

# Keyport High School



Program of Studies  
2019-2020



*Keyport Public Schools*

### ***Vision Statement***

The Keyport Public School District is striving to inspire our diverse student body to achieve academic excellence and to make positive contributions to society.

### ***Mission Statement***

The mission of Keyport Public Schools is to challenge each student to thrive in a safe, caring, and stimulating environment.



# Keyport High School

351 Broad Street \* Keyport, NJ 07735

732.212.6100 Ext: 3257

## Board of Education

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<b>Kristie Sussino, Mathematics, Economics, and Assessment Supervisor</b>
<b>Joseph Palumbo, Director of School Counseling</b>

## High School Administration

<b>Michael Waters, Principal</b>
<b>Kevin Flynn, Vice Principal and Athletic Director</b>

## School Counselors/Special Services

<b>Stacey Oxley, Last Names A-K</b>
<b>Kristen Corsale, Last Names L-Z</b>
<b>Cerelle White, Social Worker</b>
<b>Monique Christian, Social Worker</b>



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Mr. Michael Waters  
Principal  
Ext. 3250



Mr. Joseph  
Director of

*"Learners Today... Leaders Tomorrow"*

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Dear Parents and Guardians

This program of studies has been prepared as a reference for you during the registration process. All courses offered at Keyport High School are listed along with their descriptions, credit value, and prerequisites. Important information and guidelines for planning for the 2019-2020 school year are also included.

Students, it is important for you to consider your strengths, academic achievement, your interests, and post-high school goals when making class selections. In the month of February, a separate mailing will go home detailing how you and your child will be able to go online and select elective choices for the 2019-2020 school year. Please be assured you will not have to make these tough decisions alone. After completing the online portion of the scheduling process, each student will meet with their school counselor to complete the process and make any necessary changes. Our school counseling department will assist you all in planning for the upcoming school year. In addition, students may be placed in specific classes based on the recommendations of teachers and administrators in order to best serve their academic needs.

Please keep in mind schedule construction is driven by the data generated during the course selection process. The high school and central administration make decisions about the course offerings and the numbers of sections that will be offered in the coming school year. These decisions must necessarily take into account student requests; at the same time, they must conform to all constraints in building staff and space. It is at this point in the scheduling cycle that some courses may be canceled because of an insufficient number of requests. Students affected by cancellation of courses will be contacted by school counseling department to make substitutions.

We look forward to meeting with each of you soon to plan for an exciting 2019-2020 school year!

Sincerely,

*Joseph Palumbo*  
Joseph Palumbo  
Director of School Counseling

*Michael Waters*  
Michael Waters  
Principal



# **SCHEDULING**

The School Counseling Department at Keyport High School believes that all students should participate in an academic curriculum that is academically challenging. Students should keep in mind that taking challenging courses best prepares them for post- secondary goals that include college, career/trade schools, the military, or the workforce. In addition to developing a plan that is academically rigorous, students must also fulfill all New Jersey State and Keyport High School Graduation Requirements.

## **SCHEDULE PLANNING POLICY**

The scheduling process requires collaboration between students, parents, counselors, teachers, and administrators. Some of the guidelines for this process are as follows:

- Students must be enrolled in 40 credits unless other arrangements are approved by the administration.
- Elective choices are tentative until all academic requirements are met.
- They Keyport High School Administration and School Counseling Department will not honor any schedule changes upon the finalization of the master schedule with the following exceptions: a) computer error, b) addition of a required class, c) addition of a graduation requirement for a senior, d) addition of a course required by prospective college, e) adjustment due to successful completion of a summer school course, f) the cancellation of a previously selected course.
- When more students request a course than can be accommodated, priority for enrollment will be given to upperclassmen when possible.

## **LATE SCHEDULE CHANGES**

Schedule changes that meet the requirements described above under **SCHEDULE PLANNING POLICY** will be made before the first day of school and within the first two weeks of any given semester (for full year courses, must be changed within the first two weeks of school).

Any student who requests withdrawal from a class after the 2<sup>nd</sup> week of a course will receive a W on his/her transcript. Such requests require parental approval.



# GRADUATION REQUIREMENTS

Graduation from Keyport High School is based on the following requirements: 1) Proficient score achieved in ELA and Mathematics state assessments (See chart on next page) 2) A minimum of 135 credits of coursework. 3) and the following specific subject area requirements

<b>English/Language Arts</b>	20 Credits
<b>History</b>	15 Credits (including World History, and two full year courses of US History)
<b>Science</b>	15 Credits
<b>Mathematics</b>	15 Credits (including Algebra I, Geometry, and a third year of mathematics that builds on the foundations of Algebra and Geometry)
<b>Physical Education and Health</b>	5 Credits for every year enrolled in a NJ High School
<b>World Language</b>	5 Credits
<b>Visual and Performing Arts</b>	5 Credits
<b>21st Century Career Education and Consumer Science, Life Skills or Vocational Training</b>	5 Credits
<b>Financial Literacy</b>	2.5 Credits
<b>General Electives</b>	No minimum
<b>Community Service (starting with Class of 2020)</b>	5 Hours

\*\*5 credits = Semester Long block course (or full year course) \*\*



# State Assessment Criteria for Graduation

## High School Graduation Assessment Requirements

Updated August 2017

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessments requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021, and beyond. These new state regulations ([N.J.A.C. 6A:8-5.1](#)) became effective on September 6, 2016.

**The Classes of 2018 and 2019** – Students graduating as members of the Classes of 2018 and 2019 can meet graduation assessment requirements through any of these **three pathways**:

- (1) Achieving passing scores on high-level PARCC assessments;
  - (2) Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
  - (3) The submission by the district of a student portfolio through the Department's portfolio appeals process.
- (Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)

**The Class of 2020** – Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same **three pathways** as those in the Classes of 2017 through 2019, provided that **students in the Class of 2020 take all PARCC assessments** associated with the high-school level courses for which they were eligible\* and **receive valid scores**, as of the September 6, 2016 effective date the amendments were adopted by the State Board of Education.

**The Class of 2021 and Beyond** – Starting with the Class of 2021, students will only have **two pathways** to meet the high school graduation assessments requirements:

- (1) Pass the ELA 10 and Algebra 1 assessments; or
- (2) The submission by the district of a student portfolio through the Department's portfolio appeals process, **assuming the student has taken all PARCC assessments** associated with the high-school level courses for which they were eligible\* and **receives valid scores**.

**Each school year the NJDOE will determine the proficiency level** needed on the assessments to meet the requirements.

It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty-year history with a statewide assessment program, and will continue to be able to do so.

In this document, you will find charts containing the list of assessment requirements in both ELA and mathematics for the high school graduation Classes of 2018 through 2021.

*Note: \* "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receives a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.*



# Sample Course Selections 9-12th grade

<p style="text-align: center;"><u>Grade 9</u></p> <p style="text-align: center;">English 9 World History Algebra I Biology Spanish I PE/Health 9 Financial Literacy Creative Writing</p>	<p style="text-align: center;"><u>Grade 10</u></p> <p style="text-align: center;">English 10 Honors US History Honors Geometry Spanish II Chemistry PE/Health 10 Programing and Robotics Introduction to Computer Aided Design</p>
<p style="text-align: center;"><u>Grade 11</u></p> <p style="text-align: center;">English 11 Honors US History II Honors Algebra II Honors Physics Lab PE/Health 11 Sports Marketing and Management Spanish III Law for Business</p>	<p style="text-align: center;"><u>Grade 12</u></p> <p style="text-align: center;">AP English 12(AP Literature and Comp) PE/Health 12 Anatomy and Physiology Criminology/Sociology Psychology Music Appreciation Pre- Calculus Honors Spanish IV</p>



# ATHLETIC ELIGIBILITY

## REQUIREMENTS

All students at Keyport High School wishing to participate in athletic programs under the sponsorship of the school are subject to the New Jersey State Interscholastic Athletic Association eligibility requirements. Failure to meet these requirements prohibits participation in the athletic programs. These eligibility requirements may be superseded by specific rules and decisions of the Shore Conference of High Schools and the NJSIAA, in which Keyport High School holds membership.

