

PRINCETON HIGH SCHOOL

"LEARN TO LIVE AND LIVE TO LEARN"

Program of Studies
2020 - 2021

Mrs. Diana Lygas

PRINCETON HIGH SCHOOL

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Dean of Students

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NOTE:

Traditionally, Princeton High School offers a comprehensive program of studies. Final decisions regarding the actual offering of any particular course for the upcoming school year will depend upon enrollment and budget constraints. Therefore, not all courses listed in this catalog are guaranteed to run every school year nor are students guaranteed spots in classes.

INTRODUCTION

This catalog is a reference manual for students, parents, and school personnel actively involved in curriculum planning at Princeton High School. It is a complete guide to the possible course offerings at Princeton High School. Each department has described its specific course offerings, highlighting the chief components of each course, as well as prerequisites for enrollment.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at Princeton High School provide students with many opportunities to meet their educational needs. Beyond state, district, college and career requirements, the students are encouraged to select courses that will be academically stimulating and personally enriching. In selecting particular courses, the following criteria should be considered. Does the course:

- *Meet the high school graduation requirements?
- *Provide an outlet for interests in specific subject areas?
- *Reflect an appropriate proficiency level?
- *Provide a background for post high school plans leading to career options?
- *Meet college entrance requirements?

Please consider the following when planning your academic program:

- *Make good decisions about overall course load keeping the following factors in mind:
 - homework/assignment/project/independent work demands (AP and accelerated courses will have higher demands than other courses).
 - sport/extracurricular involvement and commitments after school that may take away from study/homework time
 - number of AP & accelerated courses (these courses will take up a lot of time, and therefore, students should select courses that keep their overall wellbeing in mind while maintaining a healthy balance).

*Make sound initial choices. You will have a course verification in June – changes after this point will be very difficult.

*Choose courses, not teachers. Requests for schedule adjustments will not be honored based on the issue of personnel.

*Discuss specific subject area choices with counselors, teachers, and/or department supervisors who can share valuable insight into the nature of specific courses.

***Any inquiries regarding scheduling should first be directed to the student's school counselor.**

Minimum Scheduling Requirements

Every Princeton High School student must be scheduled for a minimum of 30 credits per year. Semester courses can run first and/or second semester, depending upon the number of student requests for enrollment.

Grade Level Promotion Requirements

In order for a student to be promoted to the next grade level, he/she must have completed a required number of credits during the school year (September through August). These minimums, when added, equal the 120 credit minimum graduation requirement.

9 th to 10 th grade	= 30 credits
10 th to 11 th grade	= 60 credits
11 th to 12 th grade	= 90 credits
12 th to graduation	= 120 credits

Athletic Eligibility

Any student who wishes to compete in interscholastic sports must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association. A student must have passed **30 credits** in the previous year to be eligible for participation in sports offered in the fall and/or winter. To be eligible for sports offered in the spring, a student must have passed the equivalent of **15 credits** in the fall semester.

Graduation Requirements

In order for a student to receive a high school

diploma from Princeton High School, each student must:

Successfully complete a minimum of 120 credits beginning in grade 9 and concluding in grade 12. The course work must include the following course requirements:

1. Language Arts Literacy: 20 credits (English I – IV)
2. Mathematics: 15 credits, including Algebra I and Geometry
3. Science: 15 credits of lab science, including biology, a choice between chemistry, physics, or environmental science, and a third inquiry-based lab or technical science.
4. United States History: 10 credits
5. World History & Cultures: 5 credits
6. World Languages: 5 credits, however, we strongly recommend 15 credits in one language for all students
7. Physical Education & Health/Driver's Ed: One year (4 credits) for every year of public high school enrollment in New Jersey. Option II is available for eligible students. Please refer to the PHS website for application details.
8. Visual & Performing Arts: 5 credits
9. Financial, Economic and Entrepreneurial Literacy: 2.5 credits
10. 21st Century Life & Careers: 5 credits
11. Career Awareness / Community Service Program: 10th grade.
12. Completion of state assessment graduation requirements.

Minimum graduation requirements should not be confused with college/university admission requirements. The general rule of

thumb for most four-year colleges/universities is that applicants should have completed a minimum of 16 to 18 academic units upon graduation. Normally academic units are considered to be full year courses in college preparatory math, science, English, social studies, and world languages.

Course Levels

There are two levels of courses used to calculate a student's weighted grade point average.

Unweighted: Any course not designated as an advanced, advanced placement course, an accelerated course, or a Princeton University Course.

Weighted: Any course designated with an AP, ACC, ADV, or PU. Grade point equivalents increase for grades earned in weighted courses. For example: Standard "B+" = 3.3, ACC "B+" = 4.3.

AP Courses

Princeton High School offers AP courses in almost every department. These courses are open to all students, with basic prerequisites and course sequence requirements. The pacing and sequence of the AP courses are designed with the expectation that students will take the AP exam(s) in the spring. Students who plan to take the AP exam will be informed of the registration process in class in September.

Financial assistance for AP exams is available. Students should see Dr. Donovan in the counseling office for information. In addition, if students are seeking College Board accommodations, they must request these accommodations through their school counselor **12 weeks** prior to testing to allow College Board processing time.

Important Scheduling Deadlines

1. Changing courses after the academic year has started can often be very disruptive to a student's schedule. Students and families have the opportunity to change courses during the course verification period in June.

Changes once school starts will be limited to placement changes and core course issues. Students, parents, teachers and Supervisors must all be in agreement before any and all changes are made.

2. Adding classes after school starts:

* Last day to add a first semester class:

September 21st, 2020

* Last day to add a second semester class:

February 16th, 2021

* Last day to add a full-year class:

September 21st, 2020

3. Dropping classes: (Remember, all students must maintain a minimum course load of 30 credits!)

* Last day to drop a first semester class:

September 21st, 2020

* Last day to drop a second semester class:

February 16th, 2021

* Last day to drop a full-year class:

October 16th, 2020

4. **Please note:** Students need written permission of the parent, teacher, department supervisor, supervisor of counseling and principal when requesting to add or drop classes or change levels by using our add / drop form. Seniors will need written permission from any college/university they have applied to at the time of requesting to drop a class.

5. A student who withdraws from any course **prior** to the above deadlines will be removed from the class roster and it will not be recorded on the student's transcript. A withdrawal **after** the deadline will receive a record of Withdraw Pass (WP) or Withdraw Fail (WF) on the student's permanent transcript. Level changes only will not be recorded on the transcript after the deadline.

6. **Advancing of a Course Level (mathematics, science, and world languages):** Advancement of course level allows a student to bypass a prerequisite course by pursuing a **pre-approved**, organized course of study at a recognized institution outside the school day or school year. A student may advance a course level in a given sequence of courses found in

mathematics, sciences (AP courses only) and world languages with the understanding that:

* A student follows advancement policies and procedures as set forth by the departments. Please note that deadlines for advancement or placement may apply.

* Priority for placement into courses is given to those students who have enrolled in the course through the regular scheduling process

* Placement decisions are made at the building level by the supervisor in conjunction with the principal and are considered final.

Scheduling Timeline

Program of Studies Parent Night will be held on **January 13th, 2021** at 7 pm in the PHS PAC. Student Program of Studies Orientation and Course Registration at John Witherspoon Middle School, Charter School, Cranbury School and Princeton High School will be held during the months of **March 2021**. Incoming 9th grade students and their parents will meet with a counselor. **It is important to choose courses wisely and to make solid decisions during this appointment because not all course changes later in the process will be honored.**

Course Request Verifications will be released online during the month of **April**. This is NOT a schedule, rather a verification of courses selected. If there are discrepancies, it is critical that the student and/or parent contact their counselor. There will be a final opportunity after the April date to make changes. This will be in the **June** verification.

Please note: All requests for course request changes must go through your school counselor within 10 days of the course request verification release.

Tests for approved advancement of course level will be given in **August, 2021**.

Final schedules will be online one week prior to the first day of school. Only schedule changes for placement

adjustments will be made when school starts. **Again, it is crucial to view your courses during the final verification period in June and ensure you are picking the correct and appropriate courses. There is no guarantee course changes will be honored after this date.**

VISUAL & PERFORMING ARTS

Active participation in an arts program is a critical component in every child's education. Arts programs enrich students' lives and provide a vehicle for them to communicate and to express human emotion and ideas beyond the limits of language. In addition, study in the arts prepares students to be successful in a 21st century world that demands innovative thinking and creativity in an increasingly competitive global society. We believe that all students are capable of growth in the arts and that there are skills and concepts inherent in the arts that cannot be taught in other disciplines. Participation in an arts program allows students to make connections across content areas and cultural boundaries. The courses listed below provide sequential instruction in each art discipline, challenging each student to reach his or her potential. **All courses listed in this department satisfy the Visual and Performing Arts requirement unless otherwise stated.**

VISUAL ARTS COURSES

All students who are interested in visual art at PHS must first enroll in Studio Art I, our foundational course. For students who plan to take visual art classes for four years, the following sequence is suggested:

Studio Art I
Studio Art II 2D or Studio Art II 3D
or Art of Craft
Studio Art III 2D or Studio Art III 3D
Studio Art IV

Student may also wish to enroll in AP Art History during their junior or senior year.

