

# HIGH POINT REGIONAL HIGH SCHOOL

299 PIDGEON HILL ROAD  
SUSSEX, NEW JERSEY



## COURSE DESCRIPTION CATALOG

# 2011 - 2012

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# PROGRAM PLANNING

## PLANNING YOUR PROGRAM OF STUDIES

This guide is intended to help students and parents in selecting courses. Each student will meet with his/her guidance counselor as a part of the scheduling process. For that conference, the guidance counselor will have teacher evaluations and other forms of assessment that are utilized in determining the most appropriate placement for academic success. The parents of eighth grade students receive an appointment time and invitation to participate in the scheduling conference. Students and parents desiring more specific information should contact the Guidance Office, the school administration, department supervisors or teachers of the various courses. Course Outlines are also available for each of the programs, providing an expanded description of the course curriculum and requirements. The course catalogue and course selection sheets are easily accessed from the High Point website. The majority of courses offered by High Point Regional are open enrollment. The guidance counselor will provide a recommendation, but the final decision is left to the student and parent. Any exceptions are noted in the course description contained in this guide. While the guidance counselor will help in planning, the responsibility for the final program of studies rests with the student and parent.

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**High Point Regional High School reserves the right to determine which courses will be held based on enrolment, staffing, and/or the operating budget. This applies to all courses and all categories of instruction.**

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## GRADUATION REQUIREMENTS

The first step in planning a program of studies is to ensure that progress is being made to satisfy local and state requirements for graduation. A variety of options is available, allowing all students the opportunity to acquire the skills, knowledge, and attitudes necessary for success in the future. In addition, a rich, diversified, and flexible menu of electives is available to encourage each student to grow toward his or her potential by developing unique interests, talents, and abilities. High Point presently operates in a nine period structure. Carrying a normal schedule of eight courses and lunch, a student will complete 32 courses while in high school. Of these, 22 are required for graduation, 22.5 for the class of 2014. That leaves 10 openings available for electives and additional academic preparation and 9.5 for the 2014 class. In total, students must earn 135 credits to be eligible for graduation. The following must be successfully completed in order to graduate:

Credits	
20	Credits English/Language Arts
15	Credits Social Studies
15	Credits Mathematics
15	Credits Science
5	Credits World Language
5	Credits 21 <sup>st</sup> Century Skills
5	Credits Technology
5	Credits Visual and/or Performing Arts
5	Credits Health/Physical Education for each year of enrolment, with this exception of : students taking a lab science in conjunction with a Health and Physical Education class will receive four credits
5	Beginning with the graduating class of 2011, 5 additional credits in math or a lab science.
2.5 minimum	Financial, Economic, Business, and Entrepreneurial Literacy beginning with the class of 2014.

## \*COMMUNITY SERVICE REQUIREMENT

An approved 20 hour community service project is required for all students graduating in 2010 and 2011. Beginning with students entering grade 9 in 2008-2009, all students will be required to complete 40 hours of community service by the end of their high school career. Beginning with students entering grade 9 in 2009-2010, all students will be required to complete 50 hours of community service by the end of their high school career. The community service graduation requirement engages students in projects that serve the community and build their social awareness while developing character and citizenship. Participation in community service activities will empower students to make a difference in the lives of others.

Beginning with students entering grade 9 in **2008-2009**, these are benchmarks for completion:

Freshman Year	10 Hours
Sophomore Year	10 Hours
Junior Year	10 Hours
Senior Year	<u>10 Hours</u>
Total	40 Hours

**Students may lose privileges and/or be retained between junior and senior year if they have not completed 30 hours of community service.**

Beginning with students **entering grade 9 in 2009-2010**, these are benchmarks for completion:

Freshmen Year	10 Hours
Sophomore Year	15 Hours
Junior Year	15 Hours
Senior Year	<u>10 Hours</u>
Total	50 Hours

**Students may lose privileges and/or** be retained between junior and senior year if they have not completed 40 hours of community service.

Students can complete their Community Service Graduation Requirement in four ways:

- Classroom teacher sponsored opportunities,
- Program sponsored activities,
- Community service activities sponsored by approved clubs,
- Individual projects performed for approved organizations

A list of sites, agencies, clubs, and organizations serving our community is available as part of the Community Service Learning Packet available in the Guidance office, the Service Learning Coordinator's office, or online at [www.hpregonal.org](http://www.hpregonal.org). If a student would like to complete hours for an organization that is not on the list, they may obtain a Site Approval Form found in the Community Service Learning Packet available in the Guidance office, the Service Learning Coordinator's office, or online at [www.hpregonal.org](http://www.hpregonal.org). This form should be filled out by the student and signed. Once the Service Learning Coordinator has approved the site, the hours accumulated by the student will be recorded on the Hours Documentation Form. It cannot be guaranteed that the student will be given credit for the hours until the site is approved.

Upon completion of each activity, students must fill out an Hours Documentation form along with a typed, one page reflection essay. The form and the essay need to be completed exactly as directed. Once the student has completed their community service, filled in the form, and written an essay, they must return the information to the Service Learning Coordinator's mailbox in the main office on the designated collection dates only.

Requirements described above and below are set by the New Jersey Department of Education and the High Point of Education. These may change according to new state or local mandates and/or revisions. Beginning in 2008-2009, all students entering grade nine shall complete by the end of their high school education, at a minimum, coursework in language arts literacy, mathematics, and science. These shall include college level preparatory English 9, 10, 11, 12; Algebra 1; Lab Biology or the equivalent content taught in an integrated or career based format; and other coursework as specified in N.J.A.C. 6A:8. Beginning in 2010-2011, all students entering grade 9 shall complete a laboratory/inquiry based science

course which shall include chemistry, environmental science or physics, and a math course including geometry or the content equivalent.

- **Social Studies** requirement includes the following: 1 year of World Studies and 2 years of American Studies.
- **Visual and/or Performing Arts** include all courses under Fine Arts, Music, and Theater Arts.
- **21<sup>st</sup> Century Skills** includes all courses under Business, Computer, Finance, Marketing Studies, Industrial Studies, Technological Studies.
- Courses that fulfill the High Point requirement in **Technology** include Media Technology 1,2,3,4; Engineering Design Technology 1,2,3,4; Power Energy, and Transportation 1,2,3,4; Women in Engineering, Computer Applications 1, 2; Web Page, Computer Aided Drafting 1,2,3,4; Architecture 1,2,3,4; Communication Technology, Biotechnology 1,2; Information Technology, Mechanical Movement, and Computer Animation.
- Courses satisfying the Technology requirement also fall under the 21<sup>st</sup> Century Skills heading and could satisfy either requirement. *Please note that any one course can satisfy only one requirement.* For example, Computer Applications can satisfy the Technology requirement or the 21<sup>st</sup> Century Skills requirement, but not both.
- Courses satisfying the Financial Literacy are Managing Your Money A/B, and Managing Your Money Economics Honors.

## Class Standing

The minimum number of credits needed to be on target for graduation is as follows:

Grade 9	Grade 10	Grade 11	Graduation
30	65	100*	135

\*Students who have not earned 100 credits by the end of 11<sup>th</sup> grade will be retained in grade 11 and not granted senior status or any **senior privileges**.

## CATEGORIES OF INSTRUCTION

### Program Levels

A comprehensive high school which serves the needs of all its students must provide levels of instruction in accordance with the varied abilities, plans, and ambitions of those students. Recognizing this, the Board of Education has devised recognizable "levels of instruction" for its academic courses. Each of these "levels" is specifically designed to achieve the objectives described below. Any student may participate in a subject at the level that is compatible with his or her plans, ability, and ambitions. Students may move from one level to another by following the "Appeal of Placement" process. In addition, to differentiate between the levels, specific multipliers are utilized when calculating class rank.

Level	Description
AP	<b>Advanced Placement:</b> AP test* (required) and rigorous extensive academic commitment required. Summer homework is required.
H	<b>Honors:</b> Selected enrollment. Demands rigorous and extensive academic commitment. Provides department specific upper level courses. Summer homework is required.
CP-A	<b>College Prep A:</b> Provides extensive academic preparation for higher education.
CP-B	<b>College Prep B:</b> Provides a core academic preparation for higher education.
CP-C	<b>College Prep C:</b> Provides basic academic preparation for higher education.
G	<b>General:</b> Provides a foundation of academic preparation and provides for mastery of the basic skills for students scoring below minimal standards.

\*Students who enroll in AP courses are required to take the appropriate AP exam and must pay all AP fees due to the College Board prior to taking the exam. Students not in compliance will be referred to the school principal for appropriate disciplinary action. Students who do not take the test will also lose the AP designation and AP weighting of the course.

## Proficiency Assurance

New Jersey schools are required to set minimum standards in the basic skills of language arts, mathematics, and science. **Students who do not demonstrate satisfactory achievement at or above the established minimum levels on the NJ ASK, HSPA, and in local screening will be enrolled in a course designed to provide the appropriate remedial instruction.** Students must also achieve passing scores on the Grade 11 New Jersey High School Proficiency Assessment (HSPA) in language arts and mathematics. The remedial courses that do not count towards the math and language arts requirements are: Innovative Learning Strategies Math/Language Arts and Math Lab.

## Appeal of Placement

With the exceptions of the AP/Honors and Remedial programs, parents and students should select the instructional program and level that they feel to be appropriate. The school will provide recommendations to assist in the process. Recommendations as to the appropriate academic level for each student are made only after consultation with teachers and a careful review of the student's previous achievement and potential for success. Deviations from these recommendations should be made with care. Since a variety of choices are

available, the instruction in a specific course will not be altered to accommodate the needs of a student who has made an inappropriate choice.

## SCHEDULING OF COURSES

### Program Changes

Classes have been established and staffed based upon courses requested during spring scheduling. Preliminary schedules will be mailed home by the first week of June. Students and parents are responsible to promptly review the preliminary schedule to ensure that students have been appropriately placed. Students must make final schedule revisions by the end of the 2009-2010 school year. Administration may make changes to the master schedule throughout the summer for the purposes of staffing, room utilization, and course enrollment. Final schedules will be distributed to students on the first day of school. Thereafter, schedule change requests will only be considered for placement errors, and extenuating circumstances, and then only with the recommendation of the teacher, supervisor, and the administration. *Any requests based on the above conditions must be in writing from the parent/guardian.*

### Schedule Restrictions

In any year, students who do not achieve the minimum levels of proficiency in New Jersey State assessments for language arts and mathematics are required to continue to schedule the appropriate proficiency programs until standards are met.\*

Students are required to maintain a program with a minimum of 35 periods per week in class regardless of credits earned. Students who have exhibited a pattern of failure may be required to schedule a full 40 periods per week in class. Departments have established prerequisites or requirements for certain courses. These are explained in the departmental listings.

Freshman students are strongly discouraged from scheduling a study hall. Freshmen seeking to schedule a study hall must submit a written request from a parent/guardian to the Director of Guidance for review. All freshmen must schedule a lunch period. Special circumstances should be addressed with the student's guidance counselor.

Students in grade 12 only may drop a scheduled study hall in order to become a Teacher Assistant (TA). The position of Teacher Assistant is offered as a privilege to students in good academic standing. T.A.'s who experience academic, attendance, or discipline issues may be removed from the position. Students may not drop a course in order to become a T.A. and any extenuating circumstances can be discussed with the student's guidance counselor.

Due to the new graduation requirements, beginning with the 2010-2011 grade 9 class, students may not participate in the share-time program at Sussex County Vocational-Technical School until junior year.

**\*Student Schedules will be altered for remediation if necessary by Guidance Administration after receipt of NJ ASK and HSPA scores.**

### Withdrawal Pass/Withdrawal Fail Procedure

If a student is to be dropped from a course 10 days after the first marking period, there must be a compelling circumstance. This reason needs to be presented to the department supervisor and administration for a final decision with regard to the dropping of the course. If a course is dropped with administrative approval, the student's current status will be reflected on the report card and transcript with a notation of WF or WP. A grade of WF will be used in the calculation of the student's GPA along with credits attempted. Since the course has been dropped, the final credits for the course will not be awarded. It must be noted that this will adversely affect the GPA because credits earned will equal zero while credits attempted will be the actual credits assigned to the course. Utilizing the mathematical formula for calculating the GPA, credits attempted but not earned can lower the overall GPA.

### PREPARATION FOR COLLEGE

Colleges consider the following factors in determining the admissibility of applicants.

1. **High School Record:** This includes an evaluation of the number of academic units that a student has completed, the levels of academic units, and the grades earned, with a strong emphasis upon the student's cumulative grade point average and class rank.
2. **Testing Information:** This includes the SAT Reasoning Test, SAT Subject Tests, the ACT, and the Advanced Placement Examinations. SATs are normally not required for admission by most two year colleges or trade and technical schools. They may be requested for course placement.
3. **Recommendations:** Recommendations are submitted by the student's guidance counselor, administrators, and when requested, classroom teachers. Students will not be given the privilege of viewing letters written for them. All recommendations will be filed directly into a confidential folder in the guidance office.
4. **Non-academic Activities:** This includes the number and type of activities, the level of involvement, and the projected contribution to the college.

5. All students must hand in their senior profile by September 30<sup>th</sup> in order for their guidance counselor to write a recommendation for them. In addition, all transcript requests forms must be submitted two weeks prior to desired mailing date or deadline.

### Recommended Course Requirements: *4 Year College*

Four year colleges generally require a minimum of 16 core academic units and four elective units. One academic unit refers to any full year course in English, Social Studies, Mathematics, Sciences, and World Languages. Individual colleges make their own determination as to what level of instruction constitutes an academic unit for admission, but will normally expect a balanced program including study in each of the disciplines. A typical core pattern is:

<b>English</b> .....	4 units
<b>Algebra 1 &amp; 2 and Geometry</b> .....	3-4 units
<b>American Studies/World History</b> .....	3 units
<b>Environmental, Science, Biology, Physics or Chemistry, or Forensics,</b> .....	3-4 units
<b>French, Spanish, German or Italian</b> .....	3 units
<b>Elective</b> .....	4 units

The four elective units usually vary according to the intended college major. For example, engineering programs would expect a fourth year of both math and science and some competency in drafting, engineering design; business majors should explore such courses as Accounting, Business Administration, and Business Law.

## Recommended Course Requirements: *2 Year College*

Public two year colleges are usually "open" admission and frequently require only graduation from high school. Private two year colleges vary greatly in their admissions policies from "open" to "selective." Regardless of the admissions standards at their intended school, students are encouraged to take a college preparation curriculum as specified in the previous section.

## Recommended Course Requirements: *Trade and Technical Schools*

These schools are normally "open" admission. However, entering students should have achieved a solid background in English, mathematics, and frequently in science if they hope to succeed in the programs at the better schools and find a desirable position thereafter. For example, a minimum of one year of Algebra is needed for success in virtually all of these programs. While admission to these schools is normally not competitive, the opportunities they present should not be overlooked. Most of the reputable trade and technical schools currently can present graduates with excellent and reasonably lucrative employment opportunities. This is also true for the graduates of technical programs from the two year colleges.

## Sussex County Community College: Concurrent Enrollment Program (CEP)

The program is a partnership between SCCC and High Point Regional High School. Qualified high school sophomores\*, juniors, and seniors enroll in credit bearing college courses as a part of the high school day. A list of courses that meets the criteria will be made available to students. Students will pay \$125 tuition per 3 or 4 credit course made payable to SCCC. Students may participate in the program if they meet all of the following criteria and any additional criteria set by SCCC:

- Have earned an overall B average;
- Are academically motivated (based on teacher and/or guidance counsellor input);
- Receive the recommendation of their high school guidance counsellor and teacher;
- Students must pass the appropriate Accuplacer test administered by SCCC.