1. An entering freshman is automatically eligible for fall and winter athletic programs in the school.
2. A student must pass at least thirty (30) credits each year to be eligible for the athletic program in the first semester of the succeeding year. Summer school credits are applied to the immediately preceding school year.
3. A student must pass fifteen (15) credits during the first semester to be eligible for any program that begins in the second semester (spring session).
4. A student, once eligible for a sport, is entitled to continuous participation until that specific sports season concludes.
5. Any student who reaches the age of 19 prior to September 1st will not be eligible to participate in the athletic program under NJSIAA rules and regulations
6. Consideration of gender, religion, race or politics shall not prohibit participation in athletic programs.
7. Students should be aware that in order to participate on a collegiate level in NCAA Division I or II athletics, their high school records must be evaluated by the NCAA Clearinghouse. There are very specific standards which must be met including a minimum number of academic courses and a minimum GPA which are correlated with SAT results.



≡ NCAA Approved Core Course



# NCAA Division I Eligibility



## DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math, or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

### Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.



# NCAA Division II Eligibility



## 2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math, or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

### Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.



## **Business/Technology**

**\*All courses listed in this department satisfy the 21st Century Career Education and Consumer Science, Life Skills or Vocational Training requirement for graduation.\***

### **LOGISTICS (Course 1)**

**5 Credits**

This course engages students in solving contextual problems related to the concepts of supply chains, warehouse location, contingency planning, insourcing and outsourcing, and expanding existing supply chains. These concepts form the basis of global logistics and supply chain management and help students understand how professionals examine options to maximize the use of resources across distribution networks.

### **FUNCTIONAL AREAS IN LOGISTICS (Course 2)**

**5 Credits**

This course compels students to explore deeper understandings of the concepts they discovered in the previous course as they navigate projects on warehouse design, inventory management, transportation optimization, information technology, emergency responsiveness and the supply chain for manufacturing. Students use their experiences in this course to discover ways that professionals minimize the outlay of resources while improving efficiency and ability in the global market.

### **GLOBAL LOGISTICS MANAGEMENT (Course 3)**

**5 Credits**

This advanced course offers challenging projects that require students to look at the global implications of the industry in more earnest as they experiment with decisions over intermodal transportation, route selection, international shipping regulations, emergency preparedness, cultural awareness, business ethics and international trade restrictions related to a distribution strategy. Students develop their understanding of the industry in this course and truly build their awareness of the challenges of doing business in a world with multiple borders that must be traversed.

### **LOGISTICS AND SUPPLY CHAIN MANAGEMENT (Course 4)**

**Grade 12**

**5 Credits**

This advanced course allows students to see the implications of all the concepts they learned in the previous three courses as they consider environmental impact, selecting business partners in a global and domestic chain, information technology and decisions regarding e-commerce. Students explore the ongoing need to balance dependability and resource outlay in meeting customer demands around the world. Projects will expand students' decision-making skills as they tackle issues related to transportation, distribution networks and manufacturing.



## **PROGRAMMING AND ROBOTICS**

**Grade 9-12**

**5 Credits**

Robotics provides many rich opportunities to teach Computer Science, Science, Technology, Engineering, and Mathematics (CS-STEM) as well as 21st century skill sets. This is an introductory course designed to teach core computer programming logic and reasoning skills using a robotics context. Students will explore how to integrate hardware and software in order to solve problems. Key robotics and programming concepts will be used throughout the course. Students will engage in simple builds and programming of robots that can complete tasks, record live data and respond to environmental changes.

## **PROGRAMMING AND ROBOTICS II**

**Grade 10-12**

**5 Credits**

Robotics II will extend upon the core understandings of programming and robotics taught in the initial course. Students will elevate their understanding and application of coding to design and engage in advanced builds. Students will program robots that can complete complex tasks, record live data, and respond to environmental change. Students will be given the opportunity to design and create their own robots. .

## **COMPUTER APPLICATIONS, PROTOTYPING & COMPUTER AIDED DESIGN**

**Grades 10 – 12**

**5 Credits**

Computer Applications, Prototyping and Computer Aided Design is an introductory course designed to introduce students to the Google applications suite as well as 3D printing using Tinkercad. This course will take on engineering challenges, break them into component-sized steps, and create solutions with 3D printers. Computer Aided Design (CAD) will enable designing of different objects using 3D modeling software, which will then be created using a 3D printer. Students will use applications during the design process to collaborate and present their work.

## **COMP 129--DUAL ENROLLMENT: Brookdale Community College**

**Grade 12**

**2.5 credits/ 3 BCC Credits**

This course is a rigorous introduction to computer science and computer applications. This course emphasizes common computer/technology skills and helps students access, process and present information. This course contains a component that helps the student to recognize, analyze and assess ethical issues and situations in computer science.

\*Prerequisite: Must pass the Accuplacer Exam\*

\*\*This Dual Enrollment course must also be taken with ENG 121: Dual Enrollment: Brookdale Community College, or an alternative plan developed by your guidance counselor/administrator

## **LAW FOR BUSINESS AND PERSONAL USE**

**Grades 10 – 12**

**5 Credits**

This basic consumer law course helps students identify legal problems in their everyday lives. Students study the court system and the criminal justice system. Students are given the opportunity to analyze and express opinions about hundreds of lifelike cases. They also take an in-depth look at legal problems concerned with business contracts, bailment, credit, employment, insurance, property, business organization, torts, ethnic and minority rights. This class is recommended for the college bound business major or law student.



## **COLLEGE SEMINAR**

**Grade 12**

**5 Credits**

This course will focus on the completion of requirements inherent to the college application process. Among these will be the completion of the Common Application, the personal essay, preparing a resume/activity sheet, and developing an appropriate college list. Naviance will be integral to the course, as will other online resources that enable students to evaluate themselves as applicants and search for specific programs and scholarships. The class will incorporate writing and vocabulary which will assist in preparing for the SAT exam.

## **SENIOR CAREER SEMINAR**

**Grade 12**

**20 Credits**

This course/program assists students in making the transition from school to work. Students attend school for a minimum of 4 hours per day and then are released early for 4 hours of approved, supervised career training in areas of interest to the students. By the end of the course/program the students will have a greater understanding of the demands of specific careers. An interview is required in order to be accepted into this program.

*\*Prerequisite – student must have valid driver's license and transportation in order to apply*

## **WEB MEDIA & LITERACY I**

**Grades 9 – 12**

**5 Credits**

This course offers an introduction to the principles of web design using HTML and Dreamweaver. Students will learn how to plan, storyboard, configure a site, and design web pages. They will learn how to effectively incorporate graphics on to their pages using Adobe Photoshop and Flash.

## **WEB MEDIA & LITERACY II**

**Grades 10-12**

**5 Credits**

Students will build on their basic knowledge of web design and learn advanced techniques using current and emerging software. They will work with templates and style sheets to complete product-based projects and activities. At course completion, students will have an e-portfolio that can be submitted with college or employment applications.

*\*Prerequisite: Web Media & Lit I*

## **SPORTS MARKETING & MANAGEMENT**

**Grades 10-12**

**5 Credits**

This course is an introduction to marketing where the students are responsible for the establishment of the marketing mix for their fictitious product. The students will conduct research and analyze data, as it relates to planning, analysis, implementation, and control functions of their marketing mix and marketing plan, in order to achieve their desired marketing goals. The course introduces the students to market segmentation and targeting of a potential market through demographic and psychographic analysis to create a consumer profile. The students will demonstrate how the profile is used to assist in the creation of the varied components of the marketing function, such as product packaging, pricing, or distribution.