STUDIO ART I H74009

Grades: 9-12 5.0 Credits
Year

Prerequisite: None

This course is a full year studio experience that emphasizes the art process: learning to see, interpret, and make. Participants will work in both two- and three-dimensional formats on projects designed to improve technical skills and further develop personal expression. Students will be exposed to a range of materials and methods including but not limited to: drawing, painting, printmaking, collage, carving, clay forming and glazing, and using a wide variety of sculptural materials. Visual presentations, demonstrations, critiques and field trips will supplement the primarily hands-on studio course. Open to all, from beginners to experienced artists, this class is the prerequisite for all subsequent studio art classes at PHS.

THE ART OF CRAFT

H74007

Grades: 10-12 5.0 Credits

Year

Prerequisite: Studio Art I

This course is focused on making aesthetically functional objects. Student will explore the history and technique of various craft processes, both traditional and non-traditional, in two and three dimensions. Students will work in a wide range of materials and with a variety of techniques, with approximately four projects per semester. This hands-on course utilizes videos, demonstrations, field trips, and previous student work as instructional supplements.

STUDIO ART II (2D)

H74001

Grades: 10-12 5.0 Credits

Year

Prerequisite: Studio Art I

This course will allow students to expand their technical and conceptual skills by utilizing the principles of two-dimensional media and design. Projects will build upon students' experience in Studio I through a widening range of materials and techniques. Emphasis will be placed on the development of each student's individual initiative and

capacity for self-investigation and expression. Opportunities to display completed works at both in-school and outside-of-school exhibits will be provided. Those wishing to prepare an admissions portfolio for college or art school will be assisted and advised throughout this course.

**STUDIO ART III (2D)
H74002**

Grades: 11-12 5.0 Credits
Year

Prerequisites: Studio Art II 2D or Art of Craft

This course offers an intense and focused investigation into drawing and painting. The class is designed for the serious student who is motivated, disciplined, and intellectually mature. The course work is based upon the investigations in Studio II 2D and the first year studio arts requirements at competitive art schools and/or universities that offer a BFA degree in studio art. This course emphasizes, in a coordinated and chronological way, the transition from teacher assignments to a student-generated conceptual approach. Small group projects and individual works will be explored.

**STUDIO ART IV
H74003**

Grade: 12 5.0 Credits
Year

Prerequisite: Three years of Studio Art (2D, 3D, or Art of Craft) or review of portfolio

Studio Art IV is the culminating visual arts course at Princeton High School. One purpose of the class is to prepare serious fine art students for admission to colleges, art schools, or universities through the creation and submission of a portfolio. Class work in the first semester is focused on reinforcing studio habits, techniques, and skills. The rest of the year is an ongoing process of individual and group artmaking and critique designed in a seminar format. Each student's individual artistic and developmental needs will be addressed; these needs form the basis for later studio assignments. Throughout the year, much emphasis will be placed on historical and contemporary arts issues. Trips to museums, galleries, and other out-

of-school work will be planned. The year will culminate in the presentation of each student's individual portfolio and exhibit.

**STUDIO ART II (3D)
H74005**

Grades: 10-12 5.0 Credits
Prerequisite: Studio Art I
Year

This course is for students who have successfully completed Studio Art I and wish to continue their study of sculpture on an advanced level. More in-depth assignments and processes will be introduced, and individual styles and interests will be encouraged and explored. Field trips, visiting artists, and slide/lectures will supplement this studio course. Opportunities to display completed works in a variety of settings will be offered and those wishing to prepare a college portfolio will be assisted and advised throughout the year.

**STUDIO ART III (3D)
H74007**

Grades: 11-12 5.0 credits
Year

Prerequisite: Studio Art II (3D)

This course requires a high level of student interest and self-motivation in pursuing further exploration of 3D materials and methods, utilizing the skills and experience from the two previous 3D courses. Students will be expected to interpret the assigned projects both literally and metaphorically. Students will have the opportunity to include many mixed materials methods in their work, such as sound, light, found objects, and casting multiples. Art history from ancient through contemporary work will be studied and discussed. Individual and group critiques will be an integral part of this course. Field trips, videos, visiting artists, and slide lectures will supplement this primarily hands-on studio course.

**AP ART HISTORY
H74006**

Grades: 11-12 5.0 Credits
Year

Prerequisite: Approval of the instructor and/or department supervisor

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. The class is the equivalent of a two-semester introductory college or university art history survey course and is strongly recommended for students interested in any field of art, architecture, history, media, or visual culture.

INSTRUMENTAL MUSIC COURSES

TIGER BAND I H74010

Grades: 9-12 5.0 Credits
Year

Prerequisites: Placement audition is required.

Tiger Band I is a performing ensemble class for novice level students with limited experience in jazz repertoire. Students will concentrate on sight-reading as well as appropriate style playing including standard swing patterns and jazz articulations. Students will be introduced to all major, dorian and mixolydian scales. Students will be introduced to jazz band literature that will promote student achievement and performance ability that is level appropriate. The literature and supplementary materials will promote a sequential development of the following skills: note reading, tone production, breath control, articulation, dynamics, phrasing, blend, balance, rhythmic analysis, music terminology, proper rehearsal and performance etiquette.

TIGER BAND II H74011

Grades: 9-12 5.0 Credits

Year

Prerequisites: Placement audition is required.

Tiger Band II is a performing ensemble class for novice level students having some prior experience with jazz repertoire. Students will concentrate on sight-reading as well as appropriate style playing including standard swing patterns and jazz articulations. Students will be introduced to all major, dorian, mixolydian and blues scales. Students will be introduced to jazz band literature that will promote student achievement. The literature and supplementary materials will promote a sequential development of the following skills: note reading, tone production, breath control, articulation, dynamics, phrasing, blend, balance, rhythmic analysis, music terminology, proper rehearsal and performance etiquette.

NASSAU BAND I H74012

Grades: 9-12 5.0 Credits
Year

Prerequisites: Placement audition is required.

Nassau Band I is a performing ensemble class for intermediate level students with limited experience in jazz repertoire. Students will concentrate on sight-reading as well as appropriate style playing, including standard swing patterns and jazz articulations. Students will be performing all major, dorian, mixolydian and blues scales from memory. Students will be studying medium level jazz band literature that will promote student achievement and performance ability. The literature and supplementary materials will promote a sequential development of the following skills: note reading, tone production, breath control, articulation, dynamics, phrasing, blend, balance, rhythmic analysis, music terminology, proper rehearsal and performance etiquette. In addition to the playing requirements, students in Nassau Band I will be introduced to chord theory and analysis as it pertains to their literature and as an introduction to improvisation.

**NASSAU BAND II
H74013**

Grades: 9-12 5.0 Credits

Year

Prerequisites: Placement audition is required.

Nassau Band II is a performing ensemble class for intermediate level students that have had prior experience with jazz repertoire. Students will concentrate on sight-reading as well as appropriate style playing including standard swing patterns and jazz articulations. Students will be performing all major, dorian, mixolydian and blues scales from memory. Students will be studying medium level jazz band literature that will promote student achievement and performance ability. The literature and supplementary materials will promote a sequential development of the following skills: note reading, tone production, breath control, articulation, dynamics, phrasing, blend, balance, rhythmic analysis, music terminology, proper rehearsal and performance etiquette. In addition to the playing requirements, students in Nassau Band II will be introduced to chord theory and analysis as it pertains to their literature and as an introduction to improvisation.

**PHS JAZZ ENSEMBLE
H74014**

Grades: 9-12 5.0 Credits

Year

Prerequisites: Placement audition is required.