**Please note that students will only receive credit through SCCC and are not guaranteed that another educational institution will accept these credits.**

### WEIGHTED GPA:

High Point Regional High School reports a student's weighted grade averages based on a 4.0 scale.

**GPA WEIGHTING POLICY** Each final grade a student earns is directly multiplied times a weight factor and credits are applied. GPA is now based on the 100 point numerical scale; however, the weight factors convert the grade point average into values which correspond with the traditional 4.0 weighted scale. *This policy affects all currently enrolled students.*

Weight Factor Chart:

AP	5.15
Honors	4.95
College Prep A	4.5
College Prep B	4.15
College Prep C	4.05
General	4.0

EXAMPLE:

Course	Grade	Grade	x	Weight Factor	x	Credits	=	Quality Points
CP English 12A	92	.92	x	4.5	x	5	=	20.70
AP US History	81	.81	x	5.15	x	5	=	20.86
Honors French 4	84	.84	x	4.95	x	5	=	20.79
Senior College Math	84	.84	x	4.15	x	5	=	17.43
Forensic Science	92	.92	x	4.5	x	6	=	24.84
PE/Health	87	.87	x	4.5	x	4	=	15.66
Honors Art History	82	.82	x	4.95	x	5	=	20.30
Architecture 4	87	.87	x	4.95	x	5	=	21.53
<b>Totals</b>						<b>40</b>		<b>162.11</b>

Weighted GPA:  $162.11 / 40 = \underline{4.053}$

## Class Rank

Students are ranked according to their cumulative weighted grade point average (GPA). In order for a student's GPA to be counted toward class rank, the student must have attended High Point Regional High School for two consecutive years. Any student with an Incomplete (I) after July 31<sup>st</sup> prior to beginning senior year will not be included in class rank until mid year rank is calculated. Students attending a foreign exchange program or alternate placement will not have those grades factored into the GPA/Class Rank.

## GRADING AND RANKING

The final grade a student receives in a class will be based on the following criteria:

Year-long Course	
Marking Period	Percent of Total Grade
1 <sup>st</sup>	20%
2 <sup>nd</sup>	20%
Midterm Exam	10%
3 <sup>rd</sup>	20%
4 <sup>th</sup>	20%
Final Exam	10%

A minimum final grade of 60 is required to pass all courses.

## GRADE POINT AVERAGE AND CLASS RANK

High Point Regional High School calculates both unweighted and weighted grade point averages.

### UNWEIGHTED GPA:

The unweighted GPA is used for determining **honor roll**. It is based on the 100-point grading scale.

#### EXAMPLE:

<u>Course</u>	<u>Grade</u>	<u>x</u>	<u>Credits</u>	<u>=</u>	
CP English 12A	92	x	5	=	460
AP US History	81	x	5	=	405
Honors French 4	84	x	5	=	420
Senior College Math	84	x	5	=	420
Forensic Science	92	x	6	=	552
PE/Health	87	x	4	=	348
Honors Art History	82	x	5	=	410
Architecture 4	87	x	5	=	435
<b>Totals</b>			<b>40</b>		<b>3450</b>

Unweighted GPA:  $3450 / 40 = \underline{86.25}$

## Honor Roll

The grades received in all courses are included in the computation to determine eligibility for the Honor Roll. The student's unweighted GPA will be calculated for each marking period. The specific criteria to earn Honor Roll recognition is:

- **High Honor Roll:** An unweighted grade point average between 92-100 with no grade lower than a 70, and no incompletes.
- **Honor Roll:** An unweighted grade point average between 85-91 with no grade lower than a 70, and no incompletes (I).

## VIRTUAL LEARNING

### APPROVED ON-LINE COURSES Offered Through Educere

The High Point Regional High School is planning to extend the reach of high school and this means new learning opportunities for students. We are currently in the planning stages of allowing High Point students to enroll in online courses offered through Educere at their own expense; beginning in January 2012, High Point will offer Managing Your Money as a half-year on-line course option. "Virtual learning" means students can take classes using their own computers, over the Internet. Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Online learning isn't for everyone. It takes a great deal of commitment, discipline and an occasional nudge from a dedicated parent or guardian. Attributes such as commitment, self-motivation and conscientious time management will greatly contribute to a student's success as a virtual learner. Students should also have a good working knowledge of email, file transfers, the Internet and good keyboarding skills. Advanced computer skills are not necessary. Since most student communications are written, the ability to comprehend written instructions and to write clearly to communicate ideas and complete assignments is essential. To receive credit for an on-line course, students must have the prior approval of the principal. In general, on-line courses may not be substituted for regularly scheduled courses. In addition students will be granted credit for the courses, but the grades they receive



will not be part of their grade point average nor calculated into class rank.

## Independent Study

Teachers and students are encouraged to use the independent study process to broaden High Point Regional High School's curricular offerings in order to attain a more complete and well-balanced program of study. Independent study can be an academically enriching experience for both the student and the teacher, but it will not replace an existing course published in the Program of Studies. The student will have the opportunity to master an academic area through his/her own initiative, self-discipline, and self-reliance, while learning at the same time to what extent and in what ways he/she is in need of a teacher. For the teacher, independent study provides the optimum learning situation: the well-motivated, responsible student working closely with the self-sacrificing teacher who can stimulate the intellectual curiosity of the student, guide the student's academic endeavors, and share in the student's academic growth. Independent study for credit is available to any student who has a sound reason for this option, provided:

- The student has completed a minimum of 60 credits towards graduation;
- The student has achieved a grade of 80 or better in all prerequisite courses in the subject areas requested;
- The student has obtained written approval of his/her parent/guardian, the teacher, the guidance counselor, Director of Guidance, the Department Supervisor, and the building Principal prior to begin the independent study arrangement;
- The student must carry at least 6 courses plus Physical Education before an independent study may be considered during the regular academic school year;
- The nature of the course makes independent study feasible;
- The approved curriculum for the course will be kept on file with the Principal; and
- A teacher with New Jersey Certification in the subject is willing to instruct, evaluate, and grade (P/F) an independent study arrangement.
- Students who wish to participate in an individualized internship program should see their guidance counselor. Students must be prepared to present a proposal to their counselor which will be reviewed and approved by the principal. Students will not receive any credit for this program.

If the independent study is to be done at a private institution, that institution's teachers will instruct, evaluate, and suggest a tentative grade. The Principal will determine the final grade and credits under this arrangement after the student has passed a High Point Regional High School comprehensive department final examination.

An independent study course will receive a Pass/Fail grade, which will be recorded on the student's grade transcript, but will not be calculated in the GPA. Courses taken via independent study will

be subject to the same grade reporting datelines that apply to courses taken in the classroom.

Students interested in using the independent study option should see their guidance counselor for advice and procedures during the spring scheduling conference.

## *National Collegiate Athletic Association (NCAA)* Eligibility Procedures

Students planning to participate in Division I or II sports in college must be aware of the process required for NCAA certification. Students who intend to participate in intercollegiate sports must submit a Student Release Form to NCAA Clearinghouse by the summer of their senior year. These forms are available on the NCAA website at [www.ncaa.net](http://www.ncaa.net), which is the most reliable source of NCAA procedures, rules, and related information. Guidance counselors will advise students about the NCAA eligibility standards and work with them to ensure that they satisfy the core curriculum and SAT/ACT requirements. It is the responsibility of the student athlete to seek information from all sources to ensure their future.

## SENIOR EXPERIENCE PROGRAM (Traditional Work Study or Internship)

The purpose of the program is to provide senior students with an educational experience that is meaningful and relevant, and to allow them the opportunity to explore career options. This experience will allow students to experiment and pursue careers that match academic and personal interests.

Whether paid or unpaid, these experiences will help students to develop strong teamwork skills balanced with the exercise of individual responsibility, the opportunity to experiment with jobs that match career interests, and the chance to develop industry-specific abilities while enjoying the high school experience. Students will be able to build professional networking contacts as well as job experience. Because of this they will also become viable, experienced job applicants when seeking employment. Many employers consider internship experience in the hiring process and often look to their own interns as possible candidates for full-time positions. Each student will have a plan that is unique, depending on their interests and future career plans. It will be the job of the coordinator/teacher to work with student for a successful experience.

## Eligibility

### WORK STUDY PROGRAM

Business, Marketing, CAD, Media, Engineering, or Architecture CP-B

Students who will be seeking admittance to this program in their senior year are encouraged to take Driver Behind the Wheel Training at age 16 so they are eligible for their license at age 17 – since they must be able to provide their own transportation.

This program provides the senior student with the opportunity to relate their skills in the world of work while earning money.

**Senior Enrollment Only:** Through a cooperative arrangement between the school and community employers, students spend a part of the day in school and a part in an approved office, related commercial/retail establishment, day care facility, or engineering firm, depending on completion of prerequisite. The program is comprised of the related classroom course and up to three periods of released time for paid work experience. Fifteen credits are earned upon successful completion of the course.

The related class covers life skills content related to money management and career preparation. Money management topics covered include banking, taxes, using credit, maintaining a checking account, making major purchases, independent living, consumerism, civic financial responsibility, and insurance. Included in the career preparation area are job searching, resumes, understanding paychecks, dealing with different bosses and co-workers, how to work as part of a team, workplace communications, worker accountability and productivity, safety on the job, and ethics in the workplace.

**15 Credits**

**Prerequisites: See Chart Below**

Category for Work Study	Required Courses
Business	Combination of two Business, Computer or Finance courses; second course may be taken concurrently
Marketing	Two Marketing courses; second course may be taken concurrently
CAD	Completion or concurrently enrolled in CAD 3
Media	Completion or concurrently enrolled in Media 3
Engineering	Completion or concurrently enrolled in EDT 3 or PETT 3
Architecture	Completion or concurrently enrolled in Arch 3

In order to be eligible for any fall/winter extra-curricular activity and/or interscholastic athletic program at High Point, students must have earned thirty credits in the previous academic year. Eligibility for any extra-curricular activity that runs the full school year, any spring extra-curricular activity, and/or spring interscholastic athletic program is reviewed after the first semester. At the time of review, students must be passing six classes totaling a minimum of thirty credits for the year. Please note that any lab science is a 6 credit course.

## Advanced Programs

High Point provides advanced studies to meet the needs of exceptionally bright and talented students. Advanced technology and art courses, honors level, and Advanced Placement level courses challenge our students to excel. Extracurricular offerings such as Academic Bowl, Science League, and the Mock Trial Team accommodate the needs and interests of our exceptional students.

## Equity

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

***BUSINESS,  
FINANCE, COMPUTER,  
MARKETING  
AND  
WORK STUDIES***

**BUSINESS ADMINISTRATION**

The skills obtained in these courses will be useful in college and business, and provide 21<sup>st</sup> century skills for workplace readiness. Students are encouraged to participate in FBLA, a national business leader's service organization with training in competitive events. FBLA is a co-curricular activity.

**Business Administration** CP-A  
The course provides an overview of all critical business functions. Topics include business ownership, legal aspects of business, finance, the global economy and international business, management information systems, contemporary business issues, and an in-depth study of the stock market. The objective of the course is to prepare students to succeed in entry-level college business courses.  
**Grades 9 through 12** 5 Credits

**Entrepreneurship and Business Law** CP-A  
This course is for students who have an interest in the world of business. An entrepreneur is a person who attempts to earn a profit by taking the risk of operating a business enterprise. Entrepreneurship helps students understand how business operates, and it provides an appreciation of the relationship between business and the community. This course is designed to introduce students to the concept of entrepreneurship; present entrepreneurship as a career path that is worthy of consideration; and provide students with a realistic framework for starting their own business.

Business Law will help students understand their rights and responsibilities as applied to everyday matters. If you are interested in a career in law, law enforcement, or business, this course is a must. Topics will include how to make a contract, how to bring a law suit to court, special laws for minors, your rights as a consumer, and criminal terms and procedures.  
**Grades 9 through 12** 5 Credits

**FINANCE**

**Managing your Money**  
**A Personal Finance Course for Everyone** CPA/B  
This course includes training in keeping personal financial records necessary for banking services, paying taxes, using credit, maintaining a checking account and family money management. Additional topics include insurance, car and home purchase, and the fundamentals of investing, with the focus primarily on stocks, bonds, and mutual funds. This course will provide valuable information for business, administration, finance, hospitality and tourism, retail and wholesale careers, as well as personal use.  
**Grades 10 through 12** 5 Credits

**Managing your Money/Economics** Honors  
This course is for the more advanced student; it will include one semester in personal money management skills, and one semester exploring economic issues. The personal side includes training in keeping personal financial records necessary for banking services, paying taxes, using credit, maintaining a checking account and family money management. Additional topics include insurance, car and home purchase, and the fundamentals of investing, with the focus primarily on stocks, bonds, and mutual funds. The economics end will explore what students need to know about jobs, housing, prices, taxes, and other matters that affect income, spending, and wealth in their nation, and also globally. Students will understand the basics of supply/demand theory, and understand the fundamentals of government fiscal policy and monetary policy. This course will help them make wiser choices as they continue to face more complex financial issues in their future. This is a valuable course for any student in helping with personal financial decisions, but it is an especially important foundation for those students considering future careers or college courses in business.  
**Grades 10 through 12** 5 Credits

**Managing Your Money (Virtual)** CP-A  
(Start date of January 2012)  
This on-line course is for those that cannot find the time to take the in-school version of this course. It is a one semester course that will not have any teacher meeting time. The course includes training in keeping personal financial records necessary for banking services, paying taxes, using credit, maintaining a checking account and family money management. Additional topics include insurance, car and home purchase, renting, and the fundamentals of investing, with the focus primarily on stocks, bonds, and mutual funds. This course will provide valuable information for business, administration, finance, as well as personal use.  
**Grades 10 through 12** 2.5 Credits  
**Prerequisite:** Student must have a full schedule to take this course.

## Accounting 1

CP-A

This course is the first in the Accounting series of three courses, and is a must for any student entering the world of business and finance. Students are introduced to the field of accounting as well as ways to self-manage their finances. They will learn how business transactions are recorded, reported, and interpreted by hand and with the use of computerized accounting software. They will learn about paying expenses, receiving revenues, and balancing a checkbook. Accounting procedures for a sole proprietorship as well as a merchandising business will be the focus. This course builds a foundation for Accounting 2 and 3 so plans ahead to be able to complete all courses. This course is appropriate for all levels of students.

Grades 9 through 12

5 Credits

## Accounting 2

CP-A (Semester 1)

This course is the second course within the Accounting series. It is designed for those who have successfully completed Accounting 1. This course will introduce students to specific areas of accounting: Payroll Accounting, Corporate Accounting, Partnerships, as well as Accounting. Students will incorporate their newly acquired knowledge of Accounting 1 with a step-by-step journey into the world of Accounting by completing simulations to mirror real-life activities. It is recommended that students continue the series by taking Accounting 3.

Grades 10 through 12

2.5 Credits

Prerequisite: Successful completion of Accounting 1

## Accounting 3

CP-A

(Semester 2: must be taken with Accounting 2)

This course completes the Accounting series. Using a variety of mediums, this course is designed for the student who has successfully completed Accounting 1 and Accounting 2. Students will have actual hands-on experience in completing an accounting cycle for merchandising and publicly-held corporations. A variety of materials will be used to simulate business activities as well as a computerized accounting program. Students completing this series will be prepared for entry-level accounting positions, and/or to meet the challenge of college business courses.

Grades 10 through 12

2.5 Credits

Prerequisite: Successful Completion of Accounting 2

## COMPUTER TECHNOLOGY

### Computer Applications 1

CP-A/C

This program will give students computer skills that will help them in high school, College and future careers. This course includes the skills of keyboarding, word processing, spreadsheets, database management, presentation software, and desktop publishing. This course will also introduce to students Blogs, Wikis, and Google Docs.

