, evaluate, and create.

Prerequisites: Algebra II and excellent written communication skills

SCIENCE

Course Title	Credits	Track	Suggested Grade Offered*
Anatomy and Physiology	5	R, S	11, 12
Biology	5	S	10, 11, 12
Biology	5	R	9, 10, 11, 12
Cell Biology and Genetics AP	5	AP.	11, 12
The Biology and Evolution Of Organisms AP	5	AP.	11, 12
Chemistry	5	S	11, 12
Chemistry	5	R	10, 11, 12
Chemistry AP	5	AP	11, 12
Engineering Technology 1	5	H	10
Engineering Technology 2	5	H	11
Engineering Technology 3	5	H	12
Environmental Science	5	R, S	9, 10, 11, 12
Environmental Science AP	5	AP.	11, 12
Forensics	5	R, S	11, 12
Integrated Science	5	S	9,10,11,12
Meteorology	5	R	10, 11, 12
Physics	5	S	11, 12
Physics	5	R	10, 11, 12
Physics AP	5	AP	11, 12
Robotics	5	R	10, 11, 12
Science Research I	5	R	9, 10, 11
Science Research II and III	5	C	10, 11, 12
Science Research IV	5	C	12

Students must meet all prerequisites before enrolling in a course.

*All courses may not be available in all High Schools. Check with your School Counselor for details.

Required for Graduation-

15 credits must include laboratory Biology and at least two of the following: Chemistry, Environmental Science or Physics; and an additional lab/inquiry based science.

SCIENCE

Courses in the science department are designed to provide students with fundamental knowledge that will help them to understand how their physical universe works. The range of courses is designed to illustrate the changes that occur in and between matter and energy (the stuff of the universe); the structure, function and interrelationships of living things; and the nature of our planet and its place in space.

While the scope and sequence of our science program provides students with a sound base for continuing their studies, it is our intent to instill in all students those principles, ideas, and processes which will allow them to function in an increasingly technological society. The interplay between science/technology and societal problems is an important part of each course.

ANATOMY AND PHYSIOLOGY R, S Credits: 5

Anatomy and physiology is designed for students who desire a second course in biology. It is especially useful for students who are considering careers in nursing or health technologies. R track would also be helpful for those students considering taking AP Biology. This course explores, in detail, the structure and function of the various systems in the human body.
Prerequisites: Successful completion of Biology and Chemistry

BIOLOGY R & S Credits: 5

This introductory biology course deals with the basic concepts of life processes. The student learns about the structures of various types of animals and plants and their relationship to each other. This course enables students to visualize all life as interrelated and interdependent.

THE BIOLOGY AND EVOLUTION OF ORGANISMS AP Credits: 5

One of two advanced placement level biology courses intended to prepare students for the Advanced Placement Biology Examination. The evolution and history of biological diversity will be studied, including eukaryotic and prokaryotic development and plant and animal evolution and phylogeny. In addition, plant and animal morphology and function will be studied including systems and controls, with emphasis on vascular plants and vertebrate animals. Finally, the organism's role in the environment will be explored in behavioral biology, population ecology, community ecology, ecosystems, and conservation of natural resources. Laboratories relating to subject matter taught and set forth by the College Board Testing Service will be conducted.
Prerequisite: Successful completion of Biology R, Chemistry R, Algebra 2

CELL BIOLOGY AND GENETICS AP Credits: 5

Cell Biology and Genetics is one of two advanced placement level biology courses intended to help prepare students for the Advanced Placement Biology Examination. The chemical context of life, cellular respiration, photosynthesis, cell communication, and molecular genetics will be studied. The molecular biology portion will emphasize developments in DNA technology and the genetic basis of development. Laboratories

relating to subject matter taught and set forth by the College Board Testing Service will be conducted.
Prerequisites: Successful completion of Biology R, Chemistry R, Algebra 2

CHEMISTRY S Credits: 5

This course provides the students with the fundamentals of inorganic chemistry as well as an introduction to organic chemistry with an emphasis on practical application to the community and life. A laboratory approach is emphasized. Topics used to teach chemical concepts include water chemistry, conservation of chemical resources, nuclear chemistry, industrial chemistry, and personal chemistry.
Prerequisites: Biology and Algebra I or equivalent

CHEMISTRY R Credits: 5

This course provides students with the fundamentals of inorganic chemistry as well as an introduction to organic chemistry. A laboratory approach emphasizing basic concepts including properties of matter, atomic and molecular structure, chemical reactions, molarity, stoichiometry, gas laws, and nuclear chemistry, will be covered.
Prerequisites: Biology and Algebra I or equivalent

CHEMISTRY AP Credits: 5

The Advanced Placement Chemistry course is designed to be the equivalent of the two-semester general chemistry course usually taken during the first year of college. It emphasizes the laboratory approach and is designed to prepare students for the AP Chemistry Exam. Course topics include: atomic theory and structure, periodicity, chemical bonding, liquids and solids, solutions, reaction types, stoichiometry, equilibrium, kinetics, electrochemistry, and thermodynamics. Descriptive chemistry, quantitative problem solving, and laboratory skills are also incorporated into the course topics where appropriate.
Prerequisites: Biology and Chemistry R

ENGINEERING TECHNOLOGY 1: Credits: 5

Engineering Technology 1 serves to be an introduction to engineering fundamentals and design through interactive lectures, classroom activities, design and laboratory projects. Students will learn how to formulate and solve engineering problems, both working individually and as part of a team. Students will be exposed to various design problems and methods of solving those problems. They will learn basic technical sketching techniques and use solid modeling software to assist with presentation of visual and technical specifications. Students will also learn the fundamentals of project management as they work collaboratively with their peers.
Prerequisites: One other science course and Algebra 1

ENGINEERING TECHNOLOGY 2: Credits: 5

Engineering Technology 2 serves to be a continuation of engineering fundamentals and design through interactive lectures, classroom activities, design and laboratory projects, specifically in the areas of Mechanical, Civil, and Electrical engineering. Students will learn how to formulate and solve engineering problems, both working individually and as part of a team. This course will introduce the use of graphic language of engineering and technology to include line work, geometric construction, scale use, orthographic projection, section and auxiliary views, and dimensioning techniques by using CAD software.
Prerequisites: Engineering Technology 1

ENGINEERING TECHNOLOGY 3: Credits: 5

Engineering Technology 3 serves to be a culmination of all of the topics of study that students have worked with in previous engineering courses. Students will refine their skills with using CAD software while completing a large-scale engineering project throughout the duration of this course. As a team, students will identify a problem and over the course of several weeks, research, design, and implement a solution. Long-term project management skills will be employed as students work collaboratively on their design projects. Students will utilize fundamental engineering formulas and principles to design viable solutions to real-world problems.
Prerequisites: Engineering Technology 2

ENVIRONMENTAL SCIENCE R, S Credits: 5

Environmental Science is a process-based science curriculum that explores the relationship and impact of humans on their environment. Ecological concepts will be explored and used as a foundation in understanding the role and responsibilities of humans in environmental issues. Students will use the Internet and other technologies to collect and analyze data on environmental issues such as biodiversity, resource management, and political and economic policies concerning the environment. R-Track students are required to complete a project on environmental studies and present their findings in the form of either a research paper or visual and verbal presentation at the instructor's discretion.

ENVIRONMENTAL SCIENCE AP Credits: 5

The course is designed to take the main topics presented, such as the identification and analysis of environmental problems, and integrate them using the six major themes from the AP Environmental Science Curriculum requirements. Major unifying themes, such as the alteration of natural systems by humans, are tied into every topic covered. Students are expected to gain a conceptual understanding of the material and be able to utilize their knowledge to address environmental and social concerns, using scientific processes such as formulating hypotheses, collecting and analyzing data, and designing

experiments. Students gain experience in using these processes by performing laboratory investigations and other hands-on activities throughout the course. These labs and activities provide an opportunity for the students to not only learn proper lab techniques, but also give them an appreciation for science as a process.
Prerequisites: Chemistry and Biology

FORENSICS R, S Credits: 5

Forensics is designed for students interested in learning the fundamentals of criminal investigation and how it is applied in a court of law. They will use scientific techniques and technology in order to solve forensic investigations. Generally, the course integrates science, mathematics, and writing skills by using real-life applications and case studies. Specific topics include crime-scene investigation; the collection, handling, and examination of trace evidence such as hair, fibers, soil, pollen, and glass; fingerprinting, blood and blood spatter examination; DNA, drug, handwriting, and tool mark analysis; impressions; ballistics; forensic anthropology; and the determination of the cause and time of death. Along the way, students will have the opportunity to apply the scientific method – observation, collection and classification of data, examining relationships, forming and testing hypotheses, and making conclusions based on evidence. Students will also be introduced to the wide array of career choices in forensics.
Prerequisite: Biology – S, R

INTEGRATED SCIENCE S Credits: 5

The course will provide students with a background in Physics, Chemistry, and Environmental Science with emphasis on hands-on activities and process science. This course is intended to act as a springboard to high school science. R-track classes will place a greater emphasis on mathematical principles with a more in depth coverage of concepts.