PHS Jazz Ensemble is a performing ensemble class for advanced students that have had prior experience with jazz repertoire. This group will perform at the big band dances held at Princeton High School as well as other community events. PHS Jazz Ensemble will also participate in a limited number of jazz festivals, which may include the New Jersey State Festival. Students will concentrate on sight-reading as well as appropriate style playing including swing patterns, several Latin styles and jazz articulations. Students will be performing all major, minor, dorian, mixolydian and blues scales from memory. Students will be studying medium-advanced level jazz band literature that will promote

student achievement and performance ability. The literature and supplementary materials will promote a sequential development of the following skills: note reading, tone production, breath control, articulation, dynamics, phrasing, blend, balance, rhythmic analysis, music terminology, proper rehearsal and performance etiquette. In addition to the playing requirements, students in PHS Jazz Ensemble will study chord theory and analysis as it pertains to their literature and as part of their improvisation training.

**PRINCETON STUDIO BAND
H74015**

Grades: 9-12 5.0 Credits

Year

Prerequisites: Placement audition is required.

PHS Studio Band is a performing ensemble class for advanced students that have had prior experience with jazz repertoire. This group will perform at the big band dances held at Princeton High School as well as other community events. PHS Studio Band will also participate in a limited number of jazz festivals, which may include the NJ State Festival. Students will concentrate on sight-reading as well as appropriate style playing including swing patterns, several Latin styles and jazz articulations. Students will be performing all major, minor, dorian, mixolydian and blues scales from memory. Students will be studying advanced level jazz band literature that will promote student achievement and performance ability. The literature and supplementary materials will promote a sequential development of the following skills: note reading, tone production, breath control, articulation, dynamics, phrasing, blend, balance, rhythmic analysis, music terminology, proper rehearsal and performance etiquette. In addition to the playing requirements, students in PHS Studio Band will study chord theory and analysis as it pertains to their literature and as part of their improvisation training.

**REPERTOIRE ORCHESTRA
H74020**

Grades: 9-12 5.0 Credits

Year

Prerequisite: None

This course is the preparatory orchestra of the high school orchestral program; it will serve to develop the musical skills that are a prerequisite for membership in Sinfonia. Emphasis will be placed on improving individual technique, tone production, ensemble skills, and sight-reading. All Repertoire Orchestra members will participate in the regularly scheduled high school orchestral concerts.

**SINFONIA
H74021**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Placement audition is required; please contact director via email during registration process.

Designed for freshmen through seniors, this course will serve to develop the musical skills that are a prerequisite for membership in the PHS Orchestra. Emphasis will continue to be placed on developing individual technique, tone production, ensemble skills, ear training and sight-reading. All Sinfonia members will participate in the regularly scheduled high school orchestral concerts.

**PHS ORCHESTRA
H74022**

Grades: 10-12 5.0 Credits

Year Prerequisite: Placement audition is required; please contact director via email during registration process.

Designed for advanced musicians, this course provides the opportunity to study and perform the varied orchestral literature of the 18th, 19th, and 20th centuries. In addition, emphasis will continue to be placed on developing individual technique, tone production, ensemble skills, ear training, and sight-reading. Repertoire will vary annually.

**AP MUSIC THEORY
H74023**

Grades: 10-12 5.0 Credits
Year

Prerequisites: Ability to read and write musical notation, basic performance skills in voice or on an instrument, and approval of

instructor and/or the department supervisor.

This course is designed to enhance a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The student will develop aural skills, sight-singing skills, written skills, compositional skills, and analytical skills. The content will include mastery of the rudiments and terminology of music, which include: notation, intervals, scales and keys, chords, metric organization, rhythmic patterns, harmonization of a melody, realization of a figured bass, analysis of repertoire, functional triadic harmony in four-voice texture, tonal relationships, modulation, phrase structure, and small forms (e.g., rounded binary, simple ternary, strophic). Students will gain, in addition to technical knowledge and skills, exposure to and familiarity with a wide variety of musical literature and the ability to apply their knowledge and skills.

VOCAL MUSIC COURSES

**CHORALE I - SOPRANO / ALTO
H74030**

Grade: 9 5.0 Credits
Year

Prerequisite: None

This choir is open to freshmen singing in the treble range. This course covers basic theory, harmony, sight-reading, phonetics, vocal techniques, ear training, and music appreciation. All styles of music are sung including music written for the treble voice in unison or for two or three parts, as well as major works written for mixed voice ensembles (SATB). Repertoire varies from year to year.

**CHORALE II - TENOR / BASS
H74031**

Grades: 9-12 5.0 Credits
Year

Prerequisite: None

This choir is open to all singing in the Tenor and Bass range. The course covers basic theory, harmony, sight-reading, phonetics,

vocal techniques, tone production for the unchanged and changed voice, ear training, and music appreciation. All styles of music are sung, from glees to chants, in two, three, and four parts, as well as major works written for mixed voice ensembles (SATB). Repertoire varies from year to year.

**CANTUS
H74032**

Grades: 10-12 5.0 Credits
Year
Prerequisite: None

This choir is open to 10th through 12th graders singing in the treble range. The course offers a review of basic theory, harmony, sight-reading, and phonetics, while developing more advanced vocal technique and repertoire. Repertoire varies from year to year so that students may choose this course for more than one year and receive credit for each year that it is selected.

**PHS CHOIR
H74033**

Grades: 10-12 5.0 Credits
Prerequisite: Audition

This course includes the study of advanced musical compositions and seeks to develop a high level of vocal proficiency through special concerts given throughout the year. The Princeton High School Choir's repertoire spans the ages, with a range of choral music from Gregorian Chant to contemporary literature. The Choir performs a cappella and with all forms of accompaniment: piano, organ, instrumental, ensembles, and full orchestra. Repertoire varies from year to year.

THEATER ARTS COURSES

**DRAMA I
H74040**

Grades: 9-12 5.0 Credits
Year
Prerequisite: None

Activities in this introductory drama course promote spontaneity, creativity, self-confidence, body and vocal flexibility,

concentration, cooperation and discipline. Students work collaboratively and creatively through the exploration of storytelling, ensemble building, stage movement, improvisation, script analysis, monologue study, scene study, playwriting, group devising, oral and written critiques, and the production process. Students will perform scenes from a variety of repertoire, ranging from Ancient Greek theatre to modern day contemporary theatre. Students learn the basics of the art of theater performance including stage directions, voice projection, relaxation, line memorization techniques, and handling stage fright. Students examine scripts and build characters by combining their own life experiences with the demands of the texts they are studying. All students taking this course will participate in a performance as part of Spectacle Theatre's season of productions.

**DRAMA II: Exploring Theater History
H74041**

Grades: 10-12 5.0 Credits
Year
Prerequisite: Drama I

In Drama II, students will focus on the craft of Acting through the lens of exploring theatre history. Through research, discussion, and practical application, students will understand theatre as the reflection and evolution of the social, religious, political, and economic influences throughout history. Students will actively journey through theatre history by performing improvisations, monologues, scenes, and plays from various time periods. Students will master acting styles, manners, and stage movement appropriate to each period and culture studied in class. The course will cover important topics and seminal plays ranging from Ancient Greek Theatre to the present. Students will also work on developing improvisation, acting, design, and playwriting skills. All students taking this course will perform in a play produced by Spectacle Theatre.

**DRAMA SEMINAR: Advanced Acting
and Performance Technique
H74042**

Grades: 11-12 5.0 Credits

Year

Prerequisite: Audition/Teacher recommendation or successful completion of Drama II.

In Drama Seminar, students will experience many different aspects of Acting, Directing, Design Dramaturgy, Improv, Playwriting and Performance. This advanced course first focuses on the study of acting as a craft through the practical exploration of theories and methods of creating character and atmosphere. By utilizing numerous approaches including those of Konstantin Stanislavski, Uta Hagen, Sanford Meisner, Robert Cohen, the Laban Movement, and Anne Bogart's *Viewpoints*, students acquire a working knowledge of a variety of Acting methods and exercises for preparing, rehearsing and performing a role. Secondly, students are introduced to the principles and techniques of playwriting including plot structure, dramatic action, point of view, mood, character development, setting, written dialogue, and stage directions. Finally, the study of the fundamentals of directing and producing theatre production prepares students to confidently assume the director's duties in preparation for the Student-Directed Play Festival. All students taking this course will perform in a play as part of Spectacle Theatre's season of productions.

MUSICAL THEATRE: Acting, Song, and Dance

H74043

Grade: 10-12 5.0 Credits

Year

Prerequisite: Audition/Teacher recommendation or successful completion of Drama II.