Grades 9 through 12

5 Credits

### Computer Applications 2

CP-A

This course focuses on Desktop Publishing and enhanced PowerPoint presentations. Also, incorporated throughout the course is advanced training in spreadsheets, information processing, and database management. Students will also be introduced to basics of HTML language, digital image editing, and basics of Virtual Learning Environments. All programs will be integrated into workplace simulations, with emphasis on student proficiency in the development of multimedia presentations. By the end of this course, students will be prepared to obtain a MOS (Microsoft Office Specialist) certification, an important credential which broadens employment opportunities.

Prerequisite: Computer Applications 1; 72 or better

Grade 10 through 12

5 Credits

### Web Page Design 1

CP A

This course is designed for students with an interest in programming computer software. They will be introduced to several World Wide Web compatible or related languages including, HTML, CSS, JavaScript, Cold Fusion, and SQL. These languages include, logical, object oriented, and mark-up. This course includes a design element where students will learn to use code to manipulate the look and feel of programs coded with these languages. Students will also be introduced to WYSIWIG applications such as Dream Weaver.

Grades 10 through 12

5 Credits

Prerequisite: Successful completion of or currently taking Algebra 1, passing score on NJASK 8 Math.

### Information Technology

CP-A

This course presents a general overview of information technology. Topics include how computers work, input and data storage devices, operating systems, data communications, systems analysis and design, and ethics. The course will also introduce the basics of networking. Topics include network topologies, media, protocols, hardware and software. The course includes practical experience and business case studies.

Grades 9 through 12

5 Credits

## MARKETING

These programs are designed to prepare students for employment in various retailing, service, commercial, and distribution occupations. Students are encouraged to join DECA, a national marketing organization with training in competitive events.

## Retail Marketing

CP-B/CP-A

This course is designed to give students a strong foundation in Marketing and an understanding of how stores and shopping malls operate. Units of study include Merchandising, store operations, location, selling, business ownership, pricing, product planning, distribution, training techniques, compensation methods, customer service skills, promotion, purchasing, inventory control, risk management, career planning, human relations, and communication. Students taking Retail Marketing have the opportunity to participate in the DECA organization. DECA-related activities and curriculum are used as part of all marketing courses. This course can be a prerequisite to the Co-Op program.

**Grades 9 through 12**

**5 Credits**

## Advertising & Sales

CP-B/CP-A

This course is offered in both College Prep A and College Prep B levels. This course is an in-depth program for the college or career-minded student with an emphasis in the following areas: Marketing and business fundamentals, personal selling, human relations, advertising, display, promotion, publicity, public relations and career planning. Students will create and evaluate advertising layouts for various forms of media (TV, radio, magazine and newspaper) as well as perform sales demonstrations.

Participation in DECA is strongly suggested in this course, with an emphasis on competitive event preparation. DECA-related activities and curriculum will be used as part of all Marketing courses. This course can be a prerequisite to the Co-Op program.

**Grades 9 through 12**

**5 Credits**

## Sports, Entertainment, Hospitality, and Tourism Marketing

CP-A

This course is designed to give students an overview of careers in the sports, entertainment, hospitality, and tourism industries. It is for the student who may plan to pursue either a college degree or future employment in Sports, Entertainment, Hospitality or Tourism management or marketing. Major emphasis of study will include but are not limited to: introduction of marketing concepts through the marketing of a professional sports team (Fantasy Football projects), contracts and negotiations, the importance of Sports/Entertainment/Hospitality/Tourism to our economy, media and promotion, sponsorships, event management, licensing, restaurants and food service, hotel and lodging, travel and tourism, recreation, amusements and attractions, executing the operation of an event or simulation, emerging trends in the industries and available career opportunities. Participation in DECA is strongly suggested in this course. DECA-related activities and curriculum are used as a part of all Marketing courses.

**Grades 10 through 12**

**5 Credits**

**Prerequisite:** Successful completion of Retail Marketing or Advertising & Sales

## WORK STUDY PROGRAM

### Business, Marketing

CP-B

Students who will be seeking admittance to this program in their senior year are encouraged to take Driver Behind the Wheel Training at age 16 so they are eligible for their license at age 17 – since they must be able to provide their own transportation.

This program provides the senior student with the opportunity to relate their skills in the world of work while earning money. Through a cooperative arrangement between the school and community employers, students spend a part of the day in school and a part in an approved office, related commercial/retail establishment, day care facility, or engineering firm, depending on completion of prerequisite. The program is comprised of the related classroom course and up to three periods of released time for paid work experience. Fifteen credits are earned upon successful completion of the course.

The related class covers life skills content related to money management and career preparation. Money management topics covered include banking, taxes, using credit, maintaining a checking account, making major purchases, independent living, consumerism, civic financial responsibility, and insurance. Included in the career preparation area are job searching, resumes, understanding paychecks, dealing with different bosses and co-workers, how to work as part of a team, workplace communications, worker accountability and productivity, safety on the job, and ethics in the workplace.

**15 Credits**

**Prerequisites:** See Chart Below  
**Senior Enrollment Only**

Category for Work Study	Required Courses
<b>Business</b>	<b>Combination of two Business, Computer or Finance Courses; second course may be taken concurrently.</b>
<b>Marketing</b>	<b>Two Marketing courses; second course may be taken concurrently.</b>

# **ENGLISH LANGUAGE ARTS**

## **Required Core Program**

### **English 9, 10, 11, and 12**

Each year's program focuses on the skills of reading, writing, speaking, listening, and viewing appropriate to the grade and level of instruction. In grades 9 through 12 there are four levels of instruction:

Honors or AP, College Prep A, College Prep B,  
and College Prep C

### **Honors/AP Level (Grades 9 through 12)**

This program is a four-year sequence of accelerated courses that prepares the students to compete for college credits through participation in the Advanced Placement Program of the College Entrance Examination Board in grades 11 and 12. As such, the student must consistently demonstrate the potential to succeed in college level studies while still in high school. The student must meet standards established by the department in order to qualify for enrollment in Honors 9, Honors 10, Advanced Placement Literature, and Advanced Placement Language. Those students who do qualify may enter the program at any year starting with grade 9. Students are also responsible for completing summer assignments that are factored into the first marking period grade.

Students enrolled in an Honors program with a grade of 82 or better and teacher recommendation are eligible to enroll in the next year's Honors or Advanced Placement class. Enrolled students who do not meet this requirement may become eligible with a passing score on a pretest and/or a strong teacher recommendation endorsed by the Department Supervisor. All other students must take a pretest in order to determine eligibility. In order to take the AP exam, students must be enrolled in the course.

**English 9 Honors** emphasizes an in-depth analysis of World Literature. Students will become critical readers and analyze literature beyond simple comprehension and literal interpretation. Students will have writing assignments and projects and participate in Socratic Seminars that relate to the literature studied. The course provides diversified writing experiences, including general and specific themes, timed essays, and critical analysis. Homework is typically given on a long-term basis. Therefore, time management skills will be developed as the course progresses. Summer work is a requirement. **5 Credits**

**English 10 Honors** emphasizes an in-depth analysis of American Literature. It assumes a higher level of literacy and verbal sophistication by students than in the traditional College Prep program. This course focuses more intensely on interpretation of thematic concerns that appear throughout the study of American Literature. The students will be introduced to literary terms that they will then be responsible for referring to and using in subsequent assignments. They will read and be responsible for using literary criticisms. The course will be centered upon students examining works of literary merit thematically and stylistically within the framework of a particular literary genre. Summer work is a requirement. **5 Credits**

### **Advanced Placement Literature and Composition**

This class is open to juniors only. The primary purpose of this AP course is to prepare students for the AP Literature and Composition exam. The course will be conducted on a freshman college level. Consequently, the skills of interpretation, analysis, and writing introduced and practiced in an Honors program are assumed. Developing facility in the use of these skills is an integral part of the preparation for the AP exam and, therefore, is also a major goal of the program. Generally, the course content will include a wide range of mature readings of literary merit. Methods of instruction will parallel typical classroom approaches in the Honors classes. Specifically, classroom discussion will be an integral part of the learning process. The teacher will act as facilitator to guide the students in learning through individual research and class discovery, especially in interpreting and analyzing the literature of the course. Lectures will be used sparingly; information and background will be brought into focus by the students. Students enrolled in this course are required to take the appropriate AP exam. By passing the AP exam in May, the student will be able to earn college credits at most universities. Summer work is a requirement. **5 Credits**

### **Advanced Placement Language and Composition**

This college level course is open to seniors only and is ideal for students who love language and the manipulation of words and ideas. The course is also ideal for those interested in the art of debate and argumentation. A study of social issues and their treatment in the media will engage students in an analysis of rhetoric, propaganda, and the art of persuasion. Through a study of nonfiction and fiction writing, students will examine and practice writing for various purposes: to persuade, to inform, to express, to describe. Students will study how authors create their desired effect: through diction, tone, imagery, figures of speech, and sentence structure. A study of visual literacy is a key component of the course. AP Language and Composition is a course in both effective writing and critical reading. Students who enroll in this course must take the appropriate AP exam. By passing the AP exam in May, the student will be able to earn college credits at most universities. Summer work is a requirement. **5 Credits**

## College Prep A Program

CP-A

The curriculum for this program assumes that students are proficient, skilled writers who have the ability to read and interpret classic works of literature.

**English 9 CP-A** is a full year course in World Literature. As members of the entry level high school English course, students who are in this level course should be proficient, skilled writers; therefore, the focus throughout will be on the insightful development of topics, the creative use of language, and the ability to present thorough and comprehensive discussions through a variety of structures. The central purpose of the course is to explore the representative literature of major cultures. Additionally, the course will emphasize the origins of major world masterpieces.

**5 Credits**

**English 10 CP-A** is a full year course in American Literature designed for the college bound student who successfully completed the previous year's CP-A English course, and who also received a favorable teacher recommendation. The central purpose of the course is to study the literature within its historical context and perspective.

**5 Credits**

**English 10 CP-A (Virtual)** is a full year course in American Literature designed for the college bound student who successfully completed the previous year's CP-A English course, and who also received a favorable teacher recommendation. The central purpose of the course is to study the literature within its historical context and perspective. The Virtual section of English 10 CP-A requires that students be proficient in using the computer, self-motivated, and able to work independently. The class will not meet at a regularly scheduled time; all course work will be completed outside of a classroom but with very strict timelines. Students enrolled will need to have access on a daily basis to the internet. The platform that we will be using will allow for the course to be conducted in a password protected online environment. Students who elect this course must assess their ability to work on their own without face-to-face instruction.

**5 Credits**

**English 11 CP-A** is a full year course in British Literature. It is designed for the college bound student who successfully completed the previous year's CP-A English course and who also received a favorable teacher recommendation. By means of a historical, thematic approach, students will be introduced and exposed to the major works.

**5 Credits**

**English 11 CP-A (Virtual)** is a full year course in British Literature. It is designed for the college bound student who successfully completed the previous year's CP-A English course and who also received a favorable teacher recommendation. By means of a historical, thematic approach, students will be introduced and

exposed to the major works. The Virtual section of English 11 CP-A requires that students be proficient in using the computer, self-motivated, and able to work independently. The class will not meet at a regularly scheduled time; all course work will be completed outside of a classroom but with very strict timelines. Students enrolled will need to have access on a daily basis to the internet. The platform that we will be using will allow for the course to be conducted in a password protected online environment. Students who elect this course must assess their ability to work on their own without face-to-face instruction.

**5 Credits**

## English 12 CP-A: Expository Writing

This class is designed to help seniors make the transition from writing literature-based high school essays to developing finished essays from a variety of academic disciplines. The primary objective of the course is to expose students to the types of writing assignments they may encounter in college. Students will be expected to draft and revise all of their essays, focusing their attention on structure, technique, and preparing an argument. Students will also complete writing assignments emphasizing the various rhetorical modes, such as comparison/contrast and cause/effect analysis.

**5 Credits**

## College Prep B Program

CP-B

This program is designed for students who need to develop the reading and writing skills necessary to acquire the competency for college level studies.

**English 9 CP-B** is a full year course in World Literature. Students will learn about and become familiar with the major works, authors, ideas, and trends from world cultures. Major genres, a glossary of literary terms, and a variety of literary devices will be studied in depth. Critical reading, writing, and thinking skills will be enhanced through the study of literature.

**5 Credits**

**English 10 CP-B** is a full year course in American Literature that is designed as a study of literature within its historical perspective. Students who are in this level are typically those who still need to develop the confidence to become independent writers and proficient, skilled readers.

**5 Credits**

**English 11 CP-B** is a full year course in British Literature. Students will learn about and become familiar with the major works, authors, ideas, and trends from British literature. Thematic units combined with major genres and a variety of literary devices will be studied in depth, and the relevance of the material will be enhanced through the use of critical reading, writing, and thinking skills.

**5 Credits**

### **English 12 CP-B: Expository Writing**

This class is designed to help seniors make the transition from writing literature-based high school essays to developing finished essays from a variety of academic disciplines. The primary objective of the course is to expose students to the types of writing assignments they may encounter in college. Students who are in this level are typically those who still need to develop the confidence to become independent writers and proficient, skilled readers. Students will be expected to draft and revise all of their essays, focusing their attention on structure, technique, and preparing an argument. Students will also complete writing assignments emphasizing the various rhetorical modes, such as comparison/contrast and cause/effect analysis. **5 Credits**

### **College Prep C Program**

CP-C

Although the pace of each of these courses is slower than the College Prep A and B courses, the ultimate purpose of the program is to prepare students to successfully achieve in either a workplace or a community college setting. In order to accomplish this task, the CP-C level program is designed to first remediate, and then reinforce and enhance student reading, writing, listening, speaking, and critical thinking abilities in sequential survey courses using both literature and film. This program is designed for three types of students. They are as follows: 1) those who have not met the minimum competency levels, 2) those who are in continual need of skills reinforcement in order to maintain minimum competency levels, or 3) those who have been recommended by the previous year's English teacher.

**English 9 CP-C** examines the topics of individual and group relationships, with specific emphasis on family, through the study of World Literature (both contemporary and classic). This program, recently updated to incorporate rigorous college prep standards, is for those students who have not met the minimum competency levels in reading and/or writing on the NJ ASK 8 or who have been recommended for this level by their eighth grade teacher. Instruction is designed to provide individualized student focus based on an Individual Student Improvement Plan (ISIP) that identifies and addresses the specific needs of students in order to strengthen their reading and writing skills. **5 Credits**

**English 10 CP-C** examines the topic of self-discovery, with specific emphasis on the knowledge and growth Americans experience through their literary heritage. This program will emphasize reading comprehension strategies and analytical skills. Through the examination and replication of models of good writing and through practice writing in various modes, students will continue to develop effective writing skills. The class is designed as a cyberclass, using technology to enhance the writing process. **5 Credits**

**English 11 CP-C** examines the topic of good and evil in society, with specific emphasis on this theme in British literature. This program is designed for those students who did not meet minimum competency levels in reading and/or writing on a modified version of the High School Performance Assessment in grade 10 or who have been recommended by their tenth grade teacher. Final preparation for the High School Performance Assessment will take place in the context of the course. **5 Credits**

**English 12 CP-C** is a year-long course designed to expand the students' appreciation of modern literature and non-fiction. One of the main objectives of this course is to increase students' enjoyment of reading so that it becomes more than just an academic pursuit and they can use their skills to become life-long learners. **5 Credits**

### **English 12 Review**

All students who do not pass the HSPA in their junior year **MUST** enroll in this class in their senior year. This is a full year course that, in addition to studying the current English 12 CP-C curriculum, will prepare students for the October and March administrations of the HSPA. This class fulfills the students' senior English requirement. Students enrolled in this class who have not yet passed the HSPA will complete the state mandated AHSA process. A March administration of the HSPA will be given to students who have not achieved proficiency on previous HSPA administrations. **5 Credits**

## **ELECTIVE PROGRAM**

A program of four full-year College Prep A level electives and one half-year elective is offered to students in grades 9 through 12. These courses, which allow students to pursue areas of specific interest and/or talent, cannot be used to substitute for any of the credits required in English for graduation.