## **TV PRODUCTION I**

**Grades 9 – 1**

**5 Credits**

This course will cover all phases of producing and directing a TV show. Students will learn lighting, camera angles, script-writing, developing storyboards and edit copy. Students will be responsible for investigating news mediums as well as producing and directing the following: news, special interest interviews, and student and community activities. These productions will be aired on the local cable station.

## **TV PRODUCTION II**

**Grades 10 – 12**

**5 Credits**

Students will gain advanced TV production skills. They will advance their knowledge in script writing, filming, editing, and set design as they research the process of creating a documentary.

# **CONSUMER AND FAMILY SCIENCE**

**\*All courses listed in this department satisfy the 21st Century Career Education and Consumer Science, Life Skills or Vocational Training for graduation.**

## **EARLY CHILDHOOD DEVELOPMENT**

**Grades 10 - 12**

**5 Credits**

This course explores the many career paths in the 21<sup>st</sup> century global workforce pertaining to children and families. Students will combine classroom work in child development and learning theories with community children in the child development lab. Students will utilize their knowledge of education philosophies, curriculum planning, writing objectives and lesson planning to create and teach lessons to young children. It prepares students for a career in teaching and child-care services while gaining an understanding of human development and psychology. Students will be responsible for daily planning and operation of the nursery school.

## **FOOD SCIENCE NUTRITION**

**Grades 10-12**

**5 Credits**

Students will focus on the physical and chemical changes that occur during the production, processing, and packaging of food preparation while using a variety of foods. Student engage in scientific inquiry and problem solving through hands on experiences. This course provides insight into the nutritional needs throughout the life cycle.

## **CULINARY ARTS I, II, III, IV**

**Grades 9 – 12**

**5 Credits**

The Culinary I sequence begins with basic kitchen principles, food prep techniques, kitchen math and measurements, reading a recipe, healthy food choices, safety and sanitation. Students will learn how to interact effectively with other students using teamwork. They will learn how to manage time and projects. Culinary Arts II students will learn the principles of food preparation used for the individual,



family and the food industry Topics explored include: meal planning, cost control, use of equipment, nutritional value of foods, preparation of each of the food categories, production techniques and standardization of recipes and cooking methods. Culinary III will focus on skills used in preparation of baked goods including desserts and breads. Students will also gain introduction to foods from various nations while exploring the cultural and regional significance of regional cuisine. Culinary IV presents a detailed study of the hospitality, food service industry and commercial food production techniques. Students will take individual responsibility as well as work as a collaborative team member. Students will gain skills needed for food service employment and be prepared to take the ServSafe Food Production Manager Certification exam.

*\*Each level is a prerequisite for the next*

## **FASHION DESIGN I**

**Grades 9 - 12**

**5 Credits**

This course offers students the opportunity to explore and expand their knowledge of fashion, fabrics and construction. Students will practice construction while completing sewing projects that will vary in skill level. Students will learn fashion terminology, fabric types, alterations and clothing care basics. Career opportunities in the field of fashion and design will also be researched.

## **FASHION DESIGN II**

**Grades 10 – 12**

**5 Credits**

This two year sequence will offer the opportunity to study and practice fashion design and construction. Students will utilize the elements and principles of design to create individual projects. The design phase will incorporate the use of fashion design software, while the construction component will infuse practical experience as students sew the projects that they have planned. Focus will be on developing personal skills in the selection of clothing to suit figure, coloring, personality and budget. Throughout the course a multitude of career paths available in the field of fashion will be explored.

## **ENGLISH/LANGUAGE ARTS**



### **ENGLISH I**

**Grade 9**

**5 Credits**

The goal of English I is growth in Language Arts in all areas of communication, including specific instruction aimed at developing mastery of skills for the PARCC. Emphasis is placed on effective writing, analytical response to literature, and collaboration and discussion techniques. Both classic and contemporary works will be studied in this multicultural, literature-based course and numerous genres will be covered. Themes addressed are *Coming of Age*, *Personal Journey*, and *Personal Transformation* as well as *the Individual's Struggle against Society*. Vocabulary development, including vocabulary in context is an important element of this course, as is the study of literary terms and their applications to works studied. Students also will engage in the research process, using MLA style format to compose a documented essay. In addition, students must complete a mandatory summer reading assignment prior to entering this course.



## **FRESHMAN SEMINAR**

### **Grade 9**

**5 Credits**

Freshman Seminar is a required course designed to promote a successful transition between middle school and high school. This cornerstone course will develop students' skills in reading comprehension, analysis of texts, as well as language arts and technology literacy needed for cross curricular research writing.

*\*This course is a requirement for all students who are identified by multiple measures as performing below grade level. This course does not satisfy the English credit graduation requirement.*

## **SOPHOMORE SEMINAR**

### **Grade 10**

**5 Credits**

Sophomore Seminar is a required English Language Arts course designed to promote a successful transition between 9th and 10th grade. This cornerstone course will develop students' skills in reading comprehension, analysis of texts, as well as language arts and technology literacy needed for cross curricular research writing.

*\*This course is a requirement for all students who are identified by multiple measures as performing below grade level. This course does not satisfy the English credit graduation requirement.*

## **JUNIOR SEMINAR**

**5 Credits**

### **Grade 11**

Junior Seminar is a required English Language Arts course designed to promote a successful transition between 10th and 11th grade. This cornerstone course will develop students' skills in reading comprehension, analysis of texts, as well as language arts and technology literacy needed for cross-curricular research writing.

*\*This course is a requirement for all students who are identified by multiple measures as performing below grade level. This course does not satisfy the English credit graduation requirement.*



## **PUBLIC SPEAKING/CREATIVE WRITING**

### **Grade 9-12**

**5 Credits**

This course offers students an opportunity to develop and strengthen their speaking skills as well as their ability to compose stories, essays, narratives, and personal observations. Within the realm of public speaking students will prepare and critique speeches while also learning the various types of speeches, including persuasive, informative, and improvisational. The creative writing component of the course will require students to assimilate topics such as content, impact, projected audience, and revision, while maintaining a portfolio of compositions to mark their progress.

*\*This course satisfies the fine arts requirement but not the English credit graduation requirement.*

## **SPCH 115--DUAL ENROLLMENT: Brookdale Community College**

### **Grade 12**

**2.5 credits/ 3 BCC Credits**

Students will develop the public speaking skills central to success in academic, civic, business and professional life. Students who complete SPCH 115 will have performed informative, persuasive and demonstrative speeches which exhibit competence in academic research, technological literacy, ethical reasoning, critical thinking, organization and extemporaneous delivery.



\*Prerequisite: Must pass the Accuplacer Exam

\*\*This Dual Enrollment course must also be taken with ENG 122: Dual Enrollment: Brookdale Community College, or an alternative plan developed by your guidance counselor/administrator



## ENGLISH I HONORS

Grade 9

5 Credits

This rigorous course utilizes the College Board Springboard curriculum, a complete instructional program aligned to state standards that is designed to prepare students to complete college-level coursework in future high school years. This course emphasizes the close reading of rich texts, and an approach that integrates reading, writing, speaking, and listening. Students will also strengthen their ability to write fluently in different genres, use research, evaluate evidence, and support arguments.

*\*Prerequisite: 8th grade English final grade of an "A", proficient/advanced proficient on PARCC, and/or teacher recommendation, waiver*



## ENGLISH II

Grade 10

5 Credits

The English II curriculum builds upon skills developed in English I and English I Honors and is a continuation of growth in language arts in all areas, including specific instruction aimed at developing mastery of skills for the PARCC. Emphasis is placed on effective writing, analytical response to literature, and collaboration and discussion techniques. Both classic and contemporary works will be studied in this multicultural, literature-based course and numerous genres will be covered. Themes addressed are *Moral and Ethical Confusion, Loss and Coming of Age, Challenging Class and Cultural Boundaries or Treatment of Those Who Are Different*. Vocabulary development and context are important elements of this course, as is the study of literary terms and their applications. Students also will engage in the research process, using MLA style format to compose a documented essay. A mandatory summer reading assignment is required prior to entering this course.