The musical theatre performer must be a master of many styles of acting, singing, and dancing. This advanced course combines these separate disciplines into a complete program of study and training in all elements of the craft, including fundamentals of acting applied to musical theatre; script, score and character analysis; personalizing a performance; acting styles in musical theatre; and practical steps to pursuing a

career. Through solo, partner, and group work, students will handle a wide range of performance conventions and training requirements unique to musical theatre while developing a clearly articulated methodology for integrating all of the elements of musical theatre into performance. Exercises and assignments include choosing audition material, building your book, how to use subtext and monologues to make the performance of a song more believable, phrasing from lyrics rather than the music, using facial expressions and gestures to communicate emotions, staging a song, and how to overcome stage fright. Students will also learn dance steps and choreographic styles universally used in musical theatre choreography. All students taking this course will perform in a musical production as part of Spectacle Theatre's season of productions.

DANCE

H74016

Grades: 9-12 5.0 Credits

Year

Prerequisite: None

In this class, you will be introduced to a variety of dance styles, including salsa, waltz, hip-hop, country line dancing, Broadway, jazz, ballet, cha-cha, modern, square dance, tap, swing, and character dance. The class is entirely a kinesthetic course, with no paper, pencils or books required. Weekly assessments consist of performing dance combinations in class, with ample opportunities to practice and perfect beforehand. The class includes teacher-choreographed combinations set to teacher-selected music as well as teacher-choreographed combinations set to music and dance styles chosen by the members of the class. There will also be opportunities for students to choreograph. Students may repeat this course from year to year for additional performing arts credits.

SPECIAL EDUCATION

Special Education student programs are selected in collaboration with the student, parents, the high school child study teams,

and with input from teachers. The district program offerings include:

In-Class Resource Program (ICRP)

The In-Class Resource Program is designed to provide support services to classified students in the general education setting in the content areas of English, mathematics, science, and social studies. Two teachers, a special education teacher and a content area general education teacher, work collaboratively to instruct and assist students within the classroom environment. All students are expected to meet general education curricular requirements with the support of individualized instructional strategies and modifications.

Pull-Out Replacement Resource Program

The Resource Program is offered to students who experience difficulty with the rigor, pace and/or structure of mainstream academic subjects. Resource classes are offered in the following content areas: English, mathematics, social studies and science. Small group instruction is provided by highly qualified teachers who modify the general curriculum to meet the individual needs of students. Efforts are made to transition students into general education classes by teaching compensatory skills and strategies.

Support Program

Students in support class benefit from individual and small group instruction intended to provide compensatory skill development, remediation, pre-teaching of vocabulary and concepts, study skills, organizational strategies and reinforcement. Support class is typically not appropriate for students receiving in-class support.

Learning and Language Disability (LLD) Program

The LLD Program is designed to provide students who require greater academic and social support in the core academic subjects using a modified curriculum guide. As

needed, students are provided with instruction in adult daily living, and vocational opportunities to acquire job related skills through the district's School-to-Work program. Students in LLD Social Studies will cycle through US History 1, US History 2 and World History and Cultures Curriculum. Students in LLD Science will cycle through Biology, Environmental Science and Chemistry.

Autism Program

The Autism Program prepares students to maximize achievement and skills according to their individual potential in the areas of language pragmatics and communication, social interaction, academic course work, functional life skills, and vocational skills. Academic course work is individualized within the program. Utilizing a behavioral approach, the program seeks to increase a student's independent functioning within the school, home, and community. Vocational programming is included, based upon individual student needs, through School-to-Work.

School-to-Work

The primary purpose of this class is to address the individual needs of the students in order to develop functional job related skills for adult life. This program will include instruction in communication for working as part of a group in order to participate on a job site, following written or oral directions, and asking for or offering assistance. Time on task, initiating, and following through to complete tasks will be emphasized. Student interests and talents will be examined to identify possible career paths. Specific job skills will be explored, as appropriate, for possible community based, supported, or sheltered placements. Opportunities within the school building will be explored, including tasks in the student services office, nurse's office, and in the school building in general. In addition, the student will develop a sense of responsibility, pride, and accomplishment by participating in the community of the school.

Adult Daily Living

The primary purpose of this class is to address the individual needs of the students in order to develop functional home living and leisure skills for adult life. This program includes instruction in communication for working as part of a group in order to participate within a home setting, including following written or oral directions, asking for assistance and offering assistance. Time on task, initiating, and following through to complete tasks will be emphasized. Specific home based tasks such as: shopping, table setting, meal preparation, laundry, bed making, and cleaning chores will be modeled and practiced within the life skills lab setting and the community. Leisure skills will be explored to develop positive use of free time, including exploring individual or community-based opportunities for sports, music, art, movies, and/or crafts. In addition, the student will develop a sense of responsibility and accomplishment by independently completing home skills, as well as, becoming an active member within the community.

Bridges Program

The Bridges Program supports students' emotional, social, and academic needs, while offering them the opportunity to be part of the comprehensive high school. This program integrates inclusion in the general academic program with both a therapeutic component and related support classes.

ENGLISH AS A SECOND LANGUAGE

ESL, or English as a Second Language, is a multi-tiered program for teaching English to non-native speakers. Its primary goal is communication in English. In this program, students are helped to use English actively in speaking and writing and to comprehend English that is spoken or written. Students work to develop academic proficiency in the four skills of listening, speaking, reading and writing. The ESL program is individualized for students dependent on their placement exam evaluation and previous course history and experience. The goal is for students to eventually move into mainstream classes. Students with limited English can begin in our Welcome Center where they are supported

through their transition into PHS, building on concepts, skills and vocabulary in both English and Math. Students may place into ESL English, History, Science and / or Math. Student schedules will be crafted based on placement decisions and graduation requirements. These will be monitored throughout the school year to support proficiency and development.

ENGLISH

The study of English each year is a requirement for every high school student in New Jersey. Students completing the Princeton High School English program will read from diverse literature. They will write frequently for different purposes, using a process approach, including revision and editing for grammatical conventions. Students will also continue to develop their vocabulary, speaking, listening, writing and viewing skills.

ENGLISH I H14010

Grade: 9 5.0 Credits
Year
Prerequisite: None

Required of all freshmen. This course lays the foundation for future course work at Princeton High School. English I introduces students to a variety of modes of expression and genres found in world literature. Major units include: autobiographical writings; story telling through myths, short stories and novels; dramatic, and journalistic and oral presentations of issues; the sounds and images of poetry and non-print media. Students write regularly using a process approach, learning how to vary their writing for different purposes. Vocabulary and grammar are integrated with the literature study and writing.

ENGLISH I PLUS H14011

Grade: 9 5.0 Credits
Year
Prerequisite: None
Course eligibility: Teacher recommendation, C+ or below in previous English course

English I Plus offers selected students additional support for the work of the English I class. The English I curriculum will be reinforced with particular attention given to reading comprehension, vocabulary development, writing skills, homework, and research projects. The purpose of the Plus class is to enable students to achieve their potential by providing opportunities for supervised completion of their assignments, assistance with skill development, and motivational activities to inspire commitment. Students will also benefit from guidance group activities, enrichment field trips, and advisory activities.

ENGLISH II

H14020

Grade: 10 5.0 Credits

Year

Prerequisite: English I

This course is required of all sophomores. This course develops skills in interpretation, composition, oral presentation and discussion, vocabulary, and critical thinking. Readings include works by a wide variety of authors including Shakespeare, Remarque, Wiesel, and Fugard. Some of the readings and projects enhance the understanding of historical events such as the Holocaust. A process approach to writing incorporates the use of student and teacher responses, revision, and portfolio assessment.

ENGLISH II PLUS

H14021

Grade: 10 5.0 Credits

Year

Prerequisite: None

Course eligibility: Teacher recommendation, C+ or below in previous English course

English II Plus offers selected students additional support for the work of the English II class. The English II curriculum will be reinforced with particular attention given to reading comprehension, vocabulary development, writing skills, homework, and research projects. The purpose of the Plus class is to enable students to achieve their potential by providing opportunities for

supervised completion of their assignments, assistance with skill development, and motivational activities to inspire commitment. Students will also benefit from guidance group activities, enrichment field trips, and advisory activities.

ENGLISH III

H14030

Grade: 11 5.0 Credits

Year

Prerequisite: English II

Students of American Literature will read, discuss, analyze, and write about a range of American literary works (early to recent, fiction and non-fiction) in several genres (novels, plays, essays, autobiographies, poems, and short stories). Students will write in a variety of modes, including critical essays and personal narratives. Grammar and usage are taught as needed. Vocabulary study parallels class readings.

AP ENGLISH III

H14031

Grade: 11 5.0 Credits

Year

Prerequisite: B+ or better in English II or Supervisor's approval

Students in this course will be expected to handle increasingly sophisticated materials and develop skills in the analysis and evaluation of literature. Students need patience with texts, time to do the many varied assignments, and dedication to individual growth as users of the art of language. Among the authors represented are Hawthorne, Miller, Emerson, Poe, Wharton, Fitzgerald, Hemingway, Thoreau and Whitman. Writing will be extensive and frequent.