American Film 1	grades 10 -12
American Film 2	grades 11, 12
Creative Writing	grades 9 -12
Creative Writing Workshop	grades 10 -12
Preparing for the SAT (1/2 year)	grades 11, 12



### American Film 1

CP-A

This course is an introduction to the critical study of film as a medium for literary expression. Films will be examined through the many different technical production components, including screenwriting, acting, directing, cinematography, sound and set design. In addition, films will be studied within the context of their various historical, social and political influences. This course will provide students with a background in the history, the technique, the genres, and the thematic communication of meaning through the medium of film. An emphasis will be placed on students participating in hands-on activities that will provide them with a direct experience in the critique, promotion, and production of a film. Film selections include but are not limited to *Casablanca*, *The Unforgiven*, *Do the Right Thing*, *Rear Window*, *L.A. Confidential*. **Grades 10 through 12** **5 Credits**

### American Film 2

CP-A

This course is designed for students who have successfully completed American Film 1 and who wish to delve deeper into a study of the medium as a tool for literary expression. The focus of this course will be a concentration in the consideration of "classic" films. Films will be examined for the level of excellence that they represent in terms of technique and performance. Writing and hands-on assignments will be more comprehensive and challenging than those in American Film 1, reflecting a deep understanding of the cinematic art and the filmmaker's craft. An 82 average in American Film 1 and/or permission of the instructor is required for entry into this class.

**Grades 11 and 12**

**5 Credits**

**Prerequisite:** American Film 1

### Creative Writing

CP-A

Creative Writing is a course designed to appeal to a diverse group of young men and women: reluctant writers, musicians, poets, storytellers, as well as students who have never written before. Students will read and interpret a variety of poems and short fictional works by a variety of authors (classic to contemporary). Through a wide variety of energetic reading and writing activities, students will gain a sound understanding of the elements of a poem, poetic techniques, and the various forms that a poem can take. Students will also master an understanding of the elements of fiction and apply this understanding to their own written creations. Student projects will also include, but not be limited to, found poetry, personal narratives, short stories, prospective poetry, black-out poems, song lyrics, and so many other student-friendly assignments. Aside from broadening students' literary scope, helping them read with a critical eye, and exposing them to constructive criticism, this class will perhaps most importantly cultivate within them an aesthetic appreciation for the beauty of language. Students will be encouraged to submit at least two "perfected" pieces to *Calliope*, High Point/s Literary and Arts Magazine. Students will participate in "rough draft workshops," during which their writings will be read, discussed, proofread, and critiqued by fellow classmates and the teacher. Frequently

throughout the year, students will also participate in "reading days." An "open mic" approach is utilized to foster a sense of comfort and community in the classroom. In place of a traditional exam, students will be required to create and present a multi-faceted portfolio.

**Grades 9 through 12**

**5 Credits**

### Creative Writing Workshop

CP-A

This course is a class specifically designed for the serious writer who has successfully completed Creative Writing and wishes to deepen his/her knowledge and appreciation of the craft. Students will be involved in the focused reading, analysis, and creation of varying works of poetry and prose. They will participate in and facilitate revision workshops, engage in long and short term writing assignments, and complete a variety of multi-faceted independent study projects. Students who choose this elective must be committed, highly motivated writers who have a true passion for language and all its possibilities.

**Grades 10 through 12**

**5 Credits**

**Prerequisite:** Creative Writing

### Preparing for the SAT

CP-A

This course is designed for those students who are planning to take the SAT. It gives students the skills they need to tackle the SAT with confidence. This one-semester elective targets math topics, such as arithmetic, algebra, and geometry, and verbal areas, such as English grammar and usage and the fundamentals of writing the essay. In addition, students will be exposed to test construction and scoring, test-taking strategies, and higher order problem solving and thinking skills.

Students will leave this course with skills that will enhance their future studies. The credits will not replace the math and English requirements.

**Grades 11 and 12**

**2.5 Credits**

### Innovative Learning Strategies

CP-C

Students who are partially proficient on the NJ ASK8 will be given the opportunity to improve their reading comprehension skills, their writing skills, and their study skills through this full-year course. **Through differentiated instructional methods**, students will focus their studies on individual skill areas determined by a baseline pre-test. The course will be divided between the study of Language Arts skills and study skills, such as note-taking, listening skills, time management, and organizational skills. A total of 5 Credits will be given for this course that does not satisfy the Language Arts graduation requirement.

**Grade 9**

**5 Credits**

# **TECHNOLOGICAL STUDIES**

The following programs are designed to prepare students for college and career.

## **Engineering and Design Technology 1** CP-A

This semester course emphasizes the application of the design method to invent solutions to real world technological problems. Students will identify problems, use internet research, and design and fabricate models or prototype solutions. Problem solving and design skills are taught through a variety of activities. Hands-on themes for this level include, but are not limited to, structural, fluid powered, and robotic systems. This course provides all students with valuable skills such as: problem solving, design, creative thinking, systems thinking, team work, documentation, and computer applications.

**Grades 9 through 12** 5 Credits

**Prerequisite:** None. This course is scheduled with Media Technology 1 as a full year program.

## **Engineering and Design Technology 2** CP-A

This course will reemphasize the design and problem solving experiences using the design method to solve problems. Students will focus on interdisciplinary applications of knowledge gained in other content areas. Hands-on themes for this course include but are not limited to: mechanical, electronic, and alternative energy.

**Grades 10 through 12** 5 Credits

**Prerequisite:** Successful Completion of Engineering and Design Technology 1, Women in Engineering, or Mechanical Movement

## **Engineering and Design Technology 3** Honors

This course will highlight the principles of engineering. Students will explore areas which require the applications of fundamental engineering concepts. They will discover many important science and math concepts that underlie the systems that are common to most engineering disciplines. Real life case studies will develop their basic skills for solving open-ended problems using the design process. The process will consist of documentation, material manipulation, internet research, mechanical drawing, patent process, having an engineer mentor, cross curricular activities, and high order thinking skills. The students will enter engineering design competitions.

**Grades 11 and 12** 5 Credits

**Prerequisite:** Successful completion of Engineering and Design Technology 2

## **Engineering and Design Technology 4** Honors

This capstone course will require students to conduct in-depth research, develop solutions, and construct working prototypes that solve complex problems related to Engineering Design Technologies. Students will design and develop a comprehensive electronic and print design portfolio to present the results of their research and solution. Solutions will be formally presented to peers and department faculty.

5 Credits

**Prerequisite:** Teacher Recommendation, successful completion of EDT 3

## **Power, Energy, and Transportation Technology 1** CP-A

Concerned about rising fuel costs? Interested in how or if alternative fuels will affect our dependence on foreign imports? This course is designed to introduce students to various power, energy, and transportation systems. Power systems, land, and marine transportation technology will be addressed. A heavy emphasis on alternative fuels, including solar, hydrogen, diesel, electric, and ethanol will be discussed. Students will work with simulated, hands-on activities including land, hybrid roving vehicles, small engines, and marine transport systems with the objective of applying acquired knowledge in order to solve real life situations. This is the first level of a planned three level program.

**Grades 9 through 12** 5 Credits

## **Power, Energy, and Transportation Technology 2** CP-A

This course concentrates on a wide range of technological areas related to Power, Energy, and Transportation Technology. The specific focus will be on hands-on problem solving activities involving air and space transportation in which the students will work together in lab activities designed to reinforce the content presented. Students will continue to explore sources of alternate energy in order to better understand the need for energy management in our society, with specific attention to hydroelectric, wind, and solar energy. Emphasis on power systems is enhanced as the students continue to acquire and apply the knowledge that is presented.

**Grades 10 through 12** 5 Credits

**Prerequisite:** Power, Energy, and Transportation Tech 1

## **Power, Energy, and Transportation Technology 3** Honors

This advanced level course will continue to explore the areas of technology that relate to Power, Energy, and Transportation. It will require students to participate in challenging, hands-on design, and problem solving activities that will reinforce the principles of land, marine, air, and space transportation. Furthermore, applications of alternative energy will be addressed through real-world issues and potential solutions. The design loop will be used to develop clear and professional documentation. The students will participate in local and state engineering competitions.

**Grades 11 and 12 only** 5 Credits

**Prerequisite:** Power, Energy, and Transportation Tech 2

**Power, Energy, and Transportation Technology 4** Honors  
This capstone course will require students to conduct in-depth research, develop solutions, and construct working prototypes that solve complex problems/opportunities related to Power, Energy, and Transportation. Students will design and develop a comprehensive electronic and print design portfolio to present the results of their research and solution. Solutions will be formally presented to peers and department faculty. **5 Credits**

**Prerequisite:** Teacher Recommendation, successful completion of PET 3.

**Mechanical Movement** CP-A

This course is aimed at students who want to make their own automated devices. It will be useful to people who want to make any sort of mechanical toy/sculpture/device. It will help a student understand the practical basics of mechanisms. Students will learn the history and principles of movement, design, control, and construction of automated systems.

**Grade 9 only** **5 Credits**

**Women in Engineering Design and Technology** CP-A

This course will provide students with knowledge of various fields of engineering and experiences with the engineering process through participation in problem solving and design activities. Studying areas of engineering and then applying the engineering process in order to solve real life problems will provide students with a better understanding of how real world situations are addressed. Many speakers will help motivate the students to consider engineering as a career goal.

**Grades 9 through 12** **5 Credits**

**Biotechnology 1** CP-A

Biotechnology is a distinct technological area of human adaptive behavior. Biotechnology involves the design of techniques and systems utilizing living organisms, or their parts, to accomplish some purposeful goal. Biotechnology is utilized within food production, medical procedures, environmental restoration, and many other aspects of our lives.

Biotechnology uses living cells and materials produced by cells to create pharmaceutical, diagnostic, agricultural, environmental and other products to benefit society. This first of a three -year program of study, will be an introduction to biotechnology systems. Areas touched on may include: bioengineering, healthcare, cultivation of plants and animals, fuel and chemical production, waste management and treatment, biotechnological materials and application.

**Grades 9 through 12** **5 Credits**

**Biotechnology 2** CP-A

Students in Biotechnology 2 will develop an understanding of biotechnology systems, processes, tools, and materials. The

emphasis will be on the ethical and environmental implications. Individual and group experiences are designed to enable students to understand, use, manage, and assess historical, current, and emerging biotechnology developments. Biotechnology deals with designing and manipulating organisms to create new products and processes. Areas that may be covered are: **Environment:** Biotreatment Systems, Environmental Waste Management; **Agriculture:** Aquaculture, Immunology, Social Impact of Medicine; **Bioprocess:** Fermentation, Potentials of Gene Therapy.

**Grades 10 through 12** **5 Credits**

**Prerequisite:** Successful completion of Biotechnology 1 with a final average of 72 or better, and any Senior for 08-09 year only.

**Communication Technology 1** CP-A

This course will introduce students to the systems of communication. Areas of study include video game design, Geographical Information Systems (GIS), electronics, fiber optics, and other systems. The IT field is booming and students need a basic understanding of communication technology.

**Grades 9 through 12** **5 Credits**

**Media Technology 1** CP-A

This course will offer students a basic hands-on approach to the technical processes and operations necessary to produce videotapes. Techniques will include camera operation, script writing, lighting, editing, and directing. Introduction to computer generated graphics and editing will also be included.

**Grades 9 through 12** **5 Credits**

**Prerequisite:** None. This course is scheduled with EngineeringTech 1 as a full year program.

**Media Technology 2** CP-A

The emphasis on this course will be on studio work. Students will apply their videotaping skills to produce and crew various events for the school. The cross-curriculum approach with other departments of the school will be introduced. Students will also be required to produce various assignments given by the instructor. A more extensive use of computer generated editing will be used.

**Grades 10 through 12** **5 Credits**

**Prerequisite:** Successful completion of Media Technology 1

**Media Technology 3** Honors

Students in this class will use all of their technological skills to produce shows to be aired on the local cable public access channel. Reports of events at the school and in the local community will be emphasized. Students will be required to work independently at times to meet deadlines. Students will produce a Remembering High Point video.

**Grades 11 and 12** **5 Credits**

**Prerequisite:** Successful completion of Media Technology 2

## Media Technology 4

Honors

Students will use skills from Media Technology 1,2,3 to develop high quality, full length video programs for public information broadcasting on cable television. The course will emphasize use of advanced video and video editing technology skills. Strong teamwork and a strict adherence to deadlines to meet broadcast schedules are necessary elements for success. Disciplined and independent self starters will prosper in this course. Students will direct and edit their own productions in addition to working on production teams for other school and community based projects. This course is best suited to self motivated students who work well in small teams.

Grade 12

5 Credits

Prerequisite: Media Technology 3

**Honors level courses** (3rd and 4th year) have a higher demand for research, development, documentation presentation, and mathematical applications. Students may engage in various engineering and design competitive events. Analysis of design and creativity is essential for success.

Students are expected to be very active learners who initiate and participate in all facets of the class. All honors level courses in this department are designed for those students who are insightful, analytical, and respectful of the power of technology, design, and problem solving. Extra hours above the regular school day are a requirement for success. Honor students are encouraged to enroll in higher level science and math courses concurrently.

## WORK STUDY PROGRAM

### Media and Engineering

CP-B

Students who will be seeking admittance to this program in their senior year are encouraged to take Driver Behind the Wheel Training at age 16 so they are eligible for their license at age 17 – since they must be able to provide their own transportation.

This program provides the senior student with the opportunity to relate their skills in the world of work while earning money. Through a cooperative arrangement between the school and community employers, students spend a part of the day in school and a part in an approved office, related commercial/retail establishment, or engineering firm, depending on completion of prerequisite. The program is comprised of the related classroom course and up to three periods of released time for paid work experience. Fifteen credits are earned upon successful completion of the course.

The related class covers life skills content related to money management and career preparation. Money management topics covered include banking, taxes, using credit, maintaining a checking account, making major purchases, independent living, consumerism, civic financial responsibility, and insurance. Included in the career preparation area are job searching,

resumes, understanding paychecks, dealing with different bosses and co-workers, how to work as part of a team, workplace communications, worker accountability and productivity, safety on the job, and ethics in the workplace.

15 Credits

Prerequisites: See Chart Below  
Senior Enrollment Only

Category for Work Study	Required Courses
Media	Completion or concurrently enrolled in Media 3
Engineering	Completion or concurrently enrolled in EDT 3 or PETT 3

# FINE ARTS

Fine and Performing Arts Honors Level Courses Available:

**Fine Arts 4 Portfolio**  
**Honors Art History**  
**Concert Band 4**

(Honors credit for Concert Band  
awarded upon completion of lesson level 7)

Prerequisites for enrollment are included in the course descriptions. Any art student that qualifies for Graphic Design 3 or Photography by achieving the appropriate grades/prerequisite to take each class, may enroll in the SCCC CEP and is exempt from the criteria listed at the beginning of this catalog.

## ART

### Fine Arts 1

CP-B

This first year of Fine Arts study offers students with an interest in art a variety of art experiences. Assignments are diverse and are all 2-dimensional. They survey the elements of design and a wide variety of media and techniques. Fine Arts 1 is designed for the interested student but no special talents or skills are needed to enjoy and to do well in the class.

**Grades 9 through 12**

**5 Credits**

### Fine Arts 2

CP-A

Fine Arts 2 is designed for students who enjoyed the breadth of study in FA1. Diverse cultures, historical insights and a wide variety of media are all encompassed while giving the student more responsibility and heightened creative challenges. The student will be expected to expand on the development of their basic skills and demonstrate their understanding of art dynamics. Written as well as performance evaluations will be based on a more strict assessment level.