METEOROLOGY R

The meteorology curriculum is a college preparatory, laboratory based, and comprehensive survey meeting local objectives and contributes to the state and national standards. The program was implemented to complement the sequence of scientific subjects ranging from middle school to high school. The course is designed to present meteorology in a logical sequence starting with the study of our atmosphere. Meteorological concepts will be explored and used as a foundation in understanding the role of weather processes and weather forecasting. Students will use the Internet and other technologies to collect and analyze data on weather such as temperature, air pressure, wind direction, wind speed, humidity, dew point, and the stability of the atmosphere. Students are required to create and analyze weather maps in constructing a verbal and visual forecast presentation at the instructor's discretion.
Prerequisite: Algebra 1, Environmental Science, and Chemistry

PHYSICS R, S Credits: 5

This course enables students to enhance their understanding of the world through a thorough investigation of physical laws. The course is designed to allow each student to

develop fully his skills in observation and interpretation of physical phenomena, as well as effective use of a wide variety of experimental equipment. The following topics are covered: measurement, mechanics, wave motion, light, sound, static and current electricity, magnetism and heat. Physics R emphasizes math skills.
Prerequisites: Successful completion of Biology and Algebra I (Algebra I R recommended).

PHYSICS AP Credits: 5

Advanced placement physics includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course. The basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles to the solution of problems are the major goals of the course.
Prerequisites: Successful completion of Algebra I R, Algebra II R, Physics R, (Precalculus is strongly recommended).

ROBOTICS R Credits: 5

Robotics is a Science elective for grades 10-12. It builds off of topics learned in previous science classes. Students will apply scientific principles as they construct and program robots to achieve goals set by their teacher. A strong emphasis is placed on critical thinking and problem solving.
Prerequisites: Algebra I, Geometry and Integrated Science or Biology

SCIENCE RESEARCH I R Credits: 5

This independent study course is designed for students that have demonstrated an interest and an aptitude in science. Students learn to conduct independent laboratory-based research using the methods of scientific investigation, while safely utilizing laboratory equipment and technology to collect and analyze data. Students develop this individual research project in any of the scientific disciplines based on their personal interest. Findings will be presented for formal evaluation and participation is required in organized Science Symposium and other forums of scientific exposition as available.

SCIENCE RESEARCH II C Credits: 5

This independent study course is the second year of the Science Research Program. Students will either continue their previous research project or develop another original, independent line of investigation. This course will include techniques in advanced research proposals and grant writing. Students learn to conduct independent laboratory-based research using the methods of scientific investigation, while safely utilizing laboratory equipment and technology to collect and analyze data. Students develop this individual research project in any of the scientific disciplines based on their personal interest. Findings will be presented for formal evaluation and participation is required in organized Science Symposium and other forums of scientific exposition as available.
Prerequisites: Successful completion of Science Research I, concurrent enrollment in R track science course.

SCIENCE RESEARCH III C Credits: 5

This independent study course is the third year of the Science Research Program. Students will further investigate their original, independent science research project to include a formal written research paper in a format suitable for journal publication. Students learn to conduct independent laboratory-based research using the methods of scientific investigation, while safely utilizing laboratory equipment and technology to collect and analyze data. Findings will be presented for formal evaluation and participation is required in organized Science Symposium and other forums of scientific exposition as available. In addition to this scientific exposition, students are required to enter an approved online scientific research competition to further their experience with evaluation from members of the scientific community.
Prerequisites: Successful completion of Science Research II, concurrent enrollment in R track science course.

SCIENCE RESEARCH IV C Credits: 5

This independent study course is the fourth year of the Science Research Program. Students will utilize the skills and experiences learned in their prior semesters to embark on a mentorship program for students in their initial stages of scientific investigation. Fourth year mentors will be paired with students to guide them through the scientific process. Students continue to conduct independent laboratory-based research using the methods of scientific investigation, while safely utilizing laboratory equipment and technology to collect and analyze data and assist other students in this process. Science Research 4 students will have the opportunity to act as organizers and peer evaluators during symposium presentations. Students will revise and submit previous formal research papers for additional evaluation. Students are also required to enter an approved, online scientific research competition to further their experience with evaluation from members of the scientific community.
Prerequisites: Successful completion of Science Research III, concurrent enrollment in R track science course..

SOCIAL STUDIES

Course Title	Credits	Track	Suggested Grade Offered*
African American Studies	5	R, S	10, 11, 12
Economics	5	R, S	10, 11, 12
Empowerment Civics	5	R, S	10, 11, 12
European History AP	5	AP	11, 12
Facing History and Ourselves	5	R, S	10, 11, 12
Law and Society	5	R, S	11, 12
Macroeconomics AP	5	AP	10, 11, 12
Microeconomics AP	5	AP	10, 11, 12
Psychology	5	R, S	11, 12
Psychology AP	5	AP	11, 12
Sociology	5	R, S	11, 12
Sports History	5	R, S	10, 11, 12
** United States History I*	5	R, S	10
**United States History II*	5	R, S	11
United States History III*	5	R, S	11, 12
United States History I AP	5	AP	10
United States History II AP	5	AP	11
US Government & Politics AP	5	AP	10, 11, 12
World Cultures	5	R	11, 12
**World History II	5	R, S	9
World History AP	5	AP	9,10,11,12

*** See Prerequisite if Applicable**

All courses may not be available in all High Schools. Check with your School Counselor for details.

**Required courses for graduation

SOCIAL STUDIES

The field of social studies includes those courses, which draw from the disciplines of anthropology, economics, geography, history, civics, political science, psychology, and sociology. The courses we offer aim to help young people live effectively today and lead interesting lives well into the twenty-first century. We believe that students learn best when they are challenged within the range of their abilities and are stimulated both intellectually and emotionally. Therefore, we have selected goals, issues, and activities of real interest to students that will encourage lifelong civic responsibility and action as well as a sense of personal and/or group achievement.

AFRICAN AMERICAN STUDIES Credits: 5

This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. The primary objective of this course is to cultivate an understanding of the role and contributions of African Americans to the growth and development of the United States. The content spans the historical importance and experiences of African Americans from Ancestral Origins to modern times.

ECONOMICS R, S Credits: 5

This course includes the study of personal economics, production, consumption, distribution and marketing of goods and services, employment trends, vocational choices, and credit systems. This course assists students in the understanding of basic economic concepts and principles, the recognition of public economic issues, and the intelligent choices concerning economic questions.

EMPOWERMENT CIVICS R, S Credits: 5

Students will be presented with a practical guide to citizens' rights and how to use those rights in a constructive and responsible manner. This is a project-based course in which the student will develop an effective and respectful presentation as a culminating activity.

EUROPEAN HISTORY AP Credits: 5

This course was designed to prepare the student for the AP exam in European history. Students will examine, investigate and analyze European history by tracing the major social, economic, political and philosophical issues of European society from 1300 to the present. Through inquiry and analysis, students will expand their knowledge of European history through historiography, essay writing, document study and in-depth reading and scanning.

FACING HISTORY AND OURSELVES R, S Credits: 5

Through the study of the Holocaust and other genocides, as well as various social issues, students learn the effects that racism and prejudice have had on history, and how these lessons can impact the moral choices they will face throughout their lives. One enriching aspect of this unique program is the almost complete reliance on primary source lessons

that immerses every student in the examination of human behavior while connecting historical events to contemporary issues. Students are given the opportunity to use the tools of inquiry, analysis and interpretation of each event they study before forming opinions on the best way to reduce violence, prejudice and injustice in our communities, while strengthening individual civic responsibilities.