## ENGLISH II HONORS

Grade 10

5 Credits

This rigorous course utilizes the College Board Springboard curriculum, a complete instructional program aligned to state standards that is designed to prepare students to complete college-level coursework in future high school years. This course emphasizes the close reading of rich texts, and an approach that integrates reading, writing, speaking, and listening. Students will also strengthen their ability to write fluently in different genres, use research, evaluate evidence, and support arguments.

*\*Prerequisite: English I minimum final grade of an "A" or English I Honors minimum final grade of an "A", and/or teacher recommendation, waiver.*





**ENGLISH III**  
**Grade 11**

**5 Credits**

The English III curriculum builds upon skills developed in English II and is a continuation of growth in language arts in all areas of communication, including specific instruction aimed at developing mastery of skills for the PARCC. Emphasis is placed on effective writing, analytical response to literature, and collaboration and discussion techniques. Both classic and contemporary works will be studied in this multicultural, literature-based course and numerous genres will be covered. Themes addressed are *the Cruelty and Evil of Others (Dark Side of Human Nature)*, *Alienation from Society*, *Language as a Tool of Power*, and *Disintegration of the American Dream*. Vocabulary development and vocabulary in context is an important element of this course, as is the study of literary terms and their applications to works studied. Students also will engage in the research process, using MLA style format to compose a research paper. Students must complete a mandatory summer reading assignment prior to entering this course.



**ENGLISH III HONORS**  
**Grade 11**

**5 Credits**

This rigorous course utilizes the College Board Springboard curriculum, a complete instructional program aligned to state standards that is designed to prepare students to complete college-level coursework in their final year of high school. This course emphasizes the close reading of rich texts, and an approach that integrates reading, writing, speaking, and listening. Students will also strengthen their ability to write fluently in different genres, use research, evaluate evidence, and support arguments.

*\*Prerequisite: English II minimum final grade of an "A" or English II Honors minimum final grade of an "A", and/or teacher recommendation, waiver*



**ENGLISH IV**  
**Grade 12**

**5 Credits**

The English IV curriculum builds upon skills developed in English III and is a continuation of growth in language arts in all areas of communication. Emphasis is placed on effective writing, analytical response to literature, and collaboration and discussion techniques. Both classic and contemporary works will be studied in this multicultural, literature-based course and numerous genres will be covered. Themes addressed are *Dystopia and Utopia*, *Conformity versus Non-conformity*, *the Absurdities of Life*, *Determination despite Adversity*, and *Good versus Evil*. Vocabulary development and vocabulary in context is an important element of this course, as is the study of literary terms and their applications to works studied. Students will write a college essay and will engage in the research process, using MLA style format to compose a research paper. In addition, students must complete a mandatory summer reading assignment prior to entering this course.





## AP ENGLISH LANGUAGE AND COMPOSITION

Grade 11-12

5 credits

This is a college level course in language and composition. Students are expected to read critically, think analytically, and communicate clearly both in writing and speech. The course purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. This course will examine the development of American literature in terms of its historical context, philosophical influences, and contemporary implications. Students will be expected to compare each literary work studied with the characteristics of the pervasive worldview(s) of its time in order to derive the author's likely influences and purpose. Critical analysis will be essential to examining how different worldviews have shaped modern thought, and students will be encouraged to reflect on the formation of his or her own worldview at the culmination of each unit. Comprehensive analysis will not only include a discussion of *why* an author has constructed his/her theme, but also *how* his/her organization, style, and grammatical structure contribute to the efficacy of his/her purpose. In addition, students will prepare for the AP English Literature and Composition exam which is given in May.

*\*Prerequisite: Minimum final grade of an A or better in English II Honors and teacher recommendation, Completion of Summer Assignment. \**



## AP ENGLISH LITERATURE AND COMPOSITION

Grade 11 or 12

5 credits

This course is designed for students who have demonstrated superior performance and aptitude in English. It is a challenging, college-level course—the workload and content are that of a first year college or university level, and students will emerge both better writers and more observant and analytical readers of literature. The emphasis in the course is on both literature and writing—students will study a variety of genres and authors from the 16<sup>th</sup> century to the present. Students will be provided with a variety of writing opportunities and will participate in formal and informal writings throughout every unit of study. Students will also study vocabulary and grammar. In addition, students will prepare for the AP English Literature and Composition exam which is given in May. Students have the potential to earn college credit at most colleges and universities throughout the United States.

*\*Prerequisite: Minimum final grade of an A or better in English III Honors teacher recommendation, Completion of Summer Assignment.*

### ENG 121--DUAL ENROLLMENT: Brookdale Community College

Grade 12

2.5 credits/ 3 BCC Credits

English 121 is an introductory writing course where students compose and revise narrative and expository essays and prepare for the study of literature by using writing to analyze texts. Through a writers' workshop approach, students explore the writing process, respond to a variety of texts and learn to communicate their ideas effectively and confidently in writing.

*\*Prerequisite: Must pass the Accuplacer Exam*

*\*\*This Dual Enrollment course must also be taken with COMP 129: Dual Enrollment: Brookdale Community College, or an alternative plan developed by your guidance counselor/administrator*



\*\*\*This course will satisfy your fourth year English/Language Arts Credit for graduation\*\*\*

## **ENG 122--DUAL ENROLLMENT: Brookdale Community College**

### **Grade 12**

**2.5 credits/ 3 BCC Credits**

This course teaches techniques and strategies for conducting research and for writing effectively on a range of subjects. Students learn to write and revise convincing papers using critical thinking skills and information they find to support an assertion or position. Related reasoning and support for papers necessitates inquiry into social ethics and moral situations. Students learn to analyze and process this information using foundational principles of logic, ethical reasoning, and social morals. Students also learn and demonstrate proper documentation style.

\*Prerequisite: Must pass the Accuplacer Exam and ENG 121

\*\*This Dual Enrollment course must also be taken with SPCH 115: Dual Enrollment: Brookdale Community College, or an alternative plan developed by your guidance counselor/administrator

## **ENGLISH AS A SECOND LANGUAGE**

### **ENGLISH AS A SECOND LANGUAGE I (Beginning)**

#### **Grades 9-12**

**5 Credits**

The objective of the first year ESL course is to help the student begin to develop English language skills in the four skill areas of listening, speaking, reading and writing. However, greater emphasis is placed on listening and speaking. Basic vocabulary used in everyday life and in content classes is also stressed. In addition, the course includes basic grammatical structures and conversational expressions. Students move to the next level of instruction based upon student achievement on the standardized language assessment test.

### **ENGLISH AS A SECOND LANGUAGE II (Intermediate)**

#### **Grades 9-12**

**5 Credits**

The objective of the second year of ESL is to reinforce and further enhance the skills learned in the first year. More emphasis is placed on reading and writing. Furthermore, vocabulary and grammatical structures are more academic in nature. Students move to the next level of instruction based upon student achievement on the standardized language assessment test.

### **ENGLISH AS A SECOND LANGUAGE III (Advanced)**

#### **Grades 9-12**

**5 Credits**

The objective of the third year of ESL is to fine-tune the skills learned in the first two years to the extent that the student can function in the regular English-speaking classes at the earliest possible opportunity. Greatest emphasis is placed on academic reading, writing and vocabulary. Students at this level will be placed in a test preparation language arts course to prepare them for the PARCC.