**Grades 10 through 12**

**5 Credits**

**Prerequisite:** A grade of 80 or higher in Fine Arts 1

### Fine Arts 3 Portfolio

CP-A

Fine Arts 3 Portfolio is a performance-based class that offers serious art students the time and instruction to refine and polish their skills learned in the beginning classes. Assignments challenge the students to explore personal expression with various art media and advanced techniques. The students will focus on specific areas of study required by colleges and art schools for portfolio content. Students will begin to develop a portfolio to present to colleges or employers in art media and/or digital format.

**Grades 11 and 12**

**5 Credits**

**Prerequisite:** A grade of 88 or higher in Fine Arts 2

### Fine Arts 4 Portfolio

Honors

Fine Arts 4 Portfolio is an Honors level course that challenges art career-bound students to reach their highest academic potential by being challenged by college level assignments. The concepts, techniques, and critique/analysis taught are at the highest level of arts school/college preparation. During this year, students will complete their portfolio for college interviews. They will be involved in county, state, and national juried exhibitions. Work outside of class and extra time spent refining techniques is required.

**Grade 12**

**5 Credits**

**Prerequisite:** A grade of 80 or higher in Fine Arts 3, teacher approval and a portfolio review.

### Honors Art History

Honors

This full year course is designed for the student who demonstrates above average writing skills, as well as insights into and interest in the world of art. This course follows the history of art from the prehistoric to the contemporary era. Cultural influences and expansive styles from all over the world will be explored. Western and Non-Western art, including architecture, painting, drawing, crafts, and sculpture will be studied. Students who choose this course should be prepared for a challenging and fast-paced workload. Students will also be required to complete summer work for this class. Assessments will include research papers, essays, critiques, quizzes, and tests.

**Grades 10, 11 and 12**

**5 Credits**

**Prerequisite:** Honors Art History is available to students who have met at least one of the following:

- Proficient completion (grade 90 or above) in advanced art class, a serious interest in art history, and an art teacher's recommendation; or
- Proficient completion of Advanced and/or Honors/AP coursework in Language Arts, Social Studies or Foreign Language.

**Crafts 1 CP-B**  
**Crafts 2 CP-A**

The first year course includes a heavy emphasis on clay including hand building, sculpting and potter's wheel techniques, polymer clay, fiber construction, metal jewelry making and copper foil tooling. The second year continues study on the potter's wheel and introduces bookmaking, embossing, paper-making, and ceramic and paper sculpture and may include metal enameling and stained glass. Emphasis is placed upon combining different media. Grade 12 students are encouraged to develop a portfolio.

**Prerequisite:** Crafts 1: Open to grades 10 -12 only  
Crafts 2: Open to grade 11 & 12 with a grade of 75 or higher in Crafts 1

**Graphic Design 1** CP-B  
Graphic designers play a key role in our visual communication-based society. This is the first year foundation course for the Graphic Design Career Path Program. Students will be introduced to a variety of media and techniques, with emphasis on developing drawing skills. Elements of study will include illustration, advertising and package design, logos, typography and graphics. An introduction to the Macintosh computer platform and its imaging editing software and page layout programs will be explored.

**5 Credits**

**Prerequisite:** None; open to grades 9 through 12

**Graphic Design 2** CP-A  
Visual communication is bringing our global societies together as one. This second year in the career path program encourages students to develop project ideas that require strong visual concepts and problem solving skills. The units of study are designed for career awareness in the graphic arts field as well. Graphic communications will be the focus of the assignments based on real world needs and advertising trends. Software will include Photoshop, In-Design, and Illustrator.

Elements of study will begin to overlap as students incorporate typography and computer techniques as well as traditional methods of illustration and design to complete their presentations.

**Grades 10 through 12** **5 Credits**

**Prerequisite:** Completion of Graphic Design 1 with a grade of 75 or higher

**Graphic Design 3** CP-A  
Graphic designers work across several media and venues-traditional handmade design and digital design. In this third year of study, students will work with and seek our "clients" outside of the classroom to help resolve their visual communication needs. Problems in graphic communication are combined with exploratory

and experimental studies combining color, drawing, photography and typography.

With successful completion of this third-year program, students will have a strong design background as well as a high level of competency using digital imaging and page layout programs.

**Grades 11 and 12** **5 Credits**

**Prerequisite:** Completion of Graphic Design 2 with a grade of 80 or better and teacher approval.

## MUSIC

**Concert Band 1** CP-B  
**Concert Band 2, 3, 4** CP-A  
**Honors Concert Band** Honors

These full year courses are designed to develop an awareness of the factors contributing to a musical performance: tone, phrasing, intonation, reading ability, articulation, dynamics, style, and ensemble playing. Students who schedule Band are expected to possess some degree of proficiency upon entering the group. Students who are unable to meet the requirements may inquire about beginning lessons on instruments in which a vacancy in Band exists. The Band performs at evening concerts and also at assemblies, and other special events. Attendance at these performances is a course requirement. Every Band member is scheduled for a group lesson, in addition to the regular band rehearsals. The Marching Band, a separate organization, rehearses during Band periods, evening, and Saturday mornings. Band members are encouraged, but not required, to participate in the Marching Band. Students who wish to be considered for the Honors program must complete the LEVEL VII achievements in the lessons literature and gain acceptance through audition to an Honors Band such as County, Area, or Regional Band by the end of the year.

**Band 1:** Grades 9 through 12

**Band 2, 3, 4:** Grades 10 through 12

**Honors Band:** Grades 11 and 12

**All 5 Credits**

**Chorale Year 1 CP-B** is designed to acquaint the incoming treble voices with the High Point Choral program and provide them the opportunity to develop good vocal technique, aural skills and music reading skills. These students rehearse and prepare their own concert repertoire from a variety of musical periods and styles, in addition to several combined musical selections with the High Point Concert Choir. Participation in this group challenges students to be ready for the difficult repertoire that they will encounter in Concert Choir level 2/3/4. Students are encouraged and helped to audition for the High Point Chamber Singers, the Spring Musical, and the many honors choirs. The year 1 course is open to all treble voices, grades 9-12, interested in joining the choral program. After successful completion of this course, students wishing to continue in the choral program will have the opportunity to join the High Point Concert Choir level 2/3/4.

**Concert Choir 1** Year 1 – CP-B Year 2, 3, & 4 – CP-A  
A full year course designed to provide an atmosphere for the enjoyment and appreciation of all types of choral music. The improvement of voice quality, intonation, ability to read music, and overall development of musicianship is stressed in conjunction with the learning of each piece of music. The Chorus performs at evening concerts and also at assemblies, graduation, and other special events. Attendance at these performances is a course requirement. Chorus members receive individualized instruction in addition to regular chorus rehearsals.

**Concert Choir year 2:** Grades 10 through 12

**Concert Choir year 3:** Grades 11 and 12

**Concert Choir year 4:** Grade 12 only **All 5 Credits**

**Prerequisite:** Demonstrates a potential to sing in tune as part of an ensemble

**Music Theory** CP-A

This full year course provides a basic knowledge of pitch, rhythms, key signatures, scales, intervals, chord structure, diatonic chord progressions in root position and inversions. Correlating keyboard skills, sight-singing, and dictation are included. Students wishing to continue their musical studies in college are encouraged to enroll in this course to prepare them for the theory exam needed for college acceptance.

**Prerequisite:** Successful completion of Chorus, Band, or Piano Lab

**Theatre Arts I** CP-A

This first year course is an introduction into the world of theater. Its purpose is to improve students' communication skills by participating in theater activities designed to increase each student's organization, concentration, critical thinking, creativity, memorization, confidence, self-awareness. Students will learn about performance techniques through exercises in pantomime and improvisation. They will also be introduced to the history of the theater as well as perform scenes from a variety of periods.

**Grades 9 through 12** **5 Credits**

**Theatre Arts II** CP-A

This second year course builds upon the skills learned and practiced in Theater Arts I. Students will develop individual and ensemble performance techniques through the use of exercises in physical and technical awareness continuing with pantomime and improvisation. Students will also become familiar with the physical aspects of the theater and will read, interpret, and perform scenes and plays from theater history. The curriculum will include student involvement in actual directing, blocking, staging, and acting.

**Grades 10 through 12** **5 Credits**

**Prerequisite:** Theater Arts I and teacher approval

**Theatre Arts III** CP-A

The purpose of this course is to further enhance and challenge skills and knowledge acquired in Theater Arts I and 2. First, the students will continue to improve the communication process by participating in theater activities designed to increase each student's organization, concentration, critical thinking, creativity, memorization, confidence and self-awareness. Secondly, students will continue to develop individual and ensemble performance techniques through the use of exercises in physical and technical awareness such as relaxation and improvisation. They will also become more familiar with the role and responsibility of the actor, the director, and the playwright in regard to character development, blocking, play analysis, and moment to moment reality in a given production. Students will also become familiar with various technical roles such as lighting, sound, and set. Students will trace the history of the theater and the American musical and they will read, interpret, observe, perform, and discuss scenes and plays from a variety of periods. Once again, this is a performance class and will involve actual directing, acting, writing, and designing.

**Grades 11 or 12** **5 Credits**

**Prerequisite:** Theater Arts I and II, and teacher approval

**Theatre Arts IV** **Honors**

The purpose of this course is to educate, reinforce, challenge, perform and evaluate skills and knowledge acquired in Theatre Arts I, II and III at a collegiate level of study and performance. First, the students will target and challenge individual strengths and weaknesses in acting by participating in exercises designed to identify, improve, and sharpen each performers' organization, concentration, critical thinking, creativity, memorization, confidence, and self-awareness. Secondly, the students will continue to develop and sustain individual and ensemble performance techniques through the use of various exercises in physical and technical awareness. They will also further increase and demonstrate their familiarity and experience with the roles, responsibilities and skills of the actor and the director in regard to character development, blocking, play analysis, and moment to moment reality in a given scene or production. Select students favoring technical theatre will continue to explore and challenge their knowledge of various backstage roles in theatre such as lighting, sound, stage management, set design, etc. All students will continue to trace the history of the theatre and they will read, interpret, observe, perform, analyze, and discuss scenes and plays from a variety of periods. This is a performance class and will involve actual directing, acting, and designing.

**Grade 12** **5 Credits**

**Prerequisite:** Completion of Theatre Arts I, II, III, and teacher approval

# INDUSTRIAL STUDIES

## **Computer Aided Drawing and Design 1**

CP-A

This first year course is designed to introduce the students to CAD software as well as hand drafting technique. Units include lettering, dimensioning, the care and use of drafting instruments, sketching, orthographic projection, sectional views, and geometric construction. An introduction to 3 dimensional modeling will also be covered. This series of courses is valuable to many industrial and engineering careers.

**Grades 9 through 12**

**5 Credits**

## **Computer Aided Drawing and Design 2**

CP-A

This course covers many aspects of mechanical design. Unites include isometric drafting, isometric CAD, fasteners, solid modeling styles and techniques, assembly drawings, and surface modeling. Students will also render and animate their models.

**Grades 10 through 12**

**5 Credits**

**Prerequisite:** Successful completion of Computer Aided Drawing and Design 1

## **Computer Aided Drawing and Design 3**

CP-A

This course furthers the student knowledge in 3 dimensional modeling and animation techniques. Students can choose to continue a previous project or start a new one. Students will work individually and in groups. In addition, a Technology Student Association competition will be available for the students.

**Grades 11 and 12**

**5 Credits**

**Prerequisite:** Successful completion of Computer Aided Drawing and Design 2

## **Computer Aided Drawing and Design 4**

Honors

This course explores the use of system customization for drawing production enhancement and the principles of data manipulation and will build on the skills achieved in earlier CADD courses. The course explores in more detail several advanced concepts aimed at increasing drawing efficiency, including linking with external drawing components, and creating dimension styles and viewpoints. The student also gains exposure to the customizable features of the CADD software, including linetypes, hatch patterns, scripts, slide shows, macros, shapes, and an integrated custom menu system. Students will develop a portfolio for higher ed. and job interviews.

**Prerequisite:** Teacher Recommendation, completion of CADD 3

## **Computer Animation**

CP-A

This course will introduce students to 3-dimensional computer animation applications. Concepts, relationships between concept and technical skills, and the need to understand the historical development of 3-dimensional computer animation will be emphasized. Exercises will highlight the techniques of creating the

illusion of motion and three-dimensional space using computer software. Students will be able to create 2-dimensional art on the computer as well as fully rendered 3-D characters and environments along the lines of "Shrek". It is recommended that students enrolling in this course be familiar with basic computer functions and computer file management. This class will count towards Practical Art requirement, not Technology requirement.

**Grades 10 through 12**

**5 Credits**

**Prerequisite:** Engineering Design Technology 1, Fine Art

## **Architecture 1**

CP-A

This course will focus on architectural drawing, design, and planning. Students will learn how to use computers and sophisticated software to model building structures. Students will then apply knowledge about basic residential design and planning to create their own "dream home". Students will produce a complete set of detailed architectural drawings and scale model.

**Grades 9 and 10 (11 and 12 with teacher approval)**

**5 Credits**

## **Architecture 2**

CP-A

Students will learn about sustainable, green, and energy efficient design practices that are quickly becoming the standard in modern day building design and planning. Emphasis will be placed on design elements and principles as students learn about advanced drawing and presentation techniques. Students will spend more time looking and thinking about both modern day and historical works to help broaden their understanding of architecture.

**Grades 10 through 12**

**5 Credits**

**Prerequisite:** Successful completion of Architectural Design 1

## **Architectural Design 3**

Honors

Students will build various computer and physical models of both existing and self-designed structures. An emphasis on construction techniques, new technologies, and alternative structures will take place.

**Grades 11 and 12**

**5 Credits**

**Prerequisite:** Successful completion of Architectural Design 2

## **Architectural Design 4**

Honors

This capstone course will require students to conduct in-depth research, develop solutions, and construct models that solve complex problems related to Architectural Design and Engineering. Students will design and develop a comprehensive electronic and print design portfolio to present the results of their research and solution. Solutions will be formally presented to peers and department faculty.

**Grade 12**

**5 Credits**

**Prerequisite:** Teacher recommendation, completion of Architectural Design 3



**Honors level courses** (3rd and 4th year) have a higher demand for research, development, documentation presentation, and mathematical applications. Students may engage in various engineering and design competitive events. Analysis of design and creativity is essential for success. Students are expected to be very active learners who initiate and participate in all facets of the class. All honors level courses in this department are designed for those students who are insightful, analytical, and respectful of the power of technology, design, and problem solving. Extra hours above the regular school day are a requirement for success. Honor students are encouraged to enroll in higher level science and math courses concurrently.

## WORK STUDY PROGRAM

### CAD, Architecture

CP-B

Students who will be seeking admittance to this program in their senior year are encouraged to take Driver Behind the Wheel Training at age 16 so they are eligible for their license at age 17 – since they must be able to provide their own transportation. This program provides the senior student with the opportunity to relate their skills in the world of work while earning money. Through a cooperative arrangement between the school and community employers, students spend a part of the day in school and a part in an approved office, related commercial/retail establishment, day care facility, or engineering firm, depending on completion of prerequisite. The program is comprised of the related classroom course and up to three periods of released time for paid work experience. Fifteen credits are earned upon successful completion of the course. The related class covers life skills content related to money management and career preparation. Money management topics covered include banking, taxes, using credit, maintaining a checking account, making major purchases, independent living, consumerism, civic financial responsibility, and insurance. Included in the career preparation area are job searching, resumes, understanding paychecks, dealing with different bosses and co-workers, how to work as part of a team, workplace communications, worker accountability and productivity, safety on the job, and ethics in the workplace.