LAW AND SOCIETY R, S Credits: 5

The content of this course provides for the study of the necessity and development of law, its interpretation and enforcement, attitudes toward law, crime and punishment, and youth in relation to law. This course relies heavily on case studies, independent research, mock trials, role-playing, and small group exercises to provide opportunities for students to analyze, evaluate and resolve legal disputes.

MACROECONOMICS AP Credits: 5

The purpose of the Macroeconomics AP course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Macroeconomics is the study of economic theory on the national or international level. This course is for qualified students who wish to complete studies equivalent to a one-semester college introductory Macroeconomics course. The course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, financial sector, economic growth and international economics. The course promotes the understanding of aggregate economic activity; the utilization of resources within and across countries; and the critical evaluation of determinants of economic progress and economic decisions made by policy makers.

MICROECONOMICS AP Credits: 5

The purpose of the AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.
Prerequisite: AP Macroeconomics

PSYCHOLOGY R, S Credits: 5

Incorporated into this course are the major fields of study typical of general psychology courses. Students will participate in an orderly, logical presentation of psychological concepts and their applications. This course helps students to understand human and animal behavior, themselves and their roles, and increases their ability to live harmoniously with others.

PSYCHOLOGY AP Credits: 5

This course in psychology provides an opportunity for students to pursue and receive possible credit for a one-semester introductory college course in psychology. AP Psychology is a comprehensive course that introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology: methods, approaches, history, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotions, development, theories of personality, tests and measurements, abnormal behavior, treatment of psychological disorders and social psychology.

SOCIOLOGY R, S Credits: 5

The Sociology curriculum is designed to present fundamental sociological concepts in a clear, meaningful, and interactive way. The objectives for this course are threefold. First, this course is meant to help students understand how sociologists think. The curriculum has been carefully designed to help students develop the ability to examine the social world around them more objectively and see the connections between the larger world and their personal lives. In sociological terms this means fostering students' sociological perspective and sociological imagination. Second, this course is meant to get students to learn, and mimic, how sociologists work. Through a combination of labs, research projects, and other resources, students will be expected to utilize the methods sociologists use in the field to collect reliable data and the tools they use to analyze said data. Finally, this course has been constructed in such a way as to make students more aware of the active role they play in society and how it influences their own personal lives. Through engagement with course materials, students will become aware of the factors involved in finding an acceptable balance between their own personal desires and the demands made on them by society. They will also develop a better understanding of how their lives are influenced by social institutions and how they, in turn, might influence society and its institutions.

SPORTS HISTORY R, S Credits: 5

In this course students will examine the development of sports through various historical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the significance of gender, race, ethnicity and social class through readings, primary sources, audio and visual materials as well as class discussions.

UNITED STATES HISTORY I R, S Credits: 5

United States History I R/S are survey courses that intend to prepare students to live and be responsible citizens in an ever changing world. These courses are designed to introduce students to the political, economic and cultural challenges, conditions and changes of the past that have contributed to our present-day society. Beginning with the

Colonial period students will trace the major events that shaped America all the way through to the beginning of the 20th century. These courses will teach continuity and change; respect for rights and abilities of the individual, concern for the welfare of others and tolerance of differences among peoples. The following are incorporated in the units of study: economics, geography, literacy in social studies, the use and analysis of primary sources, the history of the United States, New Jersey, and the World.
Prerequisite: World History II

UNITED STATES HISTORY II R, S Credits: 5

United States History II R/S are survey courses that intend to prepare students to live and be responsible citizens in an ever changing world. These courses are designed to introduce students to the political, economic and cultural challenges, conditions and changes of the past that have contributed to our present-day society. Beginning with the Progressive Era, students will trace the major events that shaped America from the turn of the Twentieth Century to modern day. These courses will teach continuity and change; respect for rights and abilities of the individual, concern for the welfare of others and tolerance of differences among peoples. The following are incorporated in the units of study: economics, geography, literacy in social studies, the use and analysis of primary sources, the history of the United States, New Jersey, and the World.
Prerequisite: United States History I

UNITED STATES HISTORY III R, S Credits: 5

United States History III R/S are survey courses that intend to prepare students to live and be responsible citizens in an ever-changing world. These courses are designed to introduce students to the political, economic and cultural challenges, conditions and changes of the past that have contributed to our present-day society. Beginning with the Vietnam Era, students will trace the major events that shaped America from the 1960s to modern day. These courses will teach continuity and change; respect for rights and abilities of the individual, concern for the welfare of others and tolerance of differences among peoples. The first half of the course will focus on a traditional study of American history and will include the following areas of study: economics, geography, and literacy in social studies. The second half of the course will be thematic and projected based, relying heavily on the use and analysis of primary sources focusing on specific areas of interest covered during the first half of the course.
Prerequisite: United States History I & II

UNITED STATES HISTORY I AP Credits: 5

This course is designed to prepare the student for the AP exam in American history. Students will trace the major social, economic, political and philosophical issues in American society from the Age of Exploration to the Reconstruction Period. Through inquiry and analysis, students will expand their knowledge of United States history through historiography, essay writing, document study and in-depth reading and scanning.

UNITED STATES HISTORY II AP Credits: 5

This course was designed to further prepare the student for the AP exam in American history. Students will examine, investigate and analyze American history by tracing the major social, economic, political and philosophical issues in American society from the Reconstruction Period through the Twentieth Century. Through inquiry and analysis, students will expand their knowledge of United States history through historiography, essay writing, document study and in-depth reading and scanning.

US GOVERNMENT & POLITICS AP Credits: 5

AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or political research-based project.

WORLD CULTURES R Credits: 5

In this elective course students identify landforms, oceans, and other natural features on Earth and learn about major biomes on Earth including rain forests, temperate deciduous forests, boreal (or taiga) forests, deserts, chaparrals, savannas, grasslands, oceans, and tundra. The students learn about the importance of biomes and how it affects the environment of the human world. Students examine where people live, why they settle there, how they use natural resources and how various geographic factors contribute to the economies of different countries.

WORLD HISTORY II R, S Credits: 5

The content of this course focuses on the major social, economic, and political forces that contributed to the shaping of the multi-cultural world we live in today. This course is designed to introduce students to the diverse cultural conditions and changes of the past. It will teach continuity and change; respect for rights and abilities of the individual, concern for the welfare of others and tolerance of differences among peoples. The course emphasizes the causes and consequences of historical events and the ever-changing balance of power. In addition, one of its goals is to help students appreciate the various patterns that have emerged around the world as they relate to our present day society.

WORLD HISTORY AP Credits: 5

This course is designed to prepare students for the AP exam in World History while increasing their understanding and appreciation for the human community; how people lived, how they shared ideas, how they ruled and were ruled, and how they fought. Students will master the dynamics of continuity and change across geographical regions and historical periods as they trace the major developments in the intellectual, cultural, political, diplomatic, social, and economic history beginning with early civilization and

culminating with present day events. Through inquiry and analysis of primary and secondary materials, students will expand their knowledge of the history of mankind. In addition to providing a narrative of historical events, the goals of AP World History are to enhance college level reading and writing skills. These skills will be developed by document analysis, historical interpretation, essay writing, and the articulation of principle themes that have shaped world history.