ENGLISH IV

H14040

Grade: 12 5.0 Credits

Year

Prerequisite: English III or AP English III

English IV prepares students for college level courses through close reading, discussion, and writing related to works of literature such as *Things Fall Apart*, *Oedipus the King*, a

Shakespearean play, the Arthurian legend, Romantic poetry, and various novels. The essential frame for the course is the cycle of the hero's adventure. Beginning with a study of creation myths, students will examine the human quest to know one's self and the world. By the end of the year, students will connect modern writings with this primal quest, thus readying themselves for their own journeys beyond high school. Emphasis is given to writing coherent, specific, and grammatical essays. Opportunity for creative and personal writing, including the college application essay, is also provided.

AP ENGLISH IV

H14041

Grade: 12 5.0 Credits

Year

Prerequisites: B+ or better in English III or Supervisor's approval

Major emphasis is on British literature, although some choices in Continental literature are included. Supplementary reading, to be done in addition to the regular class assignments, allows for a broader range of choices. Students who take this course study the literature in depth and write analytical and expository essays. Close analysis of poetry is a major part of this course.

GREAT BOOKS

H12002

Grades: 10-12 2.5 Credits

Sem

Prerequisite: None

Great Books is a semester elective course in which students read a selected number of texts in both Eastern and Western literature and philosophy. The texts represent the best of humanity's thinking and writing throughout the ages and are those texts which have had a profound influence on humankind. Although the texts represent a challenge, the rigor of the course will derive from the seminar discussion format. Questioning will be encouraged as the texts present ideas that have intrigued man throughout the centuries. Students will be expected to prepare for the class on a daily basis, write papers on the readings, and

contribute to the discussion. Possible authors/texts include: Plato, Aristotle, Dante, Lucretius, Machiavelli, Montaigne, the TAO TE CHING, and the BHAGAVAD GITA.

MEDIA STUDIES

H12003

Grades: 9-12 2.5 Credits

Sem

Prerequisite: None

Media Studies is a theoretical and practical course which teaches students how to analyze and decode the complicated messages of mass media, including television, radio, magazines, advertisements, newspapers, and films. The goal of this course is not to teach students what to think, but rather how to think about the media. Emphasis is placed upon critical viewing and thinking skills, as well as the creation of student media products. Students will learn how to refute stereotypes and uncover embedded or biased messages related to race, gender, ethnicity, age, disability, and socio-economic levels. Students will review research studies on issues such as violence in the media and the blurring of news and entertainment. It is expected that students will participate in class discussions, projects, and hands-on activities. There is a strong emphasis on analytical writing in this course.

Successful completion of this class fulfills 2.5 credits of the 21st Century Life and Careers requirement.

PHILOSOPHY

H12004

Grades: 10-12 2.5 Credits

Sem

Prerequisite: None

Immersing students in critical thought, this course will serve as an introduction to philosophy. The course begins with the foundation of philosophy, logic. Students will learn the elements of a logical argument, how to symbolize arguments to evaluate them objectively, and how to construct and use logical proofs. From there, students will engage with an overview of the critical pillars of both Eastern and Western philosophy, both through primary texts of philosophy and

through critical reading of literature through a philosophic lens. By the end of the course, students will take a practical approach to philosophy, applying various schools of moral philosophy to real-world problems.

JOURNALISM I: An Introduction

H12005

Grades: 9-12 2.5 Credits

Sem

Prerequisite: None

Students in this course will learn to write and analyze the traditional core forms of journalism: news stories, feature stories, sports stories, the opinion column, and the editorial. While writing these forms, students will also study how codes of ethics and press law guide journalistic practice. Students will practice journalistic skills such as copyediting, interviewing, and meeting deadlines. The course relies on the daily newspaper and online publications, in addition to a class text, to inspire this introduction to the fundamentals of journalism.

JOURNALISM II

H12006

Grades: 9-12 2.5 Credits

Sem

Prerequisite: Journalism I

This course will provide students with the opportunity to practice journalism skills by: researching articles through the internet; writing for publications for the various school venues through community outlets; having student writing critiqued by professional journalists; participating in video conferences; and interacting with professional journalists through e-mail or forums such as those provided by CNN. It is expected that students will use class time to complete course projects as well as to complete assignments for school publications. The format will be that of a workshop, and assignments will be individualized.

CREATIVE WRITING

H12027

Grades: 9-12 2.5 Credits

Sem

Prerequisite: None

A laboratory approach to writing gives students the time and freedom to explore many forms of writing and to experience all stages of composing. The class serves as an immediate audience and as a support group in a relaxed, productive setting. Emphasis is on the writer's own personal process of writing rather than on rigid forms. Requirements are a genuine interest in writing, a willingness to share writing with other students, and the keeping of a writer's journal. Because the writers decide on the forms studied within a semester, every semester is unique. Students may enroll for one or two semesters.

CONTEMPORARY LITERATURE

H12009

Grades: 10-12 2.5 Credits

Sem

Prerequisite: None

In this class, students will read novels, drama, and poetry from the later part of the twentieth century in order to understand forces and influences which shape modern life. There will be an emphasis on American and international authors to enable students to examine the human condition. Contemporary concerns about the individual, family, race, and gender will provide a focal point. National issues surrounding diversity and culture will also be addressed.

MULTI MEDIA SPECIAL EFFECTS

H12011

Grades: 9-12 2.5 Credits

Sem

Prerequisite: None

In this class, students will explore unlimited creative possibilities for producing special effects. They will use software that efficiently produces motion graphics for film, video, multi-media, and the Web. The software will enable students to integrate with other editing tools to produce professional results. **Successful completion of this class fulfills 2.5 credits of 21st Century Life and Careers requirement.**

FILM APPRECIATION

H12010

Grades: 10-12 2.5 Credits
Sem
Prerequisite: None

Students will be exposed to approximately ten films representing the history of film, domestic and foreign film, and a variety of genres. Films will be viewed in their entirety, and students will write papers in response to the films. Genres studied may include: silent comedy, the musical comedy, film noir, the adventure film, epic films, and mystery/suspense films. The course will focus both on directors and their achievements, and on great performances by individual actors and actresses. Students will learn the language of film analysis and read examples of film criticism.

**VIDEO PRODUCTION I
H12012**

Grades: 9-12 2.5 Credits
Sem
Prerequisite: None

This course introduces the student to the basics of video production including: camera operation, lighting, sound recording, crew positions, and editing. Students will work in teams and produce a variety of short projects aimed at developing style and proficiency. Shooting and editing will be done on digital systems both in the studio and "on location." Completed projects will be eligible for review and acceptance to "Video PHS" for broadcast. Content issues will be explored, and technical skills will be developed. **Successful completion of this class fulfills 2.5 credits 21st Century Life and Careers requirement.**

**VIDEO PRODUCTION II
H12013**

Grades: 9-12 2.5 Credits
Sem
Prerequisite: Video Production I

This course allows students to expand and practice the skills learned in Video Production I. Students will be required to bring two projects to completion, beginning with written treatments and scripts through shooting scripts, technical production, and post-production. Documentary, news

magazine, interview, avant-garde, sports journalism, and other styles may be explored. Students will critique and assist each other in completion of projects. Advanced techniques in directing, lighting, camera operation, and sound recording will be learned and applied. Shooting and editing will be done on digital systems both in the studio and "on location." Completed projects will be eligible for review and acceptance to "Video PHS" for broadcast. Those wishing to prepare an admission portfolio for college or technical schools will be assisted and advised throughout this course. **Successful completion of this class fulfills 2.5 credits 21st Century Life and Careers requirement.**

**FILMMAKING
H12015**

Grades: 9-12 2.5 Credits
Sem
Prerequisite: None

Special attention will be paid in this course to learning the elements of shooting in the film style as well as translating literature into a visual medium. Students can produce either documentary or dramatic films, and both short subject and "Feature Length" will be possible. Film crew positions will be assigned as students assist each other with projects. Strict adherence will be paid to writing treatments, scripts and shooting scripts, directing talent for film, setting realistic shooting schedules, and the elements of budgeting a film. Completed projects will be eligible for review and acceptance to "Video PHS" for broadcast. Those wishing to prepare an admissions portfolio for college or technical schools will be assisted and advised throughout this course. **Successful completion of this class fulfills 2.5 credits 21st Century Life and Careers requirement.**

**PUBLIC SPEAKING
H12016**

Grade: 9-12 2.5 credits
Sem
Prerequisite: None

Students in Public Speaking will learn the basics of speaking formally and informally in front of a group. Initial experiences will

provide students with brief opportunities to present themselves in front of a group. Throughout the course, emphasis on voice, tone, eye contact, delivery, projection, and use of note cards will prepare students for frequent and longer speaking experiences. The semester will culminate in formal speaking projects which will include debate, speaking on a panel, and formal speeches using research. **Successful completion of this class fulfills 2.5 credits of the Visual & Performing Arts requirement.**

GAME DESIGN H12028

Grade: 10-12 2.5 credits
Sem
Prerequisite: None

In Game Design, students will play, analyze, and create games. The course examines how we define games, what role games play in our lives, what makes them fun, and, ultimately, how to create games that others will enjoy. During the creation process, students will work through the process of game design: brainstorming their ideas, prototyping their game, playtesting with others, refining their design, and finalizing their game. The course will be focused on the practical elements of design but will also consider some aspects of the theory surrounding games and game

diverse kinds of games, reflect over their experiences, give peers meaningful feedback, and create their own designs.