**Senior Enrollment Only**

**15 Credits**

**Prerequisites: See Chart Below**

<b>Category for Work Study</b>	<b>Required Courses</b>
CAD	Completion or concurrently enrolled in CAD 3
Architecture	Completion or concurrently enrolled in Arch 3

# MATHEMATICS

**NOTE:** Calculators are used throughout our program and they will be available for purchase or loan. The calculator used is listed next to the course. Any scientific calculator may be substituted for the Ti-30XII. Substitutions should not be made for graphing calculators.

## Honors Program

- Grade 9:** Geometry H, (Scientific calculator, Texas Instrument Ti-30XII)
- Grade 10:** Algebra 2 H, (Graphing calculator, Texas Instrument Ti-83+ or 84+)
- Grade 11:** Pre-Calculus H (Graphing calculator, Texas Instrument Ti-83+ or 84+)
- Grade 12:** AP Calculus (Graphing calculator, Texas Instrument Ti-83+ or 84+)
- Elective:** Grade 11 or 12: AP Statistics, (Graphing Calculator, Texas Instrument Ti-83+, or Ti-84+)

The **Honors** program is designed for students who have demonstrated exceptional mathematical ability and motivation. Honors courses cover material at a faster pace and in greater depth. Students are required to do more complex problems and to extend and apply mathematical concepts that are taught in class to new situations. Summer assignments are required in all courses except Geometry Honors. The Honors program is designed to meet the needs of students who anticipate entering college programs requiring an extensive mathematical background. However, due to the increasing technological nature of our society, a strong mathematical background is becoming more important for all students. Thus, any student who meets the criteria for the Honors level is encouraged to enroll in it.

**Prerequisite:** Most students enter into the Honors program by taking Algebra 1 in eighth grade and meeting the specified score (of 70%) on the College Prep Algebra 1 A final exam.

Students enrolled in an honors class with a grade of 82 and teacher recommendation are eligible to enroll in the next year's Honor or Advanced Placement class. Enrolled students who do not meet this requirement may become eligible with a passing score on a pretest, and/or a strong teacher recommendation endorsed by the Department Supervisor. All other students must take a pretest in order to determine eligibility. In order to take the AP exam, students must be enrolled in the course. Students who do not begin the Honors program in grade nine are eligible to move into Geometry Honors and/or Algebra 2 Honors if they receive a final grade of "A" in College Prep Algebra 1 A and are recommended by the teacher. In such cases, the students will usually take two math courses simultaneously in order to be able to schedule AP Calculus in grade twelve.

**AP Calculus Grade 12** prepares students for the Advanced Placement Test designed by The College Board. Students enrolled in this course must take the appropriate AP exam in AP Calculus. Acceptable scores on this test can earn the student college credits. This course meets six periods per week which includes a lab period. **6 Credits**

**AP Statistics** is an elective open to students who have completed College Prep Algebra 2 A with at least a "B" average or have passed Algebra 2 Honors with at least a "C" average. It may be taken in addition to College Prep Pre-Calculus A or Pre-Calculus Honors, or in addition to or as an alternative to AP Calculus. In some cases it may be taken instead of Pre-Calculus Academic. However, any student who anticipates taking Calculus in college should take this course only *in addition* to Pre-Calculus. Statistics is the science of collecting and analyzing data and is a required course for many college majors. Graphing calculators will be used to explore real life data. This course prepares students for the Advanced Placement Test. Students enrolled in this course must take the appropriate AP exam in Statistics. Acceptable scores on this test can earn students college credits. **5 Credits**

**Prerequisite:** 72 in Algebra 2 H or 82 in College Prep Algebra 2 A

## College Prep A Program

CP-A

- Grade 9: College Prep Algebra 1 A  
(Scientific Calculator, Texas Instrument TI-30XII)
- Grade 10: College Prep Geometry A  
(Scientific Calculator, Texas Instrument TI-30XII)
- Grade 11: College Prep Algebra 2 A  
(Graphing Calculator, Texas Instrument TI-84+)
- Grade 12: College Prep Pre-Calculus A  
(Graphing Calculator, Texas Instrument TI-84+)
- Prerequisite: 83 in College Prep Algebra 2 A, or teacher recommendation

These courses are designed to meet the needs of the college preparatory student. However, due to the increasing technological nature of our society, any student who has demonstrated the ability to do mathematics at the College Prep A level, even though he or she may not be planning to go to college at this time, would benefit from these courses and is strongly encouraged to enroll in them. Teacher recommendations and standardized test scores are used to determine whether students should enroll in the academic level. Students who complete this program are prepared to succeed in any regular mathematics program in college, up to and including the study of Calculus. It should be noted that many college programs now require the study of Calculus, as an entry-level course.

## College Prep B Program

CP-B

- Grade 9: College Prep Algebra 1B,  
(Scientific Calculator, Texas Instrument TI-30XI)I)
- Grade 10: College Prep Geometry B, (Scientific  
Calculator, Texas Instrument Ti-30XI)I)
- Grade 11: College Prep Algebra 2 B , (Graphing  
Calculator, Texas Inst. TI-83, TI-83+, or TI84+)
- Grade 12: College Prep Senior College Math B,  
(Graphing Calc., Texas Inst. TI-83, TI-83+, or  
TI-84+). Pre-Calculus B: (Graphing Calculator,  
Texas Instrument TI-83, TI-83+, or TI-84+).

The **College Prep B Program** is designed for students who are planning to continue their education beyond high school at either a college or a technical school, but have demonstrated some difficulty in performing mathematics at the academic level. Teacher recommendations and standardized test results will be used to determine whether students should schedule College Prep B level courses. Students who meet the requirements should be encouraged to enroll in these courses even if they are not planning to go to college at the present time. Due to the increasing technological nature of our society, more and more occupations require knowledge of the mathematical skills taught in these courses.

During the first two years of the program, in both **Algebra 1** and **Geometry**, the topics covered are the same as those presented in the College Prep A program. The primary difference is in the complexity of the problems to which the students must apply the skills and concepts. The third year of the program, **College Prep Algebra 2 B**, includes most of the topics covered in College Prep Algebra 2 A. However, time is also allocated to review for the High School Proficiency Assessment and expand upon topics from Algebra 1. All three of these courses meet the core curriculum content standards as specified by the state.

Year four; **Senior College Math**, is designed for the specific purpose of preparing students to enter the typical college algebra or statistics course after graduation. Topics included are rational expressions and functions, logarithmic functions, trigonometric functions, applications of trigonometric laws, statistics, probability and discrete mathematics. The course will also include a review of basic topics for college placement tests. It is recommended that students have at least a "C" average in College Prep Algebra 2 B to enroll in this course.

## Pre-Calculus Grade 12

CP-B

This course will examine trigonometry and its many practical applications. The course will move at a slower pace than Pre-Calculus A and focus on topics such as measurement in designing and fabrication, architecture, charting courses using bearings in nautical and aviation applications, and surveying. **5 Credits**

**Prerequisites:** Algebra I, Geometry, and Algebra 2 at the CP B level or above. Students must have obtained an 80 average or above in Algebra 2 B.

## Basic Skills/ College Prep C Program

CP-C

- Grade 9: Pre-Algebra 1 CPC/Innovative Learning Strategies
- Grade 10: Algebra 1 CP C
- Grade 11: Integrated Math 3 G/ Geometry CP C
- Grade 12: Consumer Math

**All classes use the Scientific Calculator,  
Texas Instrument Ti-30XI**

## Pre-Algebra College Prep C

This course will be mandatory for all incoming ninth grade students who have not had Algebra I in eighth grade and are not scheduled for Algebra IA or B. **5 Credits**

The **BSI / College Prep C** program is designed to meet the needs of students who have been identified by NJ ASK 8 scores or a local assessment as in need of specific support to prepare for the HSPA and/or End of Course Algebra 1 Assessment. The topics in these courses are coordinated with the clusters on the Grade 11 New Jersey High School Proficiency Assessment (HSPA) and the End of Course Algebra 1 Assessment. Credits for these courses fulfill graduation requirements. Students who score below the state standard on the NJ ASK 8 in eighth grade must take Pre-Algebra 1 College Prep C. Ninth grade students who score below an established local standard on a locally prepared test given in the spring must take Algebra College Prep C. They may also continue in their regular math program if it fits in their schedule. Students in the tenth grade who score below an established local standard on a locally prepared test given in the spring must take Integrated Math 3 the following year. They may continue in their regular program if it fits in their schedule. Any junior who does not pass the HSPA must enroll in **Consumer Math** in Grade 12.

It is important that all students in the Basic Skills/CPC program are in Integrated Math 3 the year they are taking the HSPA. Students who are placed in Basic Skills/CPC because they did not meet standards on state or locally prepared tests, may test out of the program the following year by meeting established standards on a locally prepared test. It is recommended that students have at least a "B" average and teacher recommendation to move from the Basic Skills/CPC program to College Prep B program. All students

who plan to continue their education beyond high school should complete College Prep Algebra 1.

### **Innovative Learning Strategies**

Students who are partially proficient on the NJ ASK 8 will be given the opportunity to improve their skills through this full-year course. Through the interactive computer-based Study Island program, students will focus their studies on individual skill areas determined by a baseline pre-test. The course will be divided between the study of math skills, and study skills, such as note-taking, listening skills, time management, and organizational skills. A total of 5 Credits will be given for this course in conjunction with the Innovative Learning Strategies course listed in Language Arts.

**Grade 9** **5 Credits**

### **Senior Consumer Math** CP-C

This course will focus on the practical mathematical skills students will need to possess in their adult lives. Topics will include: budgeting, leasing vs. buying a car, bank loans, insurance, and other topics. Those students who have not passed the spring administration of the HSPA in the 11<sup>th</sup> grade must take this course and complete the AHSA process. Upon successful completion of this course, students will earn 5 credits towards graduation.

**Grade 12** **5 Credits**

### **Senior College Math** CP-B

This course is designed for the specific purpose of preparing students to enter the typical college algebra or statistics course after graduation. Topics included are rational expressions and functions, logarithmic functions, trigonometric functions, applications of trigonometric laws, statistics, probability and discrete mathematics. The course will also include a review of basic topics for college placement tests. It is recommended that students have at least a "C" average in College Prep Algebra 2 B to enroll in this course.

**5 Credits**

### **Preparing for the SAT** CP-A

This course is designed for those students who are planning to take the SAT. It gives students the skills they need to tackle the SAT with confidence. This one-semester elective targets math topics, such as arithmetic, algebra, and geometry, and verbal areas, such as English grammar and usage and the fundamentals of writing the essay. In addition, students will be exposed to test construction and scoring, test-taking strategies, and higher order problem solving and thinking skills. Students will leave this course with skills that will enhance their future studies. The credits will not replace the math and English requirements.

**Grades 11, 12** **2.5 Credits**

# SCIENCE

## Recommended Sequences

Grade	Honors	College Prep A
9	Biology H <sup>1</sup>	Biology <sup>1</sup> /Environmental
10	Chemistry H	Chemistry /Biology
11 And/Or	Physics H	Physics /Chemistry
12	AP Biology AP Chemistry AP Physics	Forensic Science /Physics

<sup>1</sup> Students selected via a screening process

Grade	College Prep B
9	Environmental Science
10	Biology
11 And/or	Chemistry/Physics/ Environmental Science
12	

## Environmental Science

Freshmen students will be recommended into one of four programs. Students qualifying, via the screening process, will be enrolled in **Biology Honors** or **Biology CP-A**. The remaining freshmen will be entered into the program of **Environmental Science**, designed to be instructed at either a **College Prep A** level or **College Prep B** level.

### Environmental Science CP-A & CP-B

This course is designed to provide students with an introduction to Environmental Science. Major topics include ecology, natural resources, energy, and environmental health. This course includes aspects of earth science, biology, and chemistry, which combine to provide a well-rounded picture of the environment. This course will allow students to become knowledgeable and aware of current environmental issues by studying the social, economic and political aspects of these issues. This course will use scientific principles to study the processes of the environment and examine changes within the environment from both natural and man-made causes. Laboratory activities and outdoor investigations which help provide insight into the topics covered will be included in the course of study.

Grade 9

6 Credits

## Biology

Biology is the study of the relationship between living organisms. All levels meet six periods a week and have a strong foundation of lab work. All levels include the topics of energy, cells, heredity, genetic code, evolution, classification, and anatomy and physiology.

### Honors Biology

This course has a restricted enrollment based upon a competitive admissions process. The honors level requires independent reading, research and analysis prior to the fall entry. A year-long independent project is a requirement for this course. The completion of the project is mandatory, subject to a permanent incomplete. The theme of this course is deeply rooted in unity and the relationship between homeostasis and the human body. Only students enrolled in an honors class with a grade of 82 and teacher recommendation are eligible to enroll in the next year's honors or AP classes. Summer homework is required. This class prepares the students to take the End of Course Assessment in Biology.

Grade 9

6 Credits

Prerequisites: Qualify by screening process

### Biology CP-A

This is an introductory, laboratory-based course designed to study living organisms and their physical environment. Students should apply scientific methods of inquiry and research in examination of the following topics: chemical basis of life; cell structure, function, and reproduction; energy; molecular basis of genetics; natural selection and diversity; and ecology. An independent service learning project, related to Biology, is required for the course. Summer homework is also required. The class prepares the students to take the End of Course Assessment in Biology.

Grades 9 and 10

6 Credits

Prerequisites: Qualify by screening process, incoming 9<sup>th</sup> grade only

### Biology CP-B

This course is designed as a foundation in the concepts of Biology. The content is similar to that of the College Prep A program while differing in the depth of study in each topic and laboratory activities. This class prepares the students to take the End of Course Assessment in Biology.

Grade 10

6 Credits

### AP Biology

This course is designed for the serious science-oriented student. It is the equivalent of a college introductory biology course. The Advanced Placement Program of the College Board is designed to prepare students for the AP exam and advanced placement in college above the introductory level courses. Students enrolled in this course must take the appropriate AP exam. AP Biology is a college course taught in the high school setting and is designed to be taken after successful completion of a first course in high school Biology. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The meeting format is six periods a week. Summer homework is required. Grades 10, 11, 12

6 Credits

Prerequisites: 82 in Honors Science and 80 or better in College Prep A math. Successful completion of first course in Biology and concurrent enrollment in Chemistry.

## Chemistry

All three Chemistry courses cover introductory inorganic chemistry. Topics of emphasis are the study of matter, its properties and structure, changes in matter and energies involved in those changes, reactivity, and stability. In addition, topics studied are atomic and electron structure, periodicity, chemical bonding, chemical nomenclature, formula and equation writing, stoichiometry, gas behavior, and solutions. Each of the three courses meets for six periods per week.

### **Honors Chemistry**

This course requires an increased dependence on the student's ability in reading, mathematics and independent study. The accelerated pace of the course provides for extended laboratory work, additional laboratory experiences, and advanced topic discussions.

Only students enrolled in an honors class with a grade of 82 and teacher recommendation are eligible to enroll in the next year's honors or AP classes. Enrolled students who do not meet this requirement may become eligible with a passing score on a pretest in order to determine eligibility. Summer homework is required.

**Grades 10 and 11** **6 Credits**

**Prerequisite:** 82 in Honors Biology and 80 in College Prep Math A

### **Chemistry CP-A**

This course is designed for the student who has experienced success in the study of science and who plans to attend a four-year college. This course keeps abreast of current chemistry information and technology.

**Grades 10, 11 and 12** **6 Credits**

**Prerequisite:** 70 in Biology College Prep A and 70 in Algebra 1 College Prep A or Geometry College Prep A and recommended for Algebra 2 A or College Prep Geometry A. Should a change in math level occur, serious consideration should also be given to the science level.