VISUAL & PERFORMING ARTS

VISUAL & PERFORMING ARTS	Credits	Track	Grade Offered
Studio Drawing AP	10	AP	11, 12
Studio 2D AP	10	AP	11, 12
Studio 3D AP	10	AP	11, 12
Ceramics I and II	5	S	11, 12
Dance 1	5	R, S	9, 10, 11, 12
Dance 2	5	R, S	10, 11, 12
Dance 3	5	R	11, 12
Dance 4	5	R	12
Digital Photography 1	5	R	10, 11, 12
Digital Photography 1	5	S	11, 12
Digital Photography 2	5	R	11, 12
Digital Photography 3	5	R	11, 12
Graphic Design	5	S	9, 10, 11, 12
Graphic Design 2	5	R	10, 11, 12
*Introduction to Printmaking	5	S	10, 11, 12
Introduction to Visual Art	5	S	9, 10, 11, 12
Visual Art 2D	5	S	10, 11, 12
Visual Art 2D Practical Design	5	S	10, 11, 12
Visual Art 3D	5	S	10, 11, 12
Visual Art Major 3	10	R	11, 12
Visual Art Major 4	10	R	11, 12
Art History Honors	5	H	10, 11, 12
Art History	5	AP	11, 12
Fashion Design Drawing	5	R	10, 11, 12
Illustration Drawing	5	R	10, 11, 12

VISUAL & PERFORMING ARTS

Theater Arts	Credits	Track	Grade Offered
Theater Arts 1	5	R, S	9, 10, 11, 12
Theater Arts 2	5	R, S	10, 11, 12
Theatre Arts Oratory	5	R	9, 10, 11, 12
Theater Production	5	R	10, 11, 12

MUSIC	Credits	Track	Grade Offered
AP Music Theory	5	AP	11, 12
Music Theory 1	5	R, S	10, 11, 12
Music Theory 2	5	R, S	11, 12
Band	5	H, R	9, 10, 11, 12
Chorus	5	S	9, 10, 11, 12
Concert Choir	5	R	11, 12
Bass Choir	5	R	9, 10, 11, 12
Treble Choir	5	R	9, 10, 11, 12
History of Popular Music	5	R, S	9, 10, 11, 12
Wind Ensemble	5	R	9, 10, 11, 12
Percussion	5	R	9, 10, 11, 12

*** See Prerequisite if Applicable**

**All courses may not be available in all High Schools. Check with your School Counselor for details

VISUAL & PERFORMING ARTS
VISUAL ART

Courses in the visual art program are electives and may be started at any grade level. Introduction to Visual Art is the foundation course and is the prerequisite for further coursework in the art program. It is the intent of the foundation art program to give students the basic skills in art plus a variety of learning experiences that will enable them to develop creative expression.

*** The emphasis in successive courses is on the development of special interests and skills leading to individual artistic expression.*

All art courses satisfy the Visual and Performing Arts requirement on the high school level.

Our philosophy will be able to encourage and promote, through teaching and related assignments, the interest, the adventure, and the enjoyment of art. Students will be doing virtual museums/artists' tours as part of the program.

ART…….A basic need for expression. Art is universal and pervasive in character and a natural method for increasing the total growth of the individual.

ART…….A common language. Art provides self-expression, an outlet for emotion and an appreciation of the part it plays in every phase of life, past and present.

ART…….Production, Aesthetics, Criticism, History. These are positive and dynamic forces in society which develops keen observations, sensitivity to surroundings and a desire for a high moral, intellectual, and social way of living.

Studio Drawing AP	Credits:10
Studio 2D AP	Credits:10
Studio 3D AP	Credits:10

These courses are designed to emulate an artistic independence similar to that of a college level studio art course. It is occupied with junior and senior high school students, and is offered for the entire school year. These courses are designed for the superior "artist" who is dedicated and passionate about creating. The goal of the courses is to continue to further assist each "artist" as they work to create and build a portfolio or body of artistic work that represents them as an individual. In addition, it showcases their exceptional talent, and the process in which they conceptualize and execute their ideas and inspirations. AP students are required to complete summer assignments prior to the start of their junior/senior year of high school in addition to the regular class assignments given throughout the school year. AP Studio students will create 25-30 pieces of original artwork over the course of the school year in which they will submit for the Drawing, 2-D or 3-D Design AP Portfolio due in May.
In addition, students are required to supply some of their own art materials. All students enrolled in these 3 courses are required to submit the Drawing, 2-D or 3-D Design AP Portfolio. The portfolio consists of 3 sections: 1) Breadth, 2) Concentration, and 3) Original Artwork.

Students will spend the course of the school year focused on creating works of art using the advanced knowledge they have obtained over the course of their high school career in order to fulfill all sections of their portfolio requirement which revolves around all the Elements of Art and Principles of Design. Students will apply previous creative experience and knowledge to more sophisticated problems geared to working and building on a two-dimensional plane. Students will review the theories, processes, and elements of perception and visual design and apply them in a sophisticated manner. Students will continue to execute highly developed skills and techniques at an advanced pace in order to problem solve. AP Studio Art students will also take on additional art projects throughout the year including Set Design for the school play, mural painting and additional artistic projects benefiting the Woodbridge Township community. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisites: Successful completion of Introduction to Visual Art plus two other Visual Art courses and teacher recommendation.

CERAMICS I S Credits: 5

Ceramics I will introduce students to historical, cultural, scientific, creative and expressive aspects of ceramics. Students will receive instruction and practical experience in basic hand building techniques such as pinch, coil and slab methods. Acquisition of knowledge related to glazing and associated techniques will most commonly occur within the realm of low-fired oxidation glazes. Students will also gain experience with techniques associated with wheel thrown pottery. Sculptural opportunities in clay will allow the student to experiment with the three dimensional form and these experiences will range from shallow bas-relief to full blown three dimensional pieces.
Prerequisite: Introduction to Visual Art

CERAMICS II S Credits: 5

Ceramics II will offer the students the opportunity to review and nurture skills mastered in Ceramics I. The major focus will be on the development of advanced skills and techniques through the construction of more sophisticated hand built and wheel thrown forms of greater complexity. The students' knowledge and understanding of the medium will be enhanced by the exploration of the abilities and limitations of clay. Advanced glazing, underglazing and staining techniques, along with basic knowledge of glaze formulation will be acquired by students. An introduction to the workings and operation of a kiln, the proper use of kiln furniture and instruction concerning the loading and unloading of the kiln will be offered. Students will continue to develop Ceramic Vocabulary and explore cultural heritage and historical trends related to the medium. At the conclusion of this course, students will have gained an appreciation of the decorative and utilitarian nature of ceramic pieces, as well as, have explored certain career opportunities related to the creation, use, and/or installation of ceramic materials.
Prerequisite: Ceramics

DIGITAL PHOTOGRAPHY R, S Credits: 5

This course is designed to give students a working knowledge of the digital imaging process, to learn how to use a digital camera (still and video), to learn other methods of digital image capture, and to enhance their photographic software skills. Students will study various methods of manipulation of digital images, employing the computer and associated commercial software (Macromedia Fireworks) and peripheral equipment (cameras and scanners) to alter photographic images. Students will apply design principles to each application. This course also explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, and also design problem solving photographers deal with. The students will maintain a journal and build an image library according to the assigned projects. . This is not a technology class on Fireworks. This course is about creative problem solving, in the pursuit of *making* a photograph.
Prerequisite: Successful completion of Introduction to Visual Art

DIGITAL PHOTOGRAPHY 2 R Credits: 5

This course is designed to build upon the skills gained in Digital Photography 1. In addition to creating and maintaining journals and image libraries, the students will focus on the production of the school yearbook. Attention will be given to appropriate deadlines throughout the yearbook production, as this is a necessary component in understanding the sequential nature of piecing together such an important historical work.

DIGITAL PHOTOGRAPHY 3 R Credits: 5

This course is an elective Visual Art course that integrates leadership with digital photography, writing, and the creation of the school yearbook. During this yearlong R-Track course, students will learn how to create visually appealing yearbook spreads while meeting timely deadlines. Students will delegate and time manage while acting as mentors for motivating and inspiring creativity within their classmates. The leadership skills of organization, communication, and decision-making are prominent qualitities enhanced throughout the course.

FASHION DESIGN DRAWING R Credits: 5

This art elective builds on art experiences and introduces students to drawing for fashion design. Students are introduced to the basic components of Fashion Design. They will gain an understanding of fashion vocabulary words, careers, and explore the history of fashion through the decades. Students will utilize a sketchbook to record information ideas and designs. Sketching skills will be practiced along with figure drawings and garment designs. Students will learn how to draw various figures in fashion with a focus on proportions. Sketchbooks will be used to create croquis, drawings of people in both flat and fashion styles. Students will identify client, create a customer profile and design a a complete wardrobe line. Students will learn fashion branding including research, defining a target audience, trends, and psychological aspects of clothing that affect garment designs. Students will study fashion inspirations and use a mood board to construct fashion design under a theme, creating a focus on design aesthetic, style and direction of the collection, and communicating.

GRAPHIC DESIGN S Credits: 5

This course is intended to provide students with an understanding of design and its practical application. Graphic design is a creative process that combines art and technology to communicate ideas. The designer works with a variety of communication tools in order to convey a message from a client to a particular audience. Graphic designers use combinations of shapes and forms, words and images, in either two-dimensional or three-dimensional form in order to convey that information to a specific targeted audience. The purpose of graphic design is to express, inform, and influence the thoughts and actions of its audience.