LITERATURE AND SOCIAL JUSTICE H42062

Grades: 11-12 2.5 Credits
Sem
Prerequisite: None

This course will examine a process through which humans can achieve a state of harmony. The core focus of the course will be to read literature from a variety of voices that examines both human suffering and human triumph over suffering. The protagonist of Yan Martel's *The Life of Pi* discovers a way to synthesize the worlds' religions to create peace within himself. In the *Bhagavad Gita*, Arjuna comes to

understand that the war that is most worth fighting is not one against others, rather, it is an internal war against one's own ego. Langston Hughes, a champion of the black community, demonstrates in his poem "Advertisement for the Waldorf-Astoria" the mechanisms by which people are oppressed and he offers a means of overcoming that paradigm. Using the literature as their guide, students will grapple with questions surrounding social justice and how to create harmony in a discordant world.

MATHEMATICS

The math courses at Princeton High School are designed to meet the needs of all students at all levels of development. All students must successfully complete three years (15 credits) in mathematics to be eligible for graduation. One of these courses must be a geometry course. The Math Department encourages all students to take a minimum of one mathematics course each year. The Math Department also encourages students to take every opportunity they can to develop their talent in mathematics. The department strongly recommends that students, in scheduling their mathematics courses, adhere to the course and level recommendations made by the stated prerequisites. The Mathematics Department would also like to see students, in addition to their math courses, investigate the opportunities available in computer programming including Visual Basic, Introduction to Computer Science using Java, Object Oriented Programming Using Java, AP Computer Science in Java, or Algorithms and Data Structures.

Many courses will be using the TI-84 graphing calculator on a regular basis. Students would benefit from acquiring their own calculator so they can store information and use it as they progress through their coursework. Calculators will be provided for classroom activities.

The Mathematics Department opens opportunities for students to advance a level. Students should review the criteria for advancement of a course level. There is an approval process that must be discussed with

the student's counselor and approved by department supervisor. A student will need to take a pre-approved 120-hour advancing credit course in the level being bypassed. A student will need to submit the Advancement of a Course Level Form to the supervisor before May 1, 2020. To be granted permission to move ahead to the next level a student must take the department approved exam for the bypassed course.

MATHEMATICS COURSES

Co-enrollment of mathematics courses:

Due to the sequential nature of mathematics, the following are the only courses that may be taken concurrently: Math PLUS classes, AP Statistics, Intro to Statistics and Discrete Mathematics. Computer Science courses (Python Programming, Intro to Computer Science Using Java, Object Oriented Programming Using Java, AP Computer Science in Java) can be taken concurrently with mathematics courses but must be taken sequentially with other Computer Science courses. Geometry and Algebra II may also be taken concurrently **in grades 10 through 12 with the department supervisor approval and an A in PHS Algebra I. If taking both courses, only one course may be accelerated.**

ALGEBRA I H24010

Grades: 9-12 5.0 Credits

Year

Prerequisites: Successful completion of a pre-algebra course. Recommended for students not demonstrating mastery in essential Algebra I concepts as outlined through the NJ Student Learning Standards.

This is a standard course in Algebra I. It makes the transition from the specifics of arithmetic to the generalizations of higher math. Topics include problem-solving, patterns and functions, data analysis, equations and inequalities, as well as other key concepts outlined in the NJ Student Learning Standards.

ALGEBRA I PLUS H24011

Grades: 9-10 5.0 Credits

Year

Prerequisites: Students taking Algebra I who have been identified as needing additional support through a criteria matrix.

The purpose of the PLUS class is to enable students to achieve their potential by providing academic support in identified areas of need. These areas will be assessed and progress will be monitored to show the growth that supports their success in Algebra I.

GEOMETRY I H24021

Grades: 9-12 5.0 Credits

Year

Prerequisites: Successful completion of Algebra I. Student with a C- or below in Algebra I are recommended to be enrolled in Geometry Plus.

The study of geometry includes triangles and their congruence, circles, spheres, quadrilaterals, similarity of polygons, characterizations of sets and construction, transformational geometry, and plane coordinate geometry.

GEOMETRY I ACCELERATED H24022

Grades: 9-12 5.0 Credits

Year

Prerequisites: An A in middle school Algebra I or high school Algebra I and Benchmark Assessments, or B or above in Grade 8 Accelerated Algebra II.

Geometry I Accelerated is a rigorous course which covers most of the topics of plane geometry, with additional emphasis on the more complex theorems of solid geometry. The nature of geometric proofs is emphasized. A student who chooses this course should be aware of the following: the range of topics is greater and in more depth than a non-accelerated course, and the pace is faster.

GEOMETRY I PLUS H24020

Grades: 9-12 5.0 Credits

Year

Prerequisites: Students taking Geometry I who have been identified as needing additional support through a criteria matrix.

The purpose of the PLUS class is to enable students to achieve their potential by providing academic support in identified areas of need. These areas will be assessed and progress will be monitored to show the growth that supports their success in Geometry I.

**ALGEBRA II ELEMENTS
H24030**

Grades: 9-12 5.0 Credits Year
Prerequisites: Successful completion of Geometry Elements or below C- in Geometry I.

Algebra II Elements will review many of the topics learned in Algebra I. Students will also study linear and quadratic functions, direct variations, radicals, and other related subjects. Concepts may be developed using the graphing calculator.

**ALGEBRA II
H24031**

Grades: 9-12 5.0 Credits
Year
Prerequisites: C- or above in Geometry, or B- or below in Geometry Accelerated.

In Algebra II, students will cover traditional material on inequalities, graphing, functions, rational exponents, factoring, systems of equations, rational expressions, solutions of equations, quadratic relations, exponential function and logarithms.

**ALGEBRA II ACCELERATED
H24033**

Grades: 9-12 5.0 Credits
Year
Prerequisites: A in both Algebra I and Geometry, or B or above in Geometry Accelerated.

Algebra II Accelerated is a rigorous course, which covers all the topics of standard Algebra II. Additional emphasis is placed on the concepts of functions, analysis, conics, logarithmic and exponential functions, and matrices. A student who chooses this course

should be aware of the following: the range of topics is greater and in more depth than a non-accelerated course, and the pace is faster. Additional topics covered: conic sections, counting methods, probability, data analysis, statistics, sequences and series.

**ALGEBRA II PLUS
H24032**

Grades: 9-12 5.0 Credits
Year
Prerequisites: Students taking Algebra II who have been identified as needing additional support through a criteria matrix.

The purpose of the PLUS class is to enable students to achieve their potential by providing academic support in identified areas of need. These areas will be assessed and progress will be monitored to show the growth that supports their success in Algebra II.

**APPLICATIONS AND MODELING OF
MATH
H24044**

Grade: 11-12 5.0 Credits
Year
Prerequisites: Successful completion of Algebra II or Algebra II Elements.

This course is designed to offer students the opportunity to build on their knowledge from Algebra II and apply it to model real world applications. An emphasis will be

for the SATs.

**PRE-CALCULUS
H24051**

Grades: 9-12 5.0 Credits
Year
Prerequisites: C- or above in Geometry, or B- or below in Geometry Accelerated AND C+ or above in Algebra II, or B- or below in Algebra II Accelerated.

Pre-Calculus emphasizes the study of elementary functions and the sketching of their graphs. Functions are covered intensively. Trigonometry and applications are fully developed in this course. Other topics include logarithmic, exponential and

inverse functions.