### **Chemistry CP-B**

This program is similar to the College Prep A course in content and approach, but with less emphasis on mathematics and in slightly less detail. This course is designed for the student who may lack the required math skills for College Prep A but who achieved success in the College Prep Biology B.

The decision as to whether to schedule College Prep Chemistry B or College Prep Physics B as the third year course should depend upon the personal and career interests of the student.

**Grades 11 and 12**

**6 Credits**

**Prerequisite:** 70 in Biology College Prep B and 70 in Math College Prep B or 80 in Integrated Math. Should a change in math level occur, serious consideration should also be given to the science level.

### **AP Chemistry**

The AP Chemistry course is designed to be the equivalent of the general course usually taken during the first year of college. The meeting format is six periods a week. Students in this course will attain a depth of understanding in fundamental chemical problems and competency in predicting and analyzing chemical reactions. The course will contribute to the development of the student's ability to think clearly and to express their ideas with clarity and logic, both orally and in writing. This course relies heavily on the student's ability to work with and comprehend difficult mathematical concepts. This course prepares students to take the AP Chemistry exam. Students enrolled in this course must take the appropriate AP exam. Summer homework is required.

**Grades 11 and 12**

**6 Credits**

**Prerequisites:** 82 in Honors Chemistry and/or Honors Physics. 82 in Honors Algebra 2 or 90 in CP College Prep Algebra 2 A is required. Concurrent enrollment or completion of Pre-calculus is required. Students who obtained an 80 or better in College Prep Chemistry A and fulfill their math requirements may become eligible with a passing score on a pretest to determine eligibility.

## Physics

### Honors Physics

This course is an algebra based college level physics course intended for students planning to major in science, particularly physics and engineering. This course places a strong emphasis on problem solving. This course is the best preparation for the AP Physics course. The textbook is an algebra based college textbook. The topics covered are Mechanics, Electricity, Magnetism, Waves, Light, Fluids, and Thermodynamics. Strong algebra skills are a necessity to succeed in this course. The pace of this course is fast, typically covering one chapter every two weeks. Lab experiments are conducted every two weeks to augment key concepts. All homework assignments are done online using WebAssign. Student assessment is based upon homework, lab reports, tests, and quizzes. Summer homework is required. **Grades 11 and 12** **6 Credits**

**Prerequisites:** 82 or better in Chemistry Honors or pass the screening test to determine eligibility; 82 or better in Algebra 2CP-A. Concurrent enrollment in Pre-Calculus is required.

### Physics CP-A

This course is an algebra based physics course intended to prepare students for a college science course but not intended for engineering or physics majors. This course can also be used as preparation for the AP Physics course. This course does place some emphasis on problem solving. The textbook used is an algebra based college textbook. The topics covered are Mechanics, Waves, Electricity, Fluids, and Modern Physics. Lab experiments are conducted regularly to develop key concepts. Student assessment is based on homework, lab reports, tests, and quizzes. **Grades 11 and 12** **6 Credits**

**Prerequisites:** 75 in Chemistry CP-A  
**Concurrent enrollment in Math is required.**

### Physics CP-B

This course is designed for the student with interest in a third or fourth year of science. The course requires students to work independently with a traditional physics curriculum and in groups to meet a variety of challenges. Topics, which will be covered in thematic units, include mechanics, electricity, thermodynamics, and optics. The course stresses the creative side of physics. The approach is "Hands-on", and laboratory oriented. The format is six periods per week. The decision as to whether to schedule College Prep Chemistry B or College Prep Physics B as the third year course should depend upon the student's interest in science and mathematics ability. **Grades 11 and 12** **6 Credits**

**Prerequisites:** 70 in Chemistry CP-B or Biology CP-B and Algebra 2 CP-B or Integrated Math.

### AP Physics

This course is a calculus based college level physics course intended for science and engineering majors. It is designed to prepare students for the AP Physics C exam given in May. Students enrolled in this course must take the appropriate AP exam. This course parallels the first two semesters of college physics taken by physics and engineering majors. This course places a very heavy emphasis on problem solving. The textbook used is a calculus based college textbook. The main topics covered in this course are Classical Mechanics, Electricity, and Magnetism.

This course is a second year physics course. Only those students who have successfully completed either Honors or College Prep Physics A are eligible to take AP Physics. The pace of this course is very fast typically covering one chapter per week. All homework assignments are done online using WebAssign. Student assessment is based upon homework and one test at the end of each marking period. Summer homework is required.

**Grade 12 only** **6 Credits**

**Prerequisites:** AP: 82 or better in Physics Honors. Students in Physics CP-A can become eligible by passing the screening test. 82 or better in Pre-Calculus. Concurrent enrollment in Calculus is required.

## Other Science Courses

### Forensic Science College Prep A

Students will discuss the field and laboratory techniques used in actual crime scene investigations. The students will participate with hands-on experiences needed to conduct the standard laboratory procedures such as the analysis of: hair/fiber, documents, blood, DNA, and fingerprints. This is a lab based science course which fulfills a year of science as a graduation requirement.

**Grades 11 and 12** **6 Credits**

**Prerequisite:** 80 in Biology/Chemistry/Physics. This course does not replace Chemistry but may be taken concurrently.

### Environmental Science CP-B

This course will expose our students to a variety of environmental topics such as ecosystems, biomes, biodiversity, and energy. This is a lab based science course which fulfills a year of science as a graduation requirement. Students will be expected to participate in rigorous outdoor fieldwork throughout the entire year.

**Grades 11 and 12** **6 Credits**

**Prerequisite:** Biology

# **SOCIAL STUDIES**

## **Required Courses**

- Grade 9:** World Studies  
**Grade 10:** American Studies 1  
**Grade 11:** American Studies 2

## **Electives - Full Year**

- American Conflict 1 and 2 – Grades 10-12  
AP American Government – Grades 11-12  
Principles of Behavioral Science -Grades 10-12  
Principles of Sociology - Grades 10-12  
Street Law – Grades 10-12  
AP U.S. History - Grade 12 only

## **Scheduling Policies:**

1. An "open" scheduling policy is in effect for the College Prep A and College Prep B levels of instruction. Students must qualify for admission to Honors level programs.
2. Only students enrolled in an honors class with a grade of 82 and teacher recommendation are eligible to enroll in the next year's honors or AP classes. All other students must take a pre-test in order to determine eligibility. Enrolled students who do not meet this requirement may become eligible with a passing score on a pretest, and a strong teacher recommendation endorsed by the Department Supervisor.

## **Required Courses**

### **World Studies Honors**

(Full year, grade 9) The Honors Program is designed for students who demonstrate an exceptional ability to comprehend and analyze historical topics through written composition. The subject matter is supplemented with outside reading assignments and primary documents. Honor students frequently elect to continue their studies in Advanced Placement History and Government courses.

The history honors courses cover material at a faster pace and in greater depth than the College Prep course. Students are required to complete several extended writing projects throughout the year. In addition, students are required to write several timed essays that are completed in class. Summer assignments are also required.

**5 Credits**

### **World Studies CPA**

(Full year, grade 9) College Prep World Studies A is a full year course designed for students who are skilled readers, critical thinkers, and proficient writers. This course traces world history from the Middle Ages through World War II. The Age of Revolutions including The French Revolution, The Industrial

Honors

CP-A

Revolution, and the Scientific Revolution will be examined. Students will learn about the history of Africa, Latin America and Asia. Students will examine the development of various nations, their struggles with political, economic and social issues and how those struggles affect us today.

Each of these topics will be studied using a variety of educational materials. Students will have access to primary source documents, literature and audio-visual material that enhance learning and are appropriate for this curriculum. Students are expected to enter this course with skills that will allow them to achieve success at this level. These skills include, but are not limited to:

- The ability to critically analyze and discuss primary source documents.
- The ability to independently study historic information in order to participate in mature and thoughtful topical dialogue.
- The ability to compose, edit insightfully and produce comprehensive essays that are historically accurate and demonstrate that the student has acquired the necessary skills that are appropriate in this accelerated class.
- The ability to process information from class discussions and teacher directed lessons, analyze and organize information and refer to it in order to sufficiently prepare for successful completion of quizzes, tests, and essay assignments.

**5 Credits**

### **World Studies CPB**

(Full year, grade 9) This course provides a cursory examination of the social, political, economic, cultural and intellectual events that have shaped our world today. Using a thematic approach, the course begins with the Middle Ages and continues through World War II. The history of Africa, Latin America and Asia are studied from origin to modern times.

The course is designed to enable every student to understand and appreciate the causative themes that have shaped other cultures, and how it is applicable to their lives. The goal of the modified program is to incorporate learning modalities in the instruction so that all students can excel. There will be a greater emphasis on developing a student-centered classroom, although teacher-directed instruction will be occasionally utilized. Cooperative and independent research projects, using the Internet, and other applications will be a focal point of this course.

**5 Credits**

CP-B

### **World Studies**

(Full year, grade 9) This course provides a cursory examination of the social, political, economic, cultural, and intellectual events that have shaped our world today. Using a thematic approach, the course begins with the Middle Ages and continues through World War II. The history of Africa, Latin America, and Asia are studied from origin to modern times. This course is designed for the

CP-C



student who is currently enrolled in the General English 9 course - specifically, those students who have not met the minimum competency levels in reading and /or writing on the Grade 8 Performance Assessment (GEPA), or who have been recommended for this level by their eighth grade teacher. The course is also designed to further develop and reinforce the remediation practices offered in the General English 9 course as means for the student to be successful in of their World Studies requirement in Social Studies.

**5 Credits**

### **American Studies 1 & 2 Honors**

Honors

The Honors Program is designed for students who demonstrate an exceptional ability to comprehend and analyze historical topics through written composition. The subject matter is supplemented with outside reading assignments and primary documents. Honor students frequently elect to continue their studies in Advanced Placement History and Government courses. The history honors courses cover material at a faster pace and in greater depth than the College Prep A course. Students are required to complete several extended writing projects throughout the year. In addition, students are required to write several timed essays that are completed in class. Summer assignments are also required.

**Grades 10 and 11**

**5 Credits**

### **American Studies 1 CPA**

CP-A

This is the first part of a two-year comprehensive study of important events and personalities that created our nation. American Studies 1 A is designed for the student who can meet the demands of an accelerated pace of instruction. The curriculum will focus on the role played by the United States in the development of a modern world. Emphasis is placed on acquiring historical thinking skills, historical understanding, a clear sense of historical time, historical comprehension, historical analysis and interpretation, historical research, historical issue-analysis, appreciation of basic concepts established in historical development, as well as a fundamental understanding of the structure and operation of our government. Students will be encouraged and expected to study independently, work with others in a collaborative setting, write in an insightful, comprehensive style that reflects accurate historical information in a critical manner. Students will be expected to complete research projects that use primary source documents, Internet sources, and other teacher accepted research. Before each unit students will be given a pre-test. The pre-test will be developed from a pre-unit reading assignment and will be a component in the grading criteria.

**5 Credits**

### **American Studies 1 CPB**

CP-B

This is a survey course that is designed to give the student an overview and understanding of the events that helped shape the development of the United States. It will focus on the cultural, economic, political and intellectual events that affected the growth

of the nation. Emphasis will also be placed on the role of the United States in the world community. Students will be expected to identify basic historical themes that run through each unit. Collaborative learning, independent research in a student-centered classroom will be integrated with occasional teacher-centered lessons. The same units are presented in this class as in the College Prep A offering but a slower pace and with a less demanding assignment schedule. The pre-test component of the College Prep A course is not a requirement in the College Prep American Studies 1 B.

**5 Credits**

### **American Studies 2 CPA**

CP-A

This course is the second part of a two-year comprehensive study of important events and personalities that created our nation. American Studies 2 A is designed for the student who can meet the demands of an accelerated pace of instruction. The curriculum will link current contemporary issues to past events, policies and decisions. As in the American Studies 1 A curriculum there will be a strong focus on the United States influence and responsibility in the modern world.

Emphasis is placed on acquiring historical thinking skills, historical understanding, a clear sense of historical time, historical comprehension, historical analysis and interpretation, historical research, historical issue-analysis, appreciation of basic concepts established in historical development, as well as a fundamental understanding of the structure and operation of our government.

Students will be encouraged and expected to study independently, work with others in a collaborative setting, and write in an insightful, comprehensive style that reflects accurate historical information in a critical manner. Students will be expected to complete research projects that use primary sources documents, Internet sources, and other teacher accepted research. Before each unit students will be given a pre-test. The pre-test will be developed from a pre-unit reading assignment and will be a component in the grading criteria.

**5 Credits**

### **American Studies 2 CPB**

CP-B

American Studies 2 B is the second year of a survey course that will continue to present the student with an overview and understanding of the events that helped shape the development of the United States. There will be a continued focus on the cultural, economic, political, and intellectual events that affected the growth of our nation. Strong connections between United States policy and the development of the modern world will be emphasized. Student requirements will continue to be similar to those of American Studies 1B to identify historical themes, and to develop historical thinking skills and demonstrate historical understanding. Collaborative learning, independent research, in a student-centered classroom will be integrated with occasional teacher-centered lessons. The same units are presented in this class as in the College Prep A offering but at a slower pace and with a less

demanding assignment schedule. The pre-test component of the College Prep A course is not a requirement in College Prep American Studies 2 B. **5 Credits**

## ELECTIVES

**American Conflict 1 CP-A** CP-A  
This course is designed to give students an in-depth understanding of U.S. wars of the 18th and 19th Century and how these events helped shape the nation. Topics of study are the American Revolution, U.S. Civil War and the rise of the United States as a key player on the world stage. Other topics include the War of 1812, the many Indian Wars, Manifest Destiny and war with Mexico, and the leadership of Theodore Roosevelt at the turn of the century.  
**Grades 10 through 12** **5 Credits**

**American Conflict 2 CP-A** CP-A  
This course will focus primarily on the wars of the 20th Century and give students an in-depth understanding that the United States would no longer remain an isolated nation. Topics of study are the two world wars, the Cold War, Korea, Vietnam, wars in the Middle East, the rise of Islamic Fundamentalism and the continuing War on Terror into the 21st Century.  
**Grades 11 and 12** **5 Credits**  
**Prerequisite:** American Conflict 1 for Grade 11  
Grade 12 with department approval

**AP American Government** AP  
This college-level course is designed to provide an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. Completion of the course prepares students to take the Advance Placement Test. Those who earn appropriate scores on AP tests become eligible to earn college credit. Students enrolled in this course must take the appropriate AP exam. Students must be enrolled in the course to take the AP exam  
**Grade 11 and 12** **5 Credits**  
**Prerequisite:** American Studies 1 Honors, or  
American Studies II Honors

**AP U.S. History** AP  
This college-level course is designed to give students a chronological grounding in United States History and in major interpretive questions that are derived from the study of selected themes. Students examine a series of problems through specialized writing by historians and through supplementary readings, including original source documents. Completion of the course prepares students to take the Advanced Placement Test. Students enrolled in this course must take the appropriate AP

exam. Those who earn appropriate scores on the AP test become eligible to earn college credit. Students must be enrolled in the course to take the AP exam.

**Grade 12** **5 Credits**  
**Prerequisite:** American Studies Honors 1 and Honors 2

**Principles of Behavioral Science CP-A** CP-A  
This is an introductory survey course studying human relationships and behavior. It will provide the student with a broad and current view of content and method of studying human behavior. Special emphasis will be placed on comparing and contrasting the different schools of thought that comprise our understanding of the nature of being human. Students will explore the area of human interaction and the need for man to live effectively within a social setting.