GRAPHIC DESIGN 2 R Credits: 5

This course is an elective intended to provide students with a deeper understanding of design and its practical application as a continuation of their education in Graphic Design 1. Graphic design is a creative process that combines art and technology to communicate ideas. The designer works with a variety of communication tools in order to convey a message from a client to a particular audience. Graphic designers use combinations of shapes and forms, words and images, in either two-dimensional or three-dimensional form in order to convey that information to a specific, targeted audience. The purpose of graphic design is to express, inform, and influence the thoughts and actions of its audience.

ILLUSTRATION DRAWING Credits 5

Illustration Drawing is a semester-long course that focuses on conceptualizing and establishing creative solutions to problems through the art of illustration. Illustration basics will be introduced, such as editorial interpretation, composition fundamentals, stylization, color theory and the exploration of materials. Throughout the course, students will create a portfolio of narrative art that reflects their own artistic voice. Students will study the work of a variety of illustrators to develop a comprehensive understanding of the history of illustration, which will promote creative thinking through the gathering of inspiration. Along with exploring different styles and approaches of artists, students will be able to experiment with materials and a variety of techniques to achieve a diverse collection of artwork that is reflective of their own personal style. Throughout the course, students will explore drawing, painting, and collage as media to visually express their narratives. The importance of the sketch to the creative process will be stressed, and students will be encouraged to keep a sketchbook as a visual record of their ideas, as well as their progress and development. Prerequisite: Introduction to Visual Arts

INTRODUCTION TO PRINTMAKING S Credits: 5

In this course the student will explore the unlimited possibilities of creating works of fine and wearable art through the hands-on medium of printmaking. Students will be guided through a structural program which includes historical, cultural, and conceptual aspects of making prints. A variety of techniques will be utilized, including the four main processes

of printmaking; etching, silkscreen (onto paper and fabric), relief and drypoint with variations and combinations of these processes. The elements of art and principles of design will be stressed within printed compositions. Class activities will be project-based and will provide students an opportunity to practice art fundamentals while engaging in rigorous forms of visual problem solving.
Prerequisite: Introduction to Visual Arts

INTRODUCTION TO VISUAL ARTS S Credits: 5

This art elective builds on art experiences and helps prepare students for the challenges of the high school art program. This elective offers experiences in a variety of materials and techniques focusing on painting, drawing and sculpture as disciplines. It provides opportunities for students with different learning styles. It encourages the discovery of untapped strengths, expands the meaning of creative work and explores visual communication through artistic expression. Assignments are structured as problem solving activities challenging students to explore possible solutions within defined boundaries. Modern and contemporary art exemplars serve as motivation for creative work and provide cultural insights. The studio content of the art program focuses on the following: art history, the formal elements of art, the formal principles of design, representational skills, composition, expression, technique, function and imagination.

THEATER ARTS

THEATER ARTS 1 R, S Credits: 5

This course provides an introduction to domain-specific vocabulary regarding theatrical performance and the ability to distinguish among artistic styles, trends and movements. Students will analyze descriptions, dialogue, and actions, participate in theatrical presentations, create dramatic action, and describe and analyze the components of theatrical design and production. They will investigate the structure of plays, assess character motivations, and explain the relationship between performance, technical design and management. Using description, analysis, interpretation and evaluation, they will critique, compare and evaluate various theatrical works. In addition, the influence of technology and culture on the arts, as well as social and political environmental changes, will be examined.

THEATER ARTS 2 R Credits: 5

Building on the foundation of Theater Arts I, this course will enable the students to discern the value of works of art, based on historical significance, craftsmanship and cultural context using contemporary methodologies. Students will create original interpretations of roles, collaborate in the design and production of a theatrical work, plan and rehearse dramatic scenes, explore the variety of careers in theater. They will explore the process of character analysis, analyze the structure of plays from social, historical and political contexts, and develop a concept of theatrical production. Students will also explain basic physical and chemical properties in components of theater such as: light, color, pigment, scenic construction, costumes, electricity, paint, and makeup. Historical and cultural backgrounds will be used to examine, categorize and analyze the theatrical traditions of many cultures. Ultimately, students will reflect upon various art forms and cultural resources as preservers of cultural heritage.
Prerequisite: Theater Arts 1

THEATER ARTS ORATORY R Credits: 5

In taking Theater Arts Oratory, students will hone their verbal and nonverbal skills to develop a better understanding of human nature and human communication. This course is designed to improve students' ability to accurately convey their thoughts and those of others through written and verbal communication. This class provides instruction and experience in preparation and delivery of speeches within a public setting. The course will emphasize research, preparation, delivery, and evaluation of informative, persuasive, and special occasion speaking. In Theatre Arts Oratory, students will understand and practice all stages of the speech-making process (focusing a topic, developing main points and evidence, using transitions, organizing, drafting, revising, editing, and delivering).

THEATER PRODUCTION R Credits: 5

An introduction to the behind-the-scenes elements of a theater production developed through theory and stage crew experiences. Subjects covered may include scenery construction and painting, drafting, sound, digital electronics, stage management, and production organization.

VISUAL ART 2-D S Credits: 5

This art elective expands on the experience and knowledge students were introduced to in Introduction to Visual Art. This course is designed for students with various skill levels. This elective offers experiences in a variety of materials and mediums specific to two-dimensional design such as drawing and painting. The course focuses primarily on the instruction and execution of artistic technique as it pertains to the desired medium. Students will embark on an extensive study of color theory and its application to a variety of fine arts projects in combination with strengthening drawing skill from direct observation and ideas of perception and interpretation. Students are able to explore artistic challenges while striving to incorporate the formal elements of art and the formal principles of design into a two-dimensional composition. Historical, Modern and temporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisite: Introduction to Visual Art

VISUAL ART 2D PRACTICAL DESIGN S Credits: 5

This second level course is for non-fine art majors that will build upon the skills introduced in Visual Art 1 with a design focus rather than traditional fine art concentration. It will be based upon the WTSD artistic philosophy of having students understand that art is a basic need for expression, a common language, and a reflection of society. In addition, it will recognize the artistic principles used to guide all WTSD courses: the history of art/design, the formal principles of design, representational skills, composition, expression, technique, function, imagination and creative problem solving. The studio content of the art program will be divided into the following units: drawing for design, manipulation of non-traditional materials, mix-media, additive design and subtractive design. This structure will prepare WTSD students for careers in design: industrial design, interior design, fashion design, and artisan skill based employment.

VISUAL ART 3D S Credits: 5

This art elective expands on the experience and knowledge of all skills encompassed in Introduction to Visual Art and 2-D Design. Students will learn new skills and apply previous art experience and knowledge to more complex problems geared to working and building in three-dimension. This course is designed for students with various skill levels. Students will be introduced to the theories, processes, and elements of perception and visual design in a three-dimensional situation. Problems will be geared to problem solving rather than object making. Problem solving will consist of relating visual elements to volumetric forms in space by experimenting with various materials. This elective offers experiences in a variety of materials and mediums specific to three-dimensional design. Students will have the opportunity to develop competence in a variety of mediums. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisite: Introduction to Visual Art

VISUAL ART MAJOR 3 R Credits: 10

This art elective expands on the experience and knowledge of all skills encompassed in Introduction to Visual Art, Visual Art 2-D and/or Visual Art 3-D. Visual Art Major 3 is a full

year course and is only offered to those students enrolled in their junior and/or senior year of high school. This course is designed for those students who have a significant interest in pursuing a future in the arts, and is dedicated to the creative process and all in which it encompasses. Students will focus on building upon those preliminary skills and techniques from previous art courses and apply them on a heightened level. Students will apply previous creative experience and knowledge to more complex problems geared to working and building in both two and three-dimension. Students will review the theories, processes, and elements of perception and visual design and apply them in both two and three-dimensional situations. Students will execute highly developed skills and techniques at an advanced pace in order to problem solve. Visual Art Major students will also take on additional art projects throughout the year including Set Design for the school play, mural painting and additional artistic projects benefiting the Woodbridge Township community. The goal of this course is to develop each "artist" in an effort to build a portfolio or body of artistic work that represents them as an individual while focusing on strengthening and nurturing their intrinsic talent. Students will have the opportunity to further develop competence in a variety of mediums. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisites: Introduction to Visual Art, and one of the following courses: Visual Art 2-D, Visual Art 3-D, Digital Photography, Ceramics