## **HEALTH/PHYSICAL EDUCATION**

### **DRIVER'S EDUCATION**

#### **Grade 10**

**1.25 Credits**

This course is designed to instruct the students to become safe and skilled drivers with knowledge of the road and driver safety rules, standards of conduct and the responsibilities of a good driver. Upon completion of the required 30 classroom hours, the state driver test is given, enabling the students who attain a grade of 80 or better, to obtain a driving permit.

### **HEALTH EDUCATION**

#### **Grades 9,11,12**

**1.25 Credits**

Freshman Health, Junior Health & Senior Health

Each course level is designed to build on previous learning by having students continue building on health-enhancing personal, interpersonal and life skills along with disease prevention concepts.

Students also learn the physical, mental and social effects of drug use and abuse as well as the biological, social, cultural and psychological aspects of human sexuality and family life. All students will be CPR trained each year.

### **Teen PEP**

#### **Grades 12**

**5 Credits**

Teen Prevention Education Program (Teen PEP) is a comprehensive, sexual health program that utilizes peer-to peer education to increase students' knowledge, attitudes, skills, and behaviors associated with healthy decision-making. A select group of students will become peer educators and, in turn, conduct a series of structured workshops with groups of younger peers, faculty and parents. Students who select this course will be required to undergo a screening process consisting of an application, an academic review and both a personal and group interview.

### **PHYSICAL EDUCATION**

#### **Grades 9-12**

**3.75 Credits**

This course is designed to have students engage in a variety of physical activities to promote a healthy lifestyle. Through various individual and team activities students learn to apply concepts, fitness concepts and skills that foster participation in wholesome lifetime activities. The following activities are conducted in a co-educational atmosphere; weight training/conditioning, touch football, recreational jogging, cooperative games, basketball, volleyball, floor hockey, badminton, paddle ball, punch/kickball, softball, and outdoor adventure activities.

### **FITNESS AND CONDITIONING**

#### **Grade 9**

**3.75 credits**

This course will teach students about fitness concepts and conditioning techniques used in various fitness programs to obtain optimum health and fitness. Students will learn the concepts of weight training and cardiovascular activities and the importance in both in maintaining a balanced and effective fitness program. Course will include both coursework and physical activities.

*\*This course fulfills the Physical Education Requirement*



## **PE/DANCE/HEALTH**

**5 Credits**

A program for novice dancers that enables students to be creative and express their own ideas, feelings and/or inner visions through the performance of various genres of dance, including but not limited to ballet, modern, African, jazz, hip hop and tap, and that focuses on the study and analysis of dance as a cultural phenomenon. Gaining movement skills and finding confidence and enjoyment through movement are a focus of this introductory course. Basic instruction in technique, choreography, Labanotation, dance history, dance composition and anatomical awareness are introduced.

## **SPORTS MEDICINE AND ATHLETIC TRAINING**

**5 Credits**

Grades 11-12

Sports Medicine is a one-semester course meeting five days per week and can serve as a physical education elective. Students will learn valuable baseline knowledge, including human anatomy and physiology, emergency care, prevention of athletic injuries, and basic rehabilitative techniques. Students will also provide a meaningful service to the school community as an aide to the certified athletic trainer. Knowledge gained in this course will aide students who plan on pursuing a degree in an allied health profession.

## **OPTION II EMERGENCY MEDICAL TECHNICIAN (EMT)**

**Grade 12**

**1.25 Credits**

Students who participate in the school sponsored state EMT program and pass the comprehensive EMT exam will be exempt from 1 semester of 12<sup>th</sup> grade health.

*\*Prerequisite: Minimum 16 years of age*

# **MATHEMATICS**

## **ALGEBRA ENRICHMENT**

**Grade 9**

**5 Credits**

An enrichment class that builds the foundational skills necessary to complete the Algebra I course. This class will reinforce mathematical processes required for success in Algebra I.

*\*Required for all students identified by multiple measures as performing below grade level. This course does not satisfy a graduation requirement.*



## **ALGEBRA 1**

**Grade 9**

**5 Credits**

Algebra I explores the language of algebra and the fundamental applications of real numbers in basic mathematical operations. It includes equation and problem solving, graphing linear functions, systems exponents and radicals, polynomials and algebraic products and factors, quadratic functions and equations, and rational expressions.



## GEOMETRY ENRICHMENT

5 Credits

### Grade 10

An enrichment class that builds the foundational skills necessary to complete the Geometry course. This class will reinforce mathematical processes required for success in Geometry.

*\*Required for all students identified by multiple measures as performing below grade level. This course does not satisfy a graduation requirement.*



## GEOMETRY

Grades 9- 10

5 Credits

Geometry covers fundamental geometric concepts and their applications. The program includes the study of point lines and planes. It emphasizes the development of a proof through the use of general logic, critical thinking, and deductive and inductive reasoning. It also includes the concepts of congruence of angles and triangles, as well as the study of parallel lines, similarity, circles, and polygons. Aspects of coordinate geometry and solid geometry are also covered.

*\*Prerequisite: Algebra I or Algebra I Honors*



## HONORS GEOMETRY

Grades 9- 10

5 Credits

Honors Geometry, as well as Geometry, explores in depth the theorems and concepts of Plane Geometry. These concepts include parallel and perpendicular lines, congruent and similar polygons and triangles, area of polygons, surface area and volume of polyhedrons, right triangle trigonometry, and constructions. Concepts are explored with many different approaches including proofs, projects and the Geometer's Sketchpad.

*\*Prerequisite: Algebra I minimum final grade of an "A", and/or teacher recommendation, waiver*



## ALGEBRA II

Grades 10, 11

5 Credits

Algebra II is the third year of a sequential mathematics course for students. This course stresses the relationship between concepts and skills. It emphasizes analytical thinking skills and problem solving strategies.

*\*Prerequisite: Geometry*



## ALGEBRA II HONORS

Grades 10, 11

5 Credits

This course is for students in the accelerated mathematics program. This course expands upon the concepts listed in the Algebra II course description.

*\*Prerequisite: Geometry minimum final grade of an "A" or Geometry Honors minimum final grade of an "A", and teacher recommendation, waiver*





**PRE-CALCULUS**  
**Grades 11-12**

**5 Credits**

This course is designed for students who have completed Algebra II. The purpose is to introduce students to the principles of trigonometry and other advanced topics as an introduction to calculus.

*\*Prerequisite: Algebra II*



**PRE-CALCULUS HONORS**  
**Grades 11- 12**

**5 Credits**

This course is for students in the accelerated mathematics program. This course expands upon the concepts listed in the Pre-Calculus course description.

*\*Prerequisite: Algebra II minimum final grade of an "A" or Algebra II Honors minimum final grade of an "A", and teacher recommendation, waiver*



**AP CALCULUS**  
**Grade 12**

**5 Credits**

This course is geared toward the student who will take the AP examination in May. A student may receive advanced standing in college or may be given credit for one or more semesters of college calculus based on his/her performance on this test. This course consists of an academic year of calculus and related topics comparable to courses in colleges and universities. Among these topics is a review of elementary functions and a development of both differential and integral calculus.

*\*Prerequisite: Pre-Calculus Honors minimum final grade of an "A", and teacher recommendation, waiver, Completion of Summer Assignment.*

**INTEGRATED MODERN ALGEBRA**

**Grades 11 and 12**

**5 Credits**

Integrated Modern Algebra is a third year math course that builds upon the foundations of Algebra I and Geometry. It focuses on skills required for college and career readiness, including Equations and Inequalities, Linear Relations and Functions, Systems of Equations and Inequalities, Quadratic Functions and Relations, Polynomials and Polynomial Functions, Inverses and Radical Functions, Exponential and Logarithmic Functions, and Rational Functions.