**PRE-CALCULUS ACCELERATED
H24052**

Grades: 9-12 5.0 Credits

Year

Prerequisites: B or above in Algebra II Accelerated, or A in Algebra II and B or above in Geometry Accelerated, or A in Geometry

Pre-Calculus Accelerated is a rigorous course, which includes the topics developed in pre-calculus. It also includes selected topics in analytic geometry, probability, sequences and series, vectors, polar coordinates, parametric equations, limits, and an introduction to calculus. A student who chooses this course should be aware of the following: the range of topics is greater and in more depth than a non-accelerated course, and the pace is faster.

**PRE-CALCULUS PLUS
H24053**

Grades: 9-12 5.0 Credits

Year

Prerequisites: Students taking Pre-Calculus who have been identified as needing additional support through a criteria matrix.

This course would be taken concurrently with Pre-Calculus to support success. Students will have the opportunity to reinforce key concepts covered in prior

addition, students will be able to spend additional time reinforcing current

demonstration of knowledge.

**CALCULUS
H24060**

Grade: 9-12 5.0 Credits

Year

Prerequisites: Successful completion of Pre-Calculus, or C or above in Foundations of Pre-Calculus.

Calculus is designed to introduce concepts of differential and integral calculus, with the emphasis on a gradual, thorough approach. Use of a graphing calculator is integrated throughout the course.

**AP CALCULUS AB
H24061**

Grades: 9-12 5.0 Credits

Year

Prerequisite: A in Pre-Calculus, or C+ or above in Pre-Calculus Accelerated.

This course covers the rate of change of a function, differentiation of algebraic and transcendental functions, plane analytical geometry, and integrals. Use of a graphing calculator is integrated throughout the course. This course is designed to prepare students to take the CEEB AP Calculus AB examination. Success on this exam could mean advanced placement for up to two semesters of college calculus.

**AP CALCULUS BC
H24062**

Grades: 9-12 5.0 Credits

Year

Prerequisite: B+ or above in Pre-Calculus Accelerated.

In addition to the topics of Calculus AB, students in this course will study differential equations, sequences, series, polar coordinates, and parametric equations. Use of a graphing calculator is integrated throughout the course. This is a rigorous course designed to prepare the student to take the CEEB AP Calculus BC examination. Success on this exam could mean advanced placement for up to three semesters of college calculus.

**MULTIVARIABLE CALCULUS AND
LINEAR ALGEBRA**

H24063

Grades: 9-12 5.0 Credits

Year

Prerequisite: B or above in AP Calculus BC

The course covers the typical topics in a course in three dimensional, multivariable calculus, including but not limited to vector valued functions, multivariate functions and their derivatives, multiple integrals, techniques and theorems for the integration of vector fields. Topics from Linear Algebra will include linear transformations, Subspaces of R , linear spaces, orthogonality,

determinants, Eigenvalues and Eigenvectors, and linear differential operators.

INTRODUCTION TO STATISTICS, DATA ANALYSIS AND PROBABILITY H22070

Grade: 11-12 2.5 credits

Sem

Prerequisite: C or above in Algebra II.

This course would serve as a non-rigorous first course in statistics, data analysis and probability with a strong emphasis on applications and the thinking behind data gathering and interpretation, rather than on theory and computation. (This course is not intended to prepare students for the AP exam in Statistics.) Students will learn about statistics and data by working with data. The use of graphing calculators will be incorporated throughout the course. This approach reflects the way real-life statisticians contribute to our understanding of the world. It will also help students be more discerning consumers of statistics, teaching them to look closely at what the numbers from surveys, election polls, and medical studies are really saying.

AP STATISTICS H24072

Grades: 11-12 5.0 Credits

Year

Prerequisites: B or above in Algebra II.

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is a college-level course and will follow the syllabus recommended by the College Entrance Examination Board. This course is designed to prepare students to take the CEEB AP Statistics examination.

DISCRETE MATHEMATICS H22071

Grade: 11-12 2.5 Credits

Sem

Prerequisites: C or above in Algebra II.

Discrete mathematics is the study of mathematical topics which deal with things that can be counted using whole numbers, rather than continuous sets of numbers (like

those covered in Algebra, Trigonometry and Calculus). The focus of this course will be on practical applications of discrete mathematics, particularly to issues of social choice and decision-making. Students will explore the connections among mathematical topics and real-life events and situations, while sharpening their problem solving, mathematical reasoning and communication skills.

COMPUTER SCIENCE COURSES

All computer science courses may be applied toward the 21st Century Life & Career (21st Century Life and Careers) requirement for graduation.

PYTHON PROGRAMMING H24073

Grades: 9-12 5.0 Credits

Year

Prerequisites: C or above in Algebra I and enrolled in Geometry or higher.

Python is one of the most successful programming languages. This programming language course is the first course in a sequence of progressively more difficult computer language courses offered at PHS. This course lays the groundwork for students to eventually study Java programming.

INTRODUCTION TO COMPUTER SCIENCE

USING JAVA ACCELERATED H22074

Grades: 10-12 2.5 Credits

Sem

Prerequisites: B or above in Algebra I and ability to program at least one language.

Students in this course will learn the computer language Java and the concepts of object-oriented programming, modularization of code, and data encapsulation. Students will write programs featuring decision statements, functions, loops, arrays, structures, and classes. Out of class computer time is required. This course is a prerequisite for AP Computer Science Using Java.

**OBJECT ORIENTED PROGRAMMING
USING JAVA ACCELERATED
H22075**

Grades: 10-12 2.5 Credits
Sem

Prerequisite: C or above in Introduction to Computer Science Using Java.

This is a continuation of Introduction of Computer Science Using Java. Topics include inheritance, polymorphic functions, run time binding, and contained classes. Out of class computer time is required. This course concentrates on the advanced features of Java.

**AP COMPUTER SCIENCE IN JAVA
H24076**

Grades: 10 -12 5.0 Credits
Year

Prerequisites: B or above in Object Oriented Programming Using Java Accelerated.

The objective of this course is to prepare students for the Advanced Placement Examination in Computer Science. Out of class computer time is required. Topics will include the fundamentals of data structures (stacks and queues, linked lists and trees), classic algorithms in sorting, and searching and analysis of run times.

**ALGORITHMS & DATA STRUCTURES-
ADVANCED
H24074**

Grades: 10 -12 5.0 Credits
Year

Prerequisites: Completion of AP Computer Science

This course surveys the most important algorithms and data structures in use on computers today. Particular emphasis is given to algorithms for sorting, searching and string processing. Fundamental algorithms in a number of other areas are covered as well, including geometric and graph algorithms. The course will concentrate on developing implementations, understanding their performance characteristics, and estimating their potential effectiveness in applications.

COMPUTER SCIENCE PRINCIPLES

H24077

Grades: 9-12 5.0 Credits
Year

Prerequisites: B or above in Algebra I and enrolled in Geometry or higher.

This class will provide a broad introduction to the field of computer science. Students will explore the fundamentals of computational thinking as well as the impact of computers and technology in the world around us. The coursework and assessments emphasize creativity, problem solving, collaboration, and communication through written, multimedia, and computer coding activities.

**NON-TRADITIONAL ACADEMIC
PROGRAMS**

The non-traditional academic programs at PHS are designed to extend the learning opportunities beyond courses offered in the standard curriculum and to encourage non-traditional learning opportunities. The programs described in this section offer students the chance to participate in community-based experiential learning, independent study, support classes, tutorial programs, and interdisciplinary courses as well as to improve their own interpersonal skills through leadership and communication enhancement programs.

**CAREER AWARENESS/COMMUNITY
SERVICE**

H94010 Grade: 10 Pass/Fail
Year

Career Awareness/Community Service (CA/CS) is an excellent opportunity for students to explore career and community service interests in their own community. The program is facilitated through the Learning in the Community staff. Sophomore students are able to choose from a broad array of projects led by experienced junior or senior leaders. The program requires a personal journal, a two-page midterm essay, a final presentation, a career survey discussion session, and on-site work, which is monitored by the program staff. CA/CS experience may also lead to internships, jobs, and leadership

opportunities within the Learning in the Community Program. **This program fulfills the career awareness/community service graduation requirement.**

**BIG BROTHER/BIG SISTER
H92011**

Grade: 12 5.0 Credits
Year

Prerequisites: Application and interview process; deadlines apply

This course trains selected seniors to serve as peer resources for other students, particularly for students who may have problems related to adolescence and adjustment to school. The training for the seniors provides a knowledge of individual and group communication skills and tutoring techniques. Senior leaders meet in daily sessions that prepare them to assist their Little Brother/Little Sister in his/her development of self-awareness, self-esteem, communication, and problem-solving skills. Those personal meetings are conducted on an individual basis. The student leaders are selected through an application and interview process during the spring of their junior year.