VISUAL ART MAJOR 4 R Credits: 10

This art elective expands on the experience and knowledge of all skills encompassed in Introduction to Visual Art, Visual Art 2-D, and Visual Art 3-D. Visual Art Major 4 is a full year course and is only offered to those students enrolled in their junior and/or senior year of high school who have completed Visual Art Major 3. This course is designed for those students who have a significant interest in pursuing a future in the arts, and is dedicated to the creative process and all in which it encompasses. Students will focus on building upon those preliminary skills and techniques from previous art courses and continue to apply them on a heightened level. The rigor of this course will offer opportunities to prepare students for independent study in the AP Studio Art course. Students will apply previous creative experience and knowledge to more complex problems geared towards working and building in both two and three-dimension. Students will review the theories, processes, and elements of perception and visual design and apply them to advanced two and three-dimensional situations. Students will continue to execute highly developed skills and techniques at an advanced pace in order to problem solve. Visual Art Major students will also take on additional art projects throughout the year including Set Design for the school play, mural painting and additional artistic projects benefiting the Woodbridge Township community. The goal of this course is to continue to further develop each "artist" in an effort to build a portfolio or body of artistic work that represents them as an individual while focusing on strengthening and nurturing their intrinsic talent. Students will have the opportunity to further develop competence in a variety of chosen artist mediums. Historical, Modern and Contemporary art exemplars will serve as motivation and inspiration for creative work and provide cultural insight to society and the world at large.
Prerequisites: Visual Art Major 3 and teacher recommendation

ART HISTORY AP Credits 5

AP Art History will provide an in-depth exploration of art history from the Paleolithic Period to the present. Students will explore the "big ideas" relating to art history: the influences and connections between historical events and the creation of art, as well as the importance of the discovery and preservation of art. Significant works will be studied through reading, research, digital presentations, videos, field trips, and student-driven classroom discussions. Students will be able to demonstrate an understanding of the art's meaning and function, the maker's methodology and the ways it reflects and affects its historical and cultural context. The central questions to be explored are the big ideas and essential questions…What is art?, How is it made?, Why and how does art change?, How do we describe our thinking about art?

ART HISTORY HONORS Credits: 5

Students will examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. Through inquiry and analysis, students will develop the ability to apply fundamental art and art historical terminology, and learn an appreciation for the process of making and displaying art. They will learn to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
They will also develop an understanding of cross-cultural and global nature of art. They will perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

DANCE

DANCE 1 R, S Credits: 5

This course is designed to focus upon dance techniques encompassing ballet, jazz, modern, theater dance and other contemporary dance styles as well as investigate the relationship of dance to other art forms. The emphasis will be on history, proper technique, rhythmical movement patterns, coordination, and performance. Students will become aware of dance technique; develop an awareness of the four components of fitness: flexibility, coordination, strength, and endurance; and experience history, choreography and performance dance styles throughout history.

DANCE 2 R, S Credits: 5

This course is designed to teach advanced floor technique, dance exercise, and body alignment. The vocabulary of movement that requires flexibility, strength, and control will be stressed through Modern, Jazz/Hip Hop, Contemporary, World Dance and Ballet. The students will continue to work on placement, balance, falls, leaps, and turns. Students will create their own choreography by using the elements of dance and a choreography rubric. Students will work on learning choreography as a class, as well. The students will study Dance History by researching world dance, the reasons why people dance, and dance

pioneers. The students will identify, translate, define, and demonstrate terminology, dance technique steps, and movement phrases or movement combinations. Students will make use of written self and peer critiques as well as explore writing about different aspects of Dance through journal entries. The class will also write critiques about professional dance company's work.

DANCE 3 R Credits: 5

This course is designed to teach ballet, movement dynamics, composition/choreography, modern technique, anatomy/body maintenance, jazz/world dance, and history. This course requires prerequisites as well as an audition process. Students will make use of written self and peer critiques as well as explore writing about different aspects of Dance through journal entries. Students will also write a critique of a concert and will give a performance of repertory learned in the course. The students will acquire knowledge and skills that increase aesthetic awareness in dance and will refine perceptual, physical and technical skills through creating dance. In addition, students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary dance.

DANCE 4 R Credits: 5

This course is designed to teach ballet, movement dynamics, composition/choreography, modern technique, anatomy/body maintenance, jazz/world dance, and history. This course requires prerequisites as well as an audition process. Students will make use of written self and peer critiques as well as explore writing about different aspects of Dance through journal entries. Students will also write a critique of a concert and will give a performance of repertory learned in the course. The students will acquire knowledge and skills that increase aesthetic awareness in dance and will refine perceptual, physical and technical skills through creating dance. In addition, students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary dance. Students will explore the role of the company manager and take a leadership role in the classroom.

VISUAL & PERFORMING ARTS
MUSIC

Music, as an important medium of education in the secondary school, enables students to express themselves and develop aesthetic, creative and discriminative processes. Our high school music program encourages the appreciation of music as an art, which will become a lifelong means of expression, fulfillment and enjoyment. The high school music curriculum includes the study of music theory/harmony, instrumental and vocal performance classes and extra class activities. Music courses are designed to develop students' understanding, attitudes and skills in keeping with their interests, talents and abilities. Group performance increases self-confidence, encourages cooperation and emphasizes the importance of the efforts of each individual to the success of the group. Through singing, listening, performing, creating, critiquing and responding in movement, the elements of music and national/state performing arts standards are explored and studied. The examination of music's vital role in our heritage and the exploration of music of other cultures contribute to the growth of students' understanding of themselves and those around them. Enrollment in music courses provides students with the opportunity to meet one of the graduation requirements regarding the successful completion of one course in visual or performing arts.

AP MUSIC THEORY Credits: 5

AP Music Theory is designed to provide students with a learning experience equivalent to that of an introductory college course in music theory. This course should develop a student's ability to recognize, understand, describe, and analyze the materials and processes of music that are heard or presented in a score. Although there are no specific curricular prerequisites for students taking AP Music Theory, students will need approval from the Music Director in order to schedule this class. It is recommended that students have prior training in music through lessons (voice or instrumental), participation in an ensemble, or an introductory rudiments/theory course.

MUSIC THEORY R, S Credits: 5

This course covers the fundamentals of music. These fundamentals are put to use in four-voice writing. The student also participates in sight-singing and dictation. Harmony 1 students will study basic notation, rhythm, accidentals, scales (chromatic, whole-tone and major), keys (major, minor), modes, intervals, chords (triads, inversions, seventh chords), analysis and transposition.

MUSIC THEORY 2 R, S Credits: 5

This course begins with a review of Harmony 1 and progresses to the study of arranging and composition. Conducting and the writing of various musical forms are also covered. Harmony 2 students will further their harmony studies with four-part writing, cadences, resolution of chords (triads, sevenths), modulation, non-chord tones, sixth chords, and understand the use of music theory and compositional skills. In addition to courses listed above, students may also participate in such extra-curricular activities as show choir, mixed chorus, gospel choir, treble choir, stage band, symphonic band, concert band, jazz band, wind ensemble, specialized vocal and instrumental ensembles, and stage presentation as well as the marching band and band front.

VISUAL & PERFORMING ARTS

BAND R Credits: 5

This course prepares students to perform at school and community functions. A wide variety of musical literature is covered, from the classics to contemporary pieces. Playing skills are emphasized. Students receive regular class instruction as well as lessons in small groups and participate in scheduled rehearsals and concerts.

CHORUS S Credits: 5

This is a course for all students who are interested in singing and who wish to perform in a choral group. Each student is given an opportunity to improve his/her voice through proper vocal technique. A wide variety of music is performed from the classical repertoire to current popular music. Students participate in scheduled rehearsals and concerts. Units of study in Chorus include: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing into-nation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

CONCERT CHOIR R Credits: 5

The concert choir is an auditioned vocal group chosen from the most advanced vocal students. The choir provides the opportunity to participate in an active singing group which contributes to the life of the school and community through performance of more technical and advanced choral music. The choir performs in several languages and may perform in competition throughout the year. Units of study in Concert Choir include: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing, intonation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

BASS CHOIR R Credits: 5

The bass choir is an auditioned vocal group chosen from the most advanced vocal students. The choir provides the opportunity to participate in an active singing group which contributes to the life of the school and community through performance of more technical and advanced choral music. The choir performs in several languages and may perform in competition throughout the year. Units of study in Bass Choir include the following topics as they relate to the male voice: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing, intonation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

TREBLE CHOIR R Credits: 5

The treble choir is an auditioned vocal group chosen from the most advanced vocal students. The choir provides the opportunity to participate in an active singing group which contributes to the life of the school and community through performance of more technical and advanced choral music. The choir performs in several languages and may

perform in competition throughout the year. Units of study in Treble Choir include the following topics as they relate to the female voice: melody, harmony, rhythm, tone color, form, interpretation, vocal mechanism, posture, breathing, intonation, placement, diction/vowel and consonant formation, balance and blend, care of voice, rehearsal habits, music history, and music of world cultures.