*\*Prerequisite: Must have successfully completed Algebra I and Geometry\**

*\*\*This course will fulfill your third year Mathematics graduation requirement\*\**

**FINANCIAL LITERACY**

**Grades 9-10**

**5 Credits**

A course designed for those students who want to learn real world financial applications of mathematics. Topics include all the financial areas of mathematics as they relate to the business world. Upon completion of this course, students will be prepared to better understand, plan and control their financial futures.

*\*This course satisfies the Financial & Economic Literacy graduation requirement.*



# **SCIENCE**



## **BIOLOGY LAB** **Grade 9**

**5 Credits**

Organized around classification of life forms, this course presents an in-depth survey of biological topics with emphasis on biological principles, structures, functions and relationships. The laboratory work, field trips and informal lectures are designed to aid in learning the basic facts and to develop in the students an appreciation of the knowledge resulting from experimentation. One period per week is provided for laboratory research.



## **BIOLOGY LAB HONORS** **Grade 9**

**5 Credits**

This course provides the students with a comprehensive background of the basic biological principles of all branches of biology needed to evaluate the impact of biotechnology on their level, and to understand the interrelationships between students and the living and non-living environment. Students are expected to apply biological principles to assist them in solving higher-level problems. One period per week is provided for laboratory research.

*\*Prerequisite: 8th grade science final average, teacher recommendation.*



## **CHEMISTRY LAB** **Grade 10**

**5 Credits**

This course seeks to give students the following: (1) knowledge of the basic structure of matter and its relationship to chemical reactions, (2) knowledge of the basic vocabulary of chemistry, (3) practice in laboratory work and problem solving, (4) understanding of chemical equilibrium and (5) development of student ability to think within the framework of the subject.



## **CHEMISTRY LAB HONORS** **Grade 10**

**5 Credits**

This course seeks to give students a broader and deeper introduction to concepts listed in the description for Chemistry Lab.

*\*Prerequisite: Biology Honors minimum final grade of an "A" or Biology minimum final grade of an "A" and teacher recommendation, waiver*



## **ENVIRONMENTAL SCIENCE LAB** **Grades 11-12**

**5 Credits**

This course is designed around the interactions of living and non-living things in the environment. Topics such as ecology, diversity-of life, populations, weather, pollution, food supplies, and protecting the environment will be covered. Students will use real world applications to enhance their understanding of course topics. One period per week is provided for laboratory research.





## **PHYSICS LAB**

**Grades 11- 12**

**5 Credits**

Physics is a natural science concerned primarily with the principles of laws governing the behavior of the inanimate world around us with emphasis on the study of matter and energy and their interactions. Both mathematics and laboratory experiments are used in problem solving. One period per week is provided for laboratory research.

*\*Co-requisite: Pre- Calculus*



## **ANATOMY & PHYSIOLOGY LAB**

**Grades 10-12**

**5 Credits**

Anatomy and Physiology explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. A particular importance is placed on the interrelatedness of such systems as the skeletal, muscular, nervous, and circulatory. The lab component to this course is substantial and requires students to perform dissection. *\*Prerequisite: 85 or higher in Biology, 85 or higher in Chemistry*



## **ADVANCED ANATOMY & PHYSIOLOGY LAB**

**Grades 12**

**5 Credits**

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include, but are not limited to the endocrine, lymphatic, reproductive systems, embryonic and fetal development, as well as a detailed study of pathology and new technology. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

*\*Prerequisite: Anatomy & Physiology Lab minimum final grade of an 80*



## **AP PHYSICS LAB**

**Grades 11- 12**

**5 Credits**

Advanced Placement Physics is a college level course that offers a more analytical approach than a basic high school physics course. The student in an AP Physics course will be able to analyze various problems or phenomena verbally, mathematically, and graphically. The lab portion of the course will be based on the recommendations given by the College Board. Topics covered include waves, optics, Newtonian Mechanics, atomic and nuclear physics, electricity, magnetism, and thermal physics. One period per week is provided for laboratory research.

*\*Prerequisite - 90 or higher in Physics, 85 or higher in Pre-Calculus. Must be concurrently taking Calculus, teacher recommendation by previous year's science teacher, completion of Summer Assignment (not completing the summer assignment will result in an automatic withdrawal). By first 1st marking progress reports, students must have an 80 or higher (teacher discretion)*





### **AP CHEMISTRY LAB**

**Grades 11-12**

**5 Credits**

This course is intended for those students whose academic needs are directed towards careers in medicine, engineering, pharmacy and related fields of similar demands. The course investigates advanced concepts in atomic structure, chemical bonding, electrochemistry, thermodynamics, chemical kinetics, equilibrium, group analysis, and qualitative analysis of organic chemistry. The course follows the CEEB guidelines including labs.

*\*Prerequisite: - 93 or higher in Chemistry, - 87 or higher in Honors Chemistry, - 85 or higher in Algebra I, Teacher recommendation by previous year's science teacher, completion of Summer Assignment (not completing the summer assignment will result in an automatic withdrawal). By first 1st marking progress reports, students must have an 80 or higher (teacher discretion)*



### **AP BIOLOGY-LAB**

**Grades 11-12**

**5 Credits**

Advanced Placement Biology is a rigorous college level course that prepares students for future studies in biological science and other sciences. This course is representative of a two semester college introductory course and students may earn college credit through an examination. This course provides students with the conceptual framework, knowledge and analytical skills to deal critically with biological science. Topics covered in this course deal with biochemistry, cell biology, genetics, heredity, classification, microbiology, botany, zoology, ecology, anatomy, and physiology. Both long term and short term laboratory investigations are integral portions of this course. One period per week is provided for laboratory research.

*\*Prerequisite: Biology Honors minimum final grade of an "A", Biology minimum final grade of an "A", or Chemistry minimum final grade of an "A" and teacher recommendation. Completion of Summer Assignment. By the end of the 1<sup>st</sup> marking period, student must have an 80 or higher (teacher discretion).*

## **SOCIAL STUDIES/ SOCIAL SCIENCE**



### **WORLD HISTORY**

**Grade 9**

**5 Credits**

This course covers such topics as the Industrial Revolution, Imperialism and the World Wars I & II. Modern world developments are explored with particular attention paid to the problems of major power relations, Third World —emerging nations, militarism, —small wars, and trouble spots around the world.



### **WORLD HISTORY HONORS**

**Grade 9**

**5 Credits**

The requirements of the class are more comprehensive than World History. Topics are more extensively researched. Art critiques, book reviews and a research paper are part of the requirements of the course.



*\*Prerequisite: 8<sup>th</sup> grade teacher recommendation*



## **UNITED STATES HISTORY I**

**Grade 10**

**5 Credits**

Students in this required course will investigate the development of the American political, economic, and social systems from the colonial period through the 19<sup>th</sup> century. Topics of study will include framing the Constitution, presidential administrations, political conflicts and wars, sectionalism, industrialism and economic growth, the Civil War and Reconstruction, Westward Expansion, world influences and political and social reformation, of American life. Students will acquire a solid knowledge base in Early American history. This will allow students to use critical analysis to understand the changes in American History.

An appreciation for and sensitivity to various cultural and ethnic differences will be addressed to provide students with a tolerance for individual differences socially and legally.



## **UNITED STATES HISTORY I HONORS**

**Grade 10**

**5 Credits**

The students in this course will examine the American political system and the American social order in great detail. The students are selected based upon teacher's recommendation, past performance and test scores. The emphasis will be focused on the development of sound study and research skills in exploring American life from the pre-Revolutionary period through the Civil War and reconstruction ending with the assassination of President McKinley. This course is designed to prepare students for AP U.S. History.