The concept of self, consciousness, the unconscious, motivation, personality, social interaction/influence, abnormality/adjustment, therapy, and Life Span are all areas that will be studied during this course. Students will be encouraged through use of psychological techniques, such as journals, surveys and research to investigate "self." The student will be required to become an observer, recorder, and theorist on their own behavior. Strong emphasis will be placed on the investigation of students own personal behavior.  
**Grades 10 through 12** **5 Credits**

**Principles of Sociology CP-A** CP-A  
Principles of Sociology is an elective course designed to allow students to understand, interpret and evaluate the contemporary social institutions that govern and define social interaction, and group behavior. A goal of the class is to provide students with a clearer understanding of the world and the mechanisms that motivate it. Topics such as aging, culture and deviance are explored. The class consists of individual and collaborative work as well as an extensive use of films. Course requirements include position and research papers and large-group related projects.  
**Grades 10 through 12** **5 Credits**

**Street Law CP-B** CP-B  
Street Law will provide law related education, practical information, and problem solving strategies for legal issues in our society. The course will emphasize hands-on activities and classroom simulation of law related problems. Contemporary social issues such as organized crime, capital punishment, the prison system, the war on drugs, gangs and gun control will be explored. There will be a strong emphasis placed on problems currently facing students in their daily lives. On completion of the course the student will have a better understanding of the American Justice System and how best to function in a litigious society.  
**Grades 11 and 12** **5 Credits**  
**Grade 10 with Department Approval**

# **HEALTH and PHYSICAL EDUCATION**

The Health and Physical Education curriculum is a comprehensive program that promotes overall wellness. Ninth and tenth grade students will complete three mandatory Physical Education units per year.

## **ROTATION 1**

GYM	MP1	MP2	MP3	MP4
EAST	WGT RM/FIT PICKLE BALL OTDR GM	WGT RM VOL BALL INDR GM	WGT RM VOL BALL INDR GM	WGT RM/FIT PICKLE BALL OTDR GM

GYM	MP1	MP2	MP3	MP4
WEST	VOL BALL OTDR GM FITNESS	INDR GAMES TEAM BLDG FITNESS	INDR GAMES TEAM BLDG FITNESS	VOL BALL OTDR GM FITNESS

## **ROTATION 2**

GYM	MP1	MP2	MP3	MP4
EAST	WGT RM BADMNT OTDR GAMES	WGT RM VOL BALL INDR GM	WGT RM VOL BALL INDR GM	WGT RM BADMNT OTDR GAMES

GYM	MP1	MP2	MP3	MP4
WEST	VOL BALL OTDR GM FITNESS	FITNESS TM BLDG INDR GAMES	FITNESS TM BLDG INDR GAMES	VOL BALL OTDR GM FITNESS

Each unit will be a marking period in length and consist of three or more activities. All students will be expected to demonstrate and understand the following components of fitness:

**Body Composition, Cardiovascular Endurance, Flexibility, Speed, Reaction, Muscular Endurance, Muscular Strength, Agility, Balance, Coordination, and Power.**

All students will participate in a department fitness assessment program based on the Fitness Gram. Students will be assessed three times each school year.

Health units will explore two health related areas and will be a marking period in length. The freshman health unit includes Harmful Substances and Driver Education. During the Harmful Substance segment of the unit, students will receive information ranging from alcohol and substance abuse and misuse to the more complex issues facing teenagers and adults in today's society. Driver Education exposes students to all phases of driving and the responsibilities that are associated with driving. This is a theory class and does not include actual "Behind the Wheel" training.

The sophomore health unit includes Family Life and CPR/First Aid. Family Life topics include self-awareness, values, communications, and decision-making skills. While some sensitive issues are explored, the primary focus is to provide general information to support the more in depth discussions during junior year health. CPR/First Aid provides the student with the opportunity to earn American Red Cross certification in First Aid, CPR, and the use of the defibrillator. (AED).

The junior health unit includes Human Sexuality and Current Health Issues. Human Sexuality provides students with knowledge concerning birth control, pregnancy, birth, and parenting. Students will be given information that will enable them to make responsible decisions that will affect the rest of their lives. Current Health Issues will provide information about the various health issues in our society today. Students will acquire an awareness of agencies that are available as a source of assistance to them.

The senior health unit includes Current Health Issue Research and Defensive Driving. Current Health Research provides students with the opportunity to investigate and discuss some of the more perplexing health issues of their choice. Each student will be part of a group that produces a research paper and oral report from a list of current topics. The Defensive Driving segment of the unit is affiliated with the National Safety Council. Materials covered include hazard recognition, collision prevention, and driving violations. Students passing the safety test may be eligible to receive auto insurance reductions. Students who are on long term medical excuse from physical education classes should refer to the student planner or curriculum guide concerning credit retrieval for assignment options.

# **WORLD LANGUAGES**

Colleges require a minimum of two years of a world language with three or four years strongly preferred prior to graduation. Colleges and universities also prefer that the student complete three or four years of one world language rather than two years each of different world languages. At least three years of formal study is needed to achieve even basic mastery to meet the New Jersey State Core Curriculum Content Standards. Proficiency in the skills of language in general is assuming increasing importance in today's labor market. Current studies indicate that Americans must improve their language skills in order to compete successfully in such careers as business, banking, social work and sales. These are all examples of occupational areas in which proficiency in language skills is a requirement for success. In addition, there is a steadily increasing demand for applicants who have mastered second language skills along with English language, business, math and/or science skills. The emphasis in the World Languages Program is placed upon the students' use of the language as a tool for communication. The program is designed to enable students to attain a measurable degree of communicative competency and proficiency in each of the following areas: listening, speaking, reading, writing, and cultural awareness. There is also an ongoing emphasis on the significance of World Languages as they relate to the global workplace.

## **Spanish Language and Culture**

CP-B

This course introduces students to basic fundamentals of the language. The emphasis of the course is on the development of oral and aural communication skills. The course is designed to integrate a variety of topics to provide students with a functional proficiency in dealing with real life situations. The course also provides students with a sound background in world languages that will enable them to advance to a first year college prep level of study. Most colleges do not accept this beginning level course as their world language requirement. World Language and Culture is offered in Spanish.

**Grades 9 through 12**

**5 Credits**

## **First Year Courses**

CP-A

High Point Regional offers instructional programs at the College Prep level in German, Italian and Spanish. The question of which language to schedule is a matter of personal interest and preference. For the most part, the languages offered at High Point are of equal difficulty. The objectives for the first two years in all four programs are similar, with each year leading to greater fluency and cultural awareness. The primary emphasis in the total World Language Program is on achieving proficiency in oral communication. The skills of reading and writing are taught in a manner designed to complement and enhance the students' ability to speak the target language. The content of each course is

structured around "topical" units, such as food, school, taking a trip, writing a letter, parts of the body, holidays, etc., that provide a basis for functional communication.

## **Second Year Courses**

CP-A

A second year of college prep courses is offered in French, German, Italian, and Spanish. The courses are designed to continue the topical approach and to provide more emphasis on communication and functional activities with new and more complex situations. The introduction of complex grammar structures and increased vocabulary enhance the students' reading and writing skills. Since communication is still the goal of the language program, students are expected to answer questions and demonstrate comprehension based on the topics taught leading to increased competency and proficiency in functional and communicative activities. Students will also continue to explore the interrelationship between the language and culture of various countries where the target language is spoken.

**Grades 9 through 12**

**5 Credits**

## **Third Year Courses**

CP-A

The third year of college prep courses is offered in French, German, Italian, and Spanish. The courses are designed to stress the sequential development of the students' ability to understand, speak, read and write in the target language. The courses are geared to meet the needs of the students who have fulfilled the state and college minimum requirements and are interested in communicating more effectively. The courses provide the opportunity to appreciate the cultural and economic diversities of the countries where the target language is spoken. A variety of advanced activities are designed to promote both learning and application of the target language, leading to increased competency and proficiency in new and more complex situations.

**Grades 9 through 12**

**5 Credits**

**Prerequisite:** In order to advance to the third year course, students must have completed the second year course with a 72 average or better and have passed the final exam for Level 2.

## **Fourth Year Courses**

Honors

The fourth course of world languages is considered an Honors program and is offered in French, German, Spanish, and Italian. The course is designed to increase the student's proficiency through intense and varied approaches to the basic language skills. There is a strong emphasis on functional and communicative activities, which call for personal reaction so that speaking practice is the essence. Reading and writing become more sophisticated and more challenging utilizing more complicated grammatical concepts and advanced vocabulary. The behavior, beliefs and values of the people speaking the language are an integral part of the program. An appreciation of historical references and achievements in the arts and literature, science and performing arts is implemented at this level.

**Grades 11 and 12** (Grades 9 and 10 with Supervisor approval and successful achievement on pretest) **5 Credits**

**Prerequisite:** Students with an 82 average or better in the third year course will be automatically eligible to advance to the fourth year course. Enrolled students who do not meet this requirement may become eligible with a passing score on a pretest, and/or a strong teacher recommendation endorsed by the Department Supervisor.

**Spanish V** Honors  
The fifth year course in Spanish is considered an Honors Program. It is designed for students who have excelled in world language study and are interested in pursuing Spanish at a higher level. This course provides a college-level curriculum and offers the students the opportunity to refine their language skills. In addition to an intense, total immersion approach to the language, there will be an extensive focus on the art, history, literature and music of the Spanish speaking world.

**Grades 11-12** **5 Credits**  
**Prerequisite:** Spanish IV

# **SPECIAL EDUCATION**

A wide variety of program options are provided for students who are eligible for special education. Classified students are eligible to participate in the full range of special education and regular education courses according to their needs. The special education course offerings are listed below by program. Also available are the services of a full time Child Study Team and full time Speech and Language Therapist.

## **Resource Center Replacement Program**

The Resource Center replacement classes offer small group instruction in the following areas: English/Language Arts, Social Studies, Mathematics, Science, Health and Physical Education, and Work Experience.

The students receive a greater degree of individual attention with instructional strategies and curricular modifications being incorporated. Community Service requirements apply to all special education students in replacement classes. Resource Center replacement course offerings are as follows:

English 9	Physical Science
English 10	Exploring Forensics
English 11	World Studies
English 12	American Studies 1
English/Reading	Pre-Algebra 1
American Studies 2	Algebra 1
Integrated Math 11	Adapt. Health & Phys.Ed.
Cooperative Work Experience	Senior Math
Environmental Science	Innovative Strategies Math
Basic Biology	Innovative Strat. Lang. Arts

## **Resource Center In-Class Support Program**

A special education teacher or classroom assistant works collaboratively with the regular education teacher to target the needs of special education students through use of instructional strategies and increased attention to student needs. A regular education teacher is primarily responsible for content and delivery of subject matter; the special education provider focuses on specific student needs (i.e. note-taking, attentiveness, behavior, concept acquisition).

Supported instruction will be provided in courses as determined by each student's Individualized Education Program (IEP).

## **Resources Center Pull-Out Support Program**

The Resource Center Pull-Out Support program offers students the opportunity to focus on specific study skills including note-taking, assignment organization, homework completion, project planning and test preparation. The purpose of the pull-out program is to provide support and maximize success in specific general education classes.

## **Alternate Curriculum Electives**

Special Education students are provided with the continuum of general education electives. In addition, elective courses within the Special Services Department have been selected in an effort to provide intense instruction within specific areas of need. The following elective courses will be available to Special Education students:

Media Technology; Transitional Training - School-to-Work;  
Vocational Training – General; Transitional Training – Structured  
Learning Experiences; Vocational Training - Food Trades;  
Exploratory Elective.

## **Media Technology**

A full year course designed for students with special instructional needs. The course is designed to utilize the iLife suite which offers a powerful set of tool for students to represent their learning with digital media projects. It includes five highly integrated and easy to use applications that will be introduced, applied and presented as a part of the Apple Certified Training Series: iPhoto for importing, organizing, editing and share photos and other images; iMovie for combining video, sounds, pictures and text in digital movies; GarageBand for creating and recording music, podcasts and other audio; iWeb for creating webpages that can include photos, movies, text and podcasts; and iDVD for producing DVDs to store and share digital media projects. In addition to technical skills, the course will give students the opportunity to develop other skills such as researching a topic, keyboarding, writing, editing, teamwork and public speaking.

## **Vocational Training - General**

A full year course designed for students with special instructional needs. This course provides students the opportunity to develop entry level vocational skills in the areas of woodworking, carpentry, house wiring, and plumbing. This course is designed to provide the learner with experience about the various building trades and to develop the characteristics and attitudes needed to secure and maintain employment. Students develop skills and experience through hands-on activities geared to their individual capabilities and needs.

## **Vocational Training - Food Trades**

This full year course is designed for students with special instructional needs. The course is designed to be a simulated restaurant work experience. Students in the first two periods are primarily involved in providing breakfast items and preparing food (prep work) that will be served during the four lunch periods. Prep work includes making desserts, soups, muffins, salads, the special lunch of the day, etc. During the period 4, 5, 6, and 7 lunch periods, students are involved in cooking and serving food to customers. Students rotate monthly through six workstations: cook, assistant cook, waiter/waitress, cashier, dishwasher, and pot washer. The class runs as a working restaurant and students are exposed to an environment similar to a local restaurant.

Students are permitted to take this course as a vocational elective every year. Food Trades is an excellent way to prepare to work in the food business both before and after graduation. Previous students have gone on to pursue higher education in the Culinary Arts field after graduation.

## **Transitional Training - School-to-Work**

This is a full year course designed for students with special instructional needs. The course is designed to assist each student in the transition from secondary education to post secondary education or employment and independent living. The course will develop "on-the-job training" skills. Students will work on various contracted jobs throughout the school setting emphasizing good work ethics while improving work skills. An incentive program is in place to reward each student for a job well done.

## **Transitional Training – Structured Learning Experiences**

Transitional Training – Structured Learning Experiences is a full year course designed for students with special instructional needs. This program allows for experiences designed for career awareness, career exploration and/career orientation. The students will be taught the necessary work skills to be productive and the life skills to be independent and productive members of the community. Five credits will be awarded based on the class work and another five credits for non-paid work experience in local community businesses.

The students will receive supervision on job sites from the Structured Learning Experiences teacher and a job coach. This course is designed to be a roadmap to possible employment opportunities beyond high school.

## **Exploratory Elective**

This full year, five credit course is designed for students with special instructional needs that require a modified curriculum. The course is instructed by five certified general education teachers and delivered in their areas of expertise. Students will explore units in elective areas that may include art, literature through music, computers, world language, history, science, industrial arts, and foods and nutrition.

## **Special Class Programs**

### **Cognitively Disabled Program**

The Cognitively Disabled program offers small group instruction in a self-contained format. Students placed in the Cognitively Disabled program require extensive direct instruction in multiple settings in order to acquire and apply the skills necessary to function in domestic, community, living, recreational/leisure and vocational activities in school, work, home, and community environments. Modified curricula and alternative instructional approaches focusing on basic skills, life skills, and vocational skill development are utilized.

### **Learning and/or Language Disabled Program**

The Learning and/or Language Disabled program offers small group academic instruction in a self-contained format. Instructional methodology includes a practical, functional, multi-sensory, language-based approach to learning. Students placed in the Learning and/or Language Disabled self-contained program demonstrate cognitive ability and/or communication skills that are significantly below age expectations. The goal of the program is to provide students with a full range of daily living and vocational skills necessary to lead a productive life beyond high school.

### **Multiply Disabled Program**

The Multiply Disabled program offers small group instruction to students who are eligible for services under the category of Multiple Disabilities. The program targets the needs of students who have physical limitations, communication impairment, and pervasive learning disabilities. Students placed in the self-contained Multiply Disabled program present cognitive ability and adaptive behavior which severely impact the nature and level of participation and achievement in the general education curriculum even with program modifications and adaptations. A comprehensive curricular approach utilizing augmentative communication devices and technology is necessary in order to meet each student's individual goals and objectives. The need for related services is acknowledged, and the program provides for intensive physical therapy, occupational therapy, and speech/language services.