HISTORY OF POPULAR MUSIC R, S Credits: 5

This course introduces students to the various genres that make up popular music. An in depth look is taken at the history of popular music, analyzing trends and the political and social events that influenced them. Upon completion of the course, students will have a greater appreciation of popular music through increased knowledge of the fundamentals of music and the instruments that perform music today.

He/she will also gain awareness of the different stylistic periods of music and the works of representative composers. Ultimately, students will develop an appreciation for the popular music of the past as well as learn about and identify common forms of popular music. No performance skills are required; emphasis is placed on listening.

WIND ENSEMBLE R Credits: 5

The wind ensemble is open to all qualified players of brass, woodwinds, and percussion instruments. This course provides students with an opportunity to apply technical skills in a practical manner. A wide variety of musical literature is covered from the classics to contemporary selections.

PERCUSSION R Credits: 5

Students will have the opportunity to spend ample time learning multiple facets of all percussion instruments. In turn, this will allow them the time to develop and strengthen proper technique, learn the background and maintenance, and study and perform level appropriate literature of the percussion instruments. By participating in a percussion class, students will also be exposed to solo and ensemble percussion literature that they would not have time to learn about in the band classroom. Preparation and rehearsal of this chamber style material will help the students learn how to play as individuals as well as in a group setting. Their rhythmic accuracy sounds on the instruments, and overall musicianship level will increase by performing this literature. All of these more refined areas will then transfer over into their concert band literature creating a better percussion sound in the concert band setting.

WORLD LANGUAGES

Course Title	Credits	Track	Suggested Grade Offered*
American Sign Language 1	5	R,S	9, 10, 11, 12
American Sign Language 2	5	R,S	10, 11, 12
American Sign Language 3	5	R,S	11, 12
American Sign Language 4	5	H	11, 12
Chinese 1	5	R, S	9, 10, 11, 12
Chinese 2	5	R, S	10, 11, 12
Chinese 3	5	R, S	11, 12
Chinese 4	5	H	11, 12
Chinese AP	5	AP	12
French 1	5	R, S	9, 10, 11, 12
French 2	5	R, S	9, 10, 11, 12
French 3	5	R, S	9, 10, 11, 12
French 4	5	H	10, 11, 12
French AP	5	AP	11, 12
Spanish 1	5	R, S	9, 10, 11, 12
Spanish 2	5	R, S	9, 10, 11, 12
Spanish 3	5	R, S	9, 10, 11, 12
Spanish 4	5	H	10, 11, 12
Spanish AP	5	AP	11, 12
Spanish for Heritage Speakers 1&2	5	S	9, 10

*** See prerequisites if applicable.**

**All courses may not be available in all High Schools. Check with your School Counselor for details.

WORLD LANGUAGES

The Woodbridge Township Secondary World Languages Program is designed to support the implementation of the Woodbridge Township Core Course Proficiencies and the New Jersey World Languages Student Learning Standards. Since all languages are systems of communication, the World Languages program is designed with emphasis on the ability to communicate. Communication in a broad sense also implies awareness of cultural aspects of a language. Therefore, world languages courses also foster positive cross-cultural communication. The following languages are offered: Chinese ~ French ~ Spanish.

LEVEL 1 R, S Credits: 5

In Level 1, students learn the sound system of the language, basic structures and essential vocabulary. They use what they have learned to gather and exchange information and to express simple needs. Culture is introduced through reading and media. Students in R track have the opportunity to engage in supplementary listening, speaking, reading and writing activities to broaden and deepen basic skills. Attention to a variety of instructional strategies, cooperative learning and utilization of technology enhance the program and provide for an active classroom environment.

LEVEL 2 R, S Credits: 5

In Level 2, students continue to expand their abilities to communicate in the language. They use new vocabulary and structures to express their ideas on a wider range of topics and they learn to use a variety of time modes. Activities and general lifestyles of the various people who speak the language form the cultural component and complement the linguistic portion of the course. Students in R track continue to engage in supplementary activities designed to develop their skills beyond the standard for the course. Attention to a variety of instructional strategies, cooperative learning and utilization of technology enhance the program and provide for an active classroom environment.

LEVEL 3 R, S Credits: 5

Students at this level of language study utilize the sound system of the language without difficulty. Reading comprehension, speaking and writing skills continue to be developed through acquisition of vocabulary and structures. Additionally, students learn “survival skills” for successful touring in a different culture. Furthermore, students in R track learn principles of effective written communication, read supplementary material, and participate in in-depth discussions of reading materials.
Prerequisite: Level 2 R, S

LEVEL 4 H Credits: 5

The honors course is designed to provide a highly comprehensive, personalized, and dynamic language experience to students who have already developed a strong foundation in levels 1, 2, and 3. Students continue to develop and hone their communicative competence in the target language, as they build upon previous experiences, and apply their skills to more complex functions. The course is tailored to meet the New Jersey Student Learning Standards in World Languages as well as the standards of the New Jersey State Seal of Biliteracy, a program that recognizes high school graduates who have reached the Intermediate Mid level of proficiency in a second language. Through science, the arts, contemporary issues and global studies, students critique and analyze a broader range of advanced topics. Additionally, students are prepared to meet the challenges of the Intermediate Mid-level in communication and emphasize the refinement of extensive linguistic functions through speaking, listening, reading, and writing activities. At this level, student self-confidence enables the exclusive use of the target language for all classroom interactions.
Prerequisite: Level 3 R

LEVEL AP Credits: 5

This course is designed to meet the needs of exceptionally capable and motivated students in grades 11 and 12 who wish to prepare for the Advanced Placement Examination. The course stresses reading and listening comprehension, vocabulary and grammatical structures, as well as process writing and speaking. In addition to the basic text, materials such as newspapers, magazines, films and optional readers give the student opportunities to express himself/herself orally with accuracy and fluency, to write compositions, to use grammar for active communication, and to extend previous awareness of both traditional and contemporary cultural patterns.
Prerequisite: Levels 1, 2, 3, 4

AMERICAN SIGN LANGUAGE LEVEL 1 R,S Credits: 5

The American Sign Language level one course is primarily conducted in the target language. This course emphasizes analytic comprehension, ASL linguistic structures and critical thinking skills. Students will develop both receptive and expressive skills through a variety of teacher facilitated activities. They are introduced to the culture of the Deaf and the concept of Audism. Students will have ample opportunity to use their visual skills with guests from our local Deaf community.

AMERICAN SIGN LANGUAGE LEVEL 2 R S Credits: 5

In Level 2, students continue to expand their abilities to communicate in the target language. This course continues to emphasize analytic comprehension, ASL linguistic structures and critical thinking skills. Students will develop both receptive and expressive skills through a variety teacher facilitated activities. They are introduced to the culture of the Deaf and the concept of Audism.

AMERICAN SIGN LANGUAGE LEVEL 3 R S Credits: 5

In Level 3, students continue to expand their abilities to communicate in the target language. This course continues to emphasize analytic comprehension, ASL linguistic structures and critical thinking skills. Students will advance their receptive and expressive skills through a variety teacher facilitated activities. Students will continue their immersion in the culture of the Deaf and the concept of Audism.

AMERICAN SIGN LANGUAGE LEVEL 4 H Credits: 5

The ASL 4 course is designed for students to have opportunities to build upon previously learned skills that will enable them to communicate at a higher level of proficiency in the target language. Students will have many opportunities to apply their knowledge of ASL through increased fluency to effectively engage in meaningful, extended real world conversations. Cultural aspects of the language and community will continue to be reinforced.