*\*Prerequisite: World History Honors minimum final grade of an "A" or World History minimum final grade of an "A", and teacher recommendation, waiver*



## **UNITED STATES HISTORY II**

**Grade 11**

**5 Credits**

Students in this required course will continue with their investigation into the political, economic and social features of American life beginning with the turn of the 20<sup>th</sup> century and continuing to the present. Students will be able to evaluate the impact of change and cultural diversity on American life and analyze the roles that various groups have had on the development of the current United States. The roles and functions of business, government, labor and consumers are discussed to explain the United States economic system. Global events and the United States' influence in world affairs are discussed. Major topics include the following: social revolutions, presidential administrations, the Cold War, civil rights, civil unrest, world wars and conflicts, and entering the new millennium.



## **AP UNITED STATES HISTORY**

**Grade 11**

**5 Credits**

The students participating in Advanced Placement United States History will be selected based upon previous performance in United States History I or United States I History Honors. The curriculum begins with the late 19<sup>th</sup> century and moves to the present day and will revisit earlier themes and time periods in an effort to prepare students for the AP exam.

*\*Prerequisites: United States History I Honors minimum final grade of an "A" and teacher recommendation, waiver, Completion of Summer Assignment.*





**PSYCHOLOGY**  
**Grades 9-12**

**5 Credits**

This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.



**CRIMINOLOGY/SOCIOLOGY**  
**Grades 10 - 12**

**5 Credits**

This course will explore the subject of crime from the perspective of the sociologist. Topics include the causes of crime, types of crimes, types of criminals, the concept of justice, police science, the courts, corrections, and capital punishment. Sociology will be a study of the development, structure, interaction and collective behavior of organized groups of human beings. Students will relate principles of sociology to real world circumstances and rapidly changing societies. This course will also integrate issues relating to gender, ethnicity and the world today.

**ETHICS AND HISTORY OF SPORTS**

**Grades 10-12**

**5 Credits**

This course will provide a rich understanding and study of the history of sports and its impact on our society. It will introduce and familiarize students with the legal and ethical issues that exist in sports. It will also provide a broad scope study of issues related to sports law such as labor laws and the athlete/agent relationship. Finally, the course will allow students to apply learned laws and ethics in the decision-making process

**SPORTS PSYCHOLOGY**

**Grades 11-12**

**5 Credit**

This course will teach students how personality, self-concept, and self-esteem and other aspects of the psychological make-up relate to participation and performance in sports. Students will gain an understanding of the motivational issues present in the participation in a competitive sport. Students will also learn practical strategies for helping potential athletes with these related issues. Students will also explore issues and intervention strategies to work with athletes to enhance performance and participation.

**VISUAL/PERFORMING ARTS**

**\*All courses listed in this department satisfy the Visual and Performing Art requirement for graduation.**

**FOUNDATIONS OF ART I**

**Grades 9 – 12**

**5 credits**

Students will focus on the Elements of Art: Line, Shape, Form, Color and Texture. This is followed by drawing, painting, collage and basic ceramics techniques. Mixed-Media projects and Art History lesson



will be incorporated throughout the course to reinforce concepts and student learning.

## **ART II**

**Grades 10-12**

**5 credits**

Students will focus on the Principles of Design: Emphasis, Balance, Proportion, Rhythm/Movement, and Unity/Variety as used in art. This course is designed for students who wish to continue to study art and the concepts are based on those learned in Art Foundations I.

## **ART III**

**Grades 11-12**

**5 credits**

Students will focus on and produce a variety of functional and decorative crafts from different cultures, time periods and or mediums as explored in class. Units of study will include ceramics, weaving, silkscreen and seasonal crafts.

## **ART IV**

**Grades 11 -12**

**5 credits**

Students will focus on the Practical, Cultural, Personal and Educational functions of art. The course explores the basics of color, shadow, proportion and perspective. These areas are broadened and emphasized through the use of watercolors, pastels, tempera, and acrylic paints. Students will also learn about the art- related careers.

## **DIGITAL PHOTOGRAPHY**

**5 credits**

**Grades 11-12**

Digital Photography will serve as an introduction to the digital camera, digital film, digital darkroom and their application to the production of a body of contemporary photographic work. Students will have the opportunity to use a digital camera and to manipulate digital photographs to improve tonal range and contrast. They will combine and layer images to create dynamic effects. Students will also look at the creative opportunities of blur effects, color correction and monochromatic imaging.

## **DANCE I**

**5 Credits**

Dance I: A program for novice dancers that enables students to be creative and express their own ideas, feelings and/or inner visions through the performance of various genres of dance, including but not limited to ballet, modern, African, jazz, hip hop and tap, and that focuses on the study and analysis of dance as a cultural phenomenon. Gaining movement skills and finding confidence and enjoyment through movement are a focus of this introductory course. Basic instruction in technique, choreography, Labanotation, dance history, dance composition and anatomical awareness are introduced.



## **DANCE II**

**5 Credits**

A program for experienced dancers to continue expressing their own ideas and feelings through the performance of various genres of dance, including to ballet, modern, African, jazz, hip hop and tap, and that focuses on the study and analysis of dance as a cultural phenomenon. Includes instruction, at an intermediate level, in technique, choreography, Labanotation, dance history, and anatomical awareness. Dance criticism and composition are introduced in this course. Students are required to create and perform in their own student choreographed pieces in the dance composition portion of this course.

## **DANCE III**

**5 Credits**

A program for pre-professional dancers to express their own ideas, feelings and/or inner visions at a higher level through the performance of various genres of dance, including but not limited to ballet, modern, African, jazz, hip hop and tap, and that focuses on the study and analysis of dance as a cultural phenomenon. Includes instruction, at an advanced level, in technique, choreography, Laban notation, dance history, criticism, composition, and anatomical awareness. Students are accepted into this course by audition only and are required to create and perform in multiple student choreographed pieces.

## **HISTORY OF DANCE**

**5 Credits**

### **Grade 10-12**

This course is designed to engage the student with the importance of the human-body-moving-through-space that has informed the human experience from preliterate times to today. It places our “embodied way of knowing” within a social, artistic, religious, political and cultural context. The student should experience an appreciation for the dynamic, varied and complex role that dance has played in human societies over time. In addition, the course is structured so that the students can learn how history is constructed by the questions that we ask, by the methods we employ, and by the curiosity we bring to this subject. Many of these students can draw comparisons to how we creatively choreograph a dance with the notion of how we creatively engage with and construct our understanding of history.

## **PERFORMING ARTS I**

### **Grades 9 – 12**

**5 Credits**

Drama I students learn to prepare speeches and tailor them to specific audiences. Students will participate in dramatic interpretations of language through story-telling, oral interpretation, and plays. The importance of non-verbal communication is a focus, as well as playing a speaking role.

## **PERFORMING ARTS II**

### **Grades 10 – 12**

**5 Credits**

Drama II students continue the study of drama by enhancing and expanding the theatre skills learned in Drama I. Students will write their own scripts, design costumes and create scenes. Self-discipline, self-esteem will be gained through working collaboratively as a team member of a small scale production.



## **INSTRUMENTAL MUSIC**

**Grades 9 - 12**

**5 Credits**

Instrumental Music is open to students who have at least two years of experience playing a band instrument (flute, clarinet, saxophone, trumpet, low brass and percussion). Students are encouraged to participate in marching band.

## **VOCAL MUSIC**

**Grades 9 - 12**

**5 Credits**

This course is for students who are interested in developing an understanding of music, develop their singing voices and participate as members of the Keyport High Notes Choir.

## **MUSIC APPRECIATION**

**Grades 9 – 12**

**5 Credits**

This course introduces the major themes of music, as well as the influences and personalities that have shaped most of western cultural heritage. Students will learn to recognize the major characteristics of music and to identify outstanding pieces of music from various cultures and times.

# **WORLD LANGUAGE**



## **SPANISH I**

**Grades 9-12**

**5 Credits**

The objective of the first-year course is to develop the ability to understand, speak, read and write the language in its fundamental forms. The hearing/speaking approach is used to encourage the students to think in and to speak the language from the beginning. The course includes vocabulary, everyday expressions, and basic grammatical structures. The students read stories and dialogues that introduce the customs and traditions of the people whose language they are studying. Class activities include memory work, presentation of short conversations, dictation in the language, tests of aural and reading comprehension, and writing of short paragraphs in the language and oral drills. Audio-visual, videos and computers are used.