CHINESE LANGUAGE & CULTURE AP Credits: 5

This course is designed to meet the needs of exceptionally capable and motivated students in grades 11 and 12 who wish to prepare for the Advanced Placement Examination. The course stresses reading and listening comprehension, vocabulary and grammatical structures, as well as process writing and speaking. In addition to the basic text, materials such as newspapers, magazines, films and optional readers give the student opportunities to express themselves orally with accuracy and fluency, using both traditional and simplified Chinese characters that focus on such themes as: customs, daily life, economics, education, entertainment, geography, and the family.
Prerequisite: Levels 1, 2, 3, 4

SPANISH FOR HERITAGE SPEAKERS LEVELS 1 & 2 S Credits: 5

The Spanish for Heritage Speakers Levels 1 & 2 Courses, as part of the Woodbridge Secondary World Language Program is aligned with The New Jersey Student Learning Standard (7.1),The Technology Standard (8.1,8.2),and the 21st Century Life and Career Standard (9.1). All languages are systems of communication. For this reason, the Levels 1& 2 Heritage courses are designed to emphasize the ability to communicate at an academic level, along with awareness of the cultural aspects, to access grade level standards in the Native language which can then be transferred to attainment of academic English.

The Spanish for Heritage Speakers Levels 1 & 2 Programs will give students a variety of activities which will enhance their reading, writing and oral communication skills to demonstrate comprehension of the language in all aspects proper of a heritage speaker. This will include a plethora of vocabulary and rich culture from Spanish-speaking countries, including cultural artifacts (music, pop culture, media and news). Thus creating an environment in which students background knowledge and personal experiences are valued and utilized leading to a different quality instruction based on the students' needs.

WORLD LANGUAGES

In alignment with the 21st Century Life and Career Standards, our goal is for the students to gain confidence in order to communicate, listen and write at an academic Spanish level. Our students will use the language in order to function and excel in bilingual environments, across all disciplines in the workforce and in life.

The curricula are geared to students who can speak their home language to a limited degree (e.g., second-and third- generation immigrants) but who may not be able to express themselves fully, either orally and in writing.

To participate in this class students are required to take a multiple choice, writing and speaking assessment in order to determine their level of proficiency. The students must obtain a grade of B or higher in all assessments.

SYRACUSE UNIVERSITY PROJECT ADVANCE

Syracuse University Project Advance is a cooperative program between Syracuse University and Woodbridge Township School District that allows high school students to enroll in Syracuse University courses. Teachers who are also adjunct SU instructors teach these classes in the high school, and they follow the curriculum and guidelines established by the University.

The Project Advance program enables high school students to gauge their ability to do college work prior to fulltime college study. Upon successful completion of a Syracuse University course, students are awarded SU transcripts that record credits earned. These credits are transferable to hundreds of colleges and universities nationwide. **PLEASE NOTE THAT THERE IS A PER-CREDIT TUITION CHARGE ASSOCIATED WITH SU COURSES,** although this charge is significantly discounted and financial aid is available to eligible students. There is an array of courses designed for those students who are capable of doing college-level work while still in high school. (Most of these courses are intended for seniors, but there are several that are available to juniors.)

ACC 151 (Currently being offered at JFK)
Introduction to Financial Accounting
Syracuse University credit: 4 credits
Prerequisites: Students should have an average grade of B or better in high school math courses and be recommended by their high school math or business instructor.

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.

CHE 113 (Currently being offered at WHS)
Forensic Science
Syracuse University credit: 4 credits - Grade 12 5 credits/full year

This course is intended to provide an introduction to understanding the science behind crime detection. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system, and this course will present a number of those methods that are relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence; laboratory exercises will include techniques commonly employed in forensic investigations. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

HST 101-102 (Currently being offered in the zero hour at JFK)
American History
Syracuse University credit: 6 credits

The American History sequence is a full-year college course comprised of History 101: American History to 1865 and History 102: The United States Since 1865. In this course we will study American attitudes and beliefs about political democracy, social justice, economic opportunity, equality, and the environment, and we will trace how those attitudes and beliefs have evolved in the first two-and-a-half centuries of American history. We will study history as a process through which our society and our country came to be as they are today. It is hoped that, by the end of the course, students will not only know more about the American experience, but will have learned how to read critically, to construct persuasive arguments, to use evidence effectively, and to hone a variety of crucial analytic skills. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive
a Syracuse University transcript.

PSY 205 (Currently being offered at JFK)
Foundations of Human Behavior
Syracuse University credit: 3 credits

This is an introductory psychology course that surveys the basic principles and research findings within the major areas of psychology, including learning, memory, cognition, development, personality, and social psychology. Students will be presented with opportunities to conduct their own research and to discuss current topics, events, real-life experiences, and applications of psychological theories and research. The course also provides a degree of freedom for students to pursue individual topics of interest. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

WRT 114 (Currently being offered at WHS)
Writing Culture: Intro to Creative Nonfiction
Syracuse University credit: 3 credits
WRT 114 focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and “new journalism.” As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to “tell it slant,” however, is to acknowledge the ways in which one’s subjective viewpoint shapes what counts as “the truth” in telling a story about one’s own or another’s experiences.
Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction (e.g., Michael Pollan’s *The Omnivore’s Dilemma*, Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*, George Saunders’ *The Braindead Megaphone*, etc.). Students will craft and workshop their own creative nonfiction compositions. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

WRT 105 Practices of Academic Writing (Currently at WHS and JFK)

Syracuse University credit: 3 credits

This course teaches students strategies of critical academic writing in various genres, including analysis, argument, and researched writing. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community; and that writing as a process involves reflection and revision. This writing course is a site of active learning where students have responsibility for their own progress and for that of their peers. Students write formal papers for each major unit, in addition to various informal writing assignments and a culminating portfolio. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

CLS 105 College Learning Strategies

Syracuse University credit: 3 credits

Co-requisite: A college or AP course must be taken simultaneously with CLS 105.
College Learning Strategies is the study and application of strategic approaches to learning. Strategies are presented and practiced in order for students to maximize their learning in the context of college lectures, readings, recitations, and independent learning situations. After studying a variety of learning techniques, students will create their own strategies by defining their goals, selecting and implementing strategies, and evaluating the effectiveness of those strategies in their other courses. Some of the topics covered include time and stress management, organizational patterns, note taking, graphic organizers, memory, exam preparation, motivation, collaborative learning, and self-assessment. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

CRS 325
Presentational Speaking (Currently being offered at WHS)

Syracuse University credit: 3 credits

CRS 325 presents the conceptual and practical dimensions of formal presentations in organizational settings. Analysis, adaptation, strategic arrangement, development of ideas, verbal and nonverbal presentational skills are examined.
This course is directed at teaching speaking skills by breaking down all the skills needed to present a proper image. Hence, many other elements of communication will require study and reflection. This course is designed to build a solid understanding of the fundamentals of public presentations and competency in employing the required skills flexibly so that a speaker can adjust selected topics to specific audiences. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

NEW JERSEY INSTITUTE OF TECHNOLOGY

Introduction to Information Technology C Credits 5

In this course, students will be introduced to the foundations of information technology (IT), including basic computer architecture, various kinds of computer hardware, and networking technology. Students will learn about the different levels of software that make up a computer system. Aspects of the software development process will be discussed. Students will be introduced to applications developed around the Internet and Web infrastructure and their impact on business, IT professionals, and society. Overall, students will obtain fundamental knowledge required of today's IT professional and will get hands-on experience with some important elements of the IT field.

MIDDLESEX COUNTY COLLEGE

MCC ENG 121 English Composition 1

MCC MAT 129 Precalculus

MCC MAT 131 Analytic Geometry and Calculus 1

MCC MAT 123 Statistics 1

MCC SPA 221 Intermediate Spanish 1

MCC CSC 161 Introduction to Computer Science Using Java

MCC ART 124 Art History: Renaissance to Modern

MCC MAT 233 Analytic Geometry and Calculus III

MCC BIO 108 Essentials of Human Anatomy and Physiology

MCC BIO 131 Human Structure and Function

MCC FRE 221 Intermediate French I

MCC CHN 121 Elementary Chinese I

MCC CHN 122 Elementary Chinese II

MCC SOC 121 Introduction to Sociology

MCC MAT 233 Calculus 3

MCC BUS 101 Introduction to Business

ENGINEERING TECHNOLOGIES:

After successful completion of Engineering Technology 1 and 2, students are eligible for credit at Middlesex County College for MCT-101, Introduction to Technology.

After successful completion of Engineering Technology 3, students are eligible for credit at Middlesex County College for MEC-123, Technical Graphics/CAD