## **SPANISH II**

**Grades 9, 10, 11, 12**

**5 Credits**

The objective of the course is to develop fluency and accuracy in pronunciation, speaking, reading and writing. The course includes a review of the basic first-year structures and continues the study of the fundamentals of vocabulary and grammar. Reading assignments are longer and a more extensive study of geography, customs and culture is undertaken. Further use is made of audio-visual aids, original conversations, and memory work and guided compositions.

*\*Prerequisite: Successful completion of first year world language course.*





**SPANISH III**  
**Grades 10, 11, 12**

**5 Credits**

The students will demonstrate the ability to maintain and increase their understanding of the spoken word. The students will continue to comprehend and use the parts of speech, sentence structure and vocabulary. The students will further their ability to speak and write on matters related to reading materials, everyday personal experiences and individual creativity. In the classroom there will be heavy emphasis placed on conversation between students as well as between students and the teacher.

*\*Prerequisite: Successful completion of either Spanish II*



**SPANISH IV**  
**Grades 11, 12**

**5 Credits**

The students will demonstrate the ability to comprehend and use, orally and in writing, the parts of speech, sentence structure and vocabulary. The student will be able to respond to factual questions and to interpret thoughts and ideas, orally and in writing, using complete sentences and correct syntax. The classroom activities will involve the students in amplifying communication skills (listening, speaking, reading and writing) in the target language.

*\*Prerequisite: Successful completion of either Spanish III or teacher recommendation*



**SPANISH V**  
**Grades 11, 12**

**5 Credits**

The advanced language course is open to students who have completed the fourth year of a language course. The objective of this course is to refine listening, speaking, writing and reading skills to a more sophisticated level. This program is based on the observation that many students are ready for college-level work, while still in high school, and the belief that this ability and interest should be recognized, encouraged and rewarded.

*\* Prerequisite: Successful completion of either Spanish IV or teacher recommendation*



# **DUAL ENROLLMENT**

Qualified high school seniors are invited to participate in the Dual Enrollment Program at Brookdale Community College. The Dual Enrollment Program allows students to complete college credits during their senior year of high school. These credits may be used toward high school and/or college requirements. This program was developed in response to the 12<sup>th</sup> Grade Option initiated by the New Jersey Department of Education. The goal of this program is to make the senior year more meaningful for students.

To participate in the dual enrollment program, the pupil must:

1. Have permission from the high school Principal;
2. Pass all sections of the eleventh grade State mandated test;
3. Have senior status and have completed 115 of the 135 high school credits required for graduation prior to September 1 of their senior year;
4. Submit a Brookdale Community College application (\$25.00 application fee will be waived);
5. Pass all sections of the ACCUPLACER College Basic Skills test;
6. Certain sections of the ACCUPLACER test will be waived for pupils who attain the following SAT scores: math; 540; reading/writing; 540 and writing; 520.
7. Sign a Brookdale Community College release form (signed by pupil and parent(s) or legal guardian(s));
8. Be responsible for all costs associated with the Dual Enrollment Program (tuition, books, fees, and course materials);
9. Provide his/her own transportation to and from Brookdale Community College;
10. Be held to the terms and conditions of the Brookdale Community College Student Conduct Code and Student Integrity Code. A pupil is subject to Brookdale's sanctions if he/she is found to be in violation of the Brookdale Community College Student Conduct Code and Student Integrity Code; and
11. Maintain a minimum grade point average of 2.0 in Brookdale Community College courses to remain in the Dual Enrollment Program.



# DUAL ENROLLMENT COURSES

**2019-2020**

## Dual Enrollment at Keyport High School

Fall 2019--Dual Enrollment Option 1	Fall 2019--Dual Enrollment Option 2
PSYC 106--Introduction to Psychology SOC 105--Principles of Sociology	ENG 121--The Writing Process COMP 129--Information Technology

Spring 2019--Dual Enrollment **At Keyport High School**	Spring 2019--Rising Stars Only **Hazlet Higher Education Center**
ENG 122--Writing and Research SPCH 115--Public Speaking	MATH 131--Statistics ANTH 105--Cultural Anthropology

## Dual Enrollment Release Program @ Brookdale Community College

The Dual Enrollment Release Program allows qualified high school seniors to be released from their high school for half a day to take college-level courses at Brookdale's Lincroft campus or any of Brookdale's Higher Education Centers. Students participating in the Dual Enrollment Release Program are responsible for all costs associated with attending Brookdale Community College including tuition, books, fees, course materials, and transportation. Students will be released from their high school whether or not they have a class scheduled at Brookdale. Students are expected to attend Brookdale classes when their high school is not in session.

**For more information on Dual Enrollment Release, please contact Donna Cuddy at 732-224-2574 or [dcuddy@brookdalecc.edu](mailto:dcuddy@brookdalecc.edu)**



# **ACELLUS VIRTUAL HIGH SCHOOL**

**ACELLUS  
Grades 9 -12**

**Credit Varies**

*Prerequisite: Students must be approved by the administration and site manager as well as complete a conference with their counselor*

## **Model-T Program/Life Skills**

The Model –T Program will allow students to begin experiencing adult life activities in the community while having the support of the school system. Where appropriate, students will apply for work and be taught work responsibilities, participate in community-based recreational/leisure activities, further develop independent living skills, and begin developing social connections in the environments that the student will be using as a young adult. Model—T will allow the student to explore options and begin trying out his/ her vision for life as a young adult. It will also allow the student and his / her family to develop relationships with the adult service providers who may be supporting the student in the future since these providers may be part of the student’s Model-T planning and support team.

## **MONMOUTH COUNTY ARTS H.S.**

**MONMOUTH COUNTY ARTS HIGH SCHOOL PROGRAM  
Grades 9 - 12**

Students interested in creative writing, dance, music (instrumental and vocal), photography, theater arts and visual arts (drawing/painting) have the opportunity to audition for participation in the Monmouth County Arts High School Program.

Gifted and talented students who are accepted into the program will be released from school to attend three-hour Monday classes for a ten-week term from January – May. A grade of honors, good, pass or fail is based upon successful completion of one course of study. Students who pass their course of study are awarded certificates of achievement or honors certificates. Various courses may be eligible for college credit through Brookdale Community College. See Monmouth County Arts HS website for more information [www.artshigh.net](http://www.artshigh.net)



# **MONMOUTH COUNTY VOCATIONAL SCHOOL DISTRICT**

The Monmouth County Vocational School District is a route to success for its graduates. A positive attitude towards teachers, school and fellow students is needed to develop skills in the student's chosen vocational area. The cooperation of the parents with the vocational school is necessary to help insure a successful program for their children. Transportation for a vocational program is supplied by the students' residential district. The students receive 20 credits per year for the two and a half-hour vocational program, 10 credits for the shop and 5 credits each in applied science and applied mathematics. The Monmouth County Vocational Schools are shared-time schools. Students will attend their home high schools for half the day and the vocational school for half the day. Students and their parent(s)/guardian(s) should review the vocational programs and courses available by making an appointment with the appropriate guidance counselor prior to a final schedule. Prerequisite: Meeting state and district levels of proficiency on grade level standardized test.

- Advanced Manufacturing
  - Allied Health
- Automotive Technology
  - Career Center
  - Carpentry
  - Commercial Art
  - Cosmetology
  - Culinary Arts
  - Dental Science
  - Diesel Mechanics
    - Electricity
    - HVAC
  - Marine Trade
- Certified Nursing Assistant
- Patient Care/ Medical Assisting
  - Plumbing & Pipefitting
  
- Roadway Construction