**PEER GROUP PROGRAM
H94012**

Grade 9 No Credit
Year

All freshmen are required to participate in the Peer Group Program at Princeton High School. The program is designed to support the freshmen in their transition into the high school. In Peer Group, freshmen have the opportunity to meet new friends and discuss topics relevant to teens in a fun and relaxing group atmosphere. The meetings are facilitated by Senior Peer Leaders who attend a daily training class and a summer retreat. Topics for discussion include, but are not limited to: friendship, trust, romantic relationships, music, substance abuse, stress, gossip, diversity, and harassment. Freshmen are assigned randomly to groups of approximately 14 to 16 members and the meetings begin in the first few weeks of the fall semester.

PEER GROUP LEADER

H92013 Grade: 12 5.0 Credits
Year

Prerequisites: Application and interview process; deadlines apply

This program provides selected students with knowledge and experience in group dynamic and leadership skills. Students will be in training sessions five times per week and will lead discussion groups once a week with freshmen in first and second semesters. Attendance at several parent-student evening activities is also required. The Peer Group program offers a valuable orientation to the freshmen students. Peer Group discussions are led by high school seniors on Wednesday afternoons. The student leaders are selected through application and interview processes during the spring of their junior year.

**TEEN PEP
H92014**

Grades: 11 5 Credits
Year

Prerequisite: 9th, 10th Health and application is required; deadlines apply

This is a full year course in sexual health education. Selected students will be trained to be leaders and peer educators and will conduct outreach workshops for peers, parents and educators. Workshops will address the following topics: postponing sexual involvement, pregnancy prevention, HIV/AIDS prevention, STI (Sexually Transmitted Infection) prevention, parent-teen communication, sexual harassment, date rape, dating violence prevention, homophobia reduction, puberty education, and other sexual health concerns. Workshops will be presented during the designated class periods with outreach to 9th & 10th grade classes that meet at that time. This elective course is open to members of the junior and senior classes.

AM TECHNICAL SCHOOL

H94018

PM TECHNICAL SCHOOL

H94019

Grades: 11-12 20.0 Credits
Year

Prerequisite: Application and interview

process; deadlines apply

This course meets the 21st Century Life and Careers requirement.

The Board of Education of the Technical Schools in the County of Mercer was established by the Mercer County Board of Chosen Freeholders on June 18, 1968. The ultimate aim of the Technical Board is "to provide vocational education that will guarantee every man, woman, and child in Mercer County the right to obtain all the occupational education he or she needs or desires and is capable of acquiring."

The main purpose of these courses is to prepare students for further education upon graduation and initial employment in their chosen occupational field. Mercer County Technical Schools operate as the "vocational wing" of each of the high schools in the County and endeavor to expand course offerings, not to supplement existing courses. Students will continue to identify with their home school and participate in their co-curricular activities, as well as take their academic courses at the home school.

If students choose to attend, they will spend part of the day at Princeton High School and part of the day at the Technical School. Twenty credits are awarded upon successful completion of the Technical School course. Students are required to take English and Physical Education at the High School.

One and two year courses are offered at either the Sypeck Center, Assunpink Center, MCCC Tech Prep Program or the School of Performing Arts at MCCC. Students should review a list of options with their school counselor. A visit to the Center can be arranged to get further information of the programs offered.

INDEPENDENT STUDY (BY DEPARTMENT)

Grades: 11-12 Credits: 2.5

Sem

Prerequisite: Completed all course offerings in department; deadlines apply

The Independent Study Program is available for those students who are looking for an

additional academic opportunity for in-depth study beyond the PHS course offerings. Student's may take one independent study per semester. **An Independent Study may not be employed to replace a course that is offered in the current PHS curriculum.**

The following steps are required for the proper completion of an Independent Study (IS):

1. A Princeton High School faculty member must serve as the IS advisor. Faculty members are under no obligation to serve as an IS advisor; they do so voluntarily.
2. The student and his/her IS advisor must agree on the work to be completed and graded, the credits to be awarded, and the time to be allotted. An Independent Study Contract (available in the Guidance Office) listing the appropriate details must then be completed. The student is responsible for getting the contract approved and signed by his/her parent or guardian, the department supervisor, his/her school counselor, the supervisor of school counseling, and the principal. The contract is kept on file in the Guidance Office until the completion of the IS.
3. Students will be awarded a pass or fail in their independent study. This will not be factored in the GPA.
4. In order for students to receive the final grade and credit for an independent study, students will be required to complete a performance assessment at the conclusion of the Independent Study before an advisory panel consisting of teachers and administrators.

HIGH SCHOOL PROGRAM AT H92021

PRINCETON UNIVERSITY

Grades: 11-12 3.0 Credits

Sem

Prerequisites: ALL students submitting an application must attend a mandatory meeting with the Supervisor of School

Counseling.

Rising junior and senior students may apply for courses in mathematics, biology, physics, chemistry, world languages, computer science, and music (when special talent can be demonstrated). Students must have exhausted all the courses the high school has to offer in the subject that they are applying to take a course at Princeton University. **All applications must go through the PHS Guidance Department.** Princeton University establishes requirements that are firm and cannot be waived. The University **does not** issue credits or transcripts to high school students. Princeton High School awards high school credits for these courses. Grades are calculated into the student's grade point average. Students may pick up applications in the guidance office for fall courses in April and for spring courses in November. **Students are cautioned to seriously consider the impact a university schedule may have on accommodating their desired high school program, especially because they are semester-based and will replace several periods in their PHS schedule.**

DUAL ENROLLMENT PROGRAM H92022

Grades: 11-12 3.0 Credits
Sem

Prerequisites: Dependent on the college partnership

ALL students submitting an application must attend a mandatory meeting with the Supervisor of School Counseling. Rising junior and senior students may apply for courses in various content areas dependent on the establishment of a college partnership. **Students are cautioned to seriously consider the impact a college/university schedule may have on their overall schedule as these courses are taken in addition to their PHS schedule.**

SENIOR PROJECT H94090

Grade: 12 5.0 credits Year

Prerequisites: None; deadlines apply

The PHS Senior Project is an optional individualized opportunity for students to explore a passion or interest through a research and reflective process. This is an empowering self-directed learning experience in which students are supported throughout their journey by a faculty advisor, teachers and administration. Students must submit a proposal form and obtain both a community facilitator and faculty advisor in order to participate. Students will be awarded a pass or fail in their independent study. This will not be factored in the GPA. Students must also have a free period in their schedule to take Senior Project.

TOMORROWS TEACHERS (PILOT PROGRAM)

Grades: 11-12 Credits: 5
Year

Prerequisite: None; Deadlines apply

Tomorrow's Teachers is an innovative program designed to attract talented young people who possess exemplary interpersonal and leadership skills to consider a career in teaching. This program seeks to provide high school students insight into the nature of teaching and the critical issues affecting the quality of education in America's schools. The program also inspires future teachers to become community leaders and advocates of education. Students will create a project and presentation on contemporary and spend time as a teaching assistant in one of the 6 Princeton Public Schools. This is a year long project where students need a free period in their schedule.

PHYSICAL EDUCATION & HEALTH

Physical Education or Health courses are required for every student. Freshmen, sophomores, juniors, and seniors will be placed in 3 quarters of physical education and 1 quarter of health per year. Sophomores will take 3 quarters of physical education and one of Driver Education Theory. According to New Jersey state law, students must be enrolled and pass one year of physical education and health for each year they are enrolled in a New Jersey public high school. Option II is

available to students who meet the criteria. For application details, please visit the PHS Athletics website.

PHYSICAL EDUCATION

Grades: 9-12 4 credits Year
Prerequisite: None

The Physical Education program is designed to offer students opportunities to develop interest and skill in a variety of physical activities. Individual activities aim to develop basic skills, coordination, agility, and knowledge of rules as well as to stimulate an interest in lifelong sports, recreation, and fitness activities. Individual activities include Badminton, Jogging, Dance, Strength & Conditioning, Speed and Agility, Weight Training, Recreational Games, and Track and Field.

Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules, and sportsmanship. Team activities include Flag Football, Tennis, Pickle Ball, Ultimate Frisbee, Soccer, Basketball, Floor Hockey, Volleyball, Softball, and Futsal.

Students in Grade 9 will participate in Health, as a component of their PE class. The program for freshmen health focuses on the acquisition of basic positive health habits. Topics to be covered include emotional and social health, stress management, substance abuse education, and human sexuality.

Students in Grade 10 will participate in Driver's Education, as a component of their PE class. This course gives students an understanding of automobile indicators, controls, and safety equipment. Students learn to maneuver the automobile and will discuss driver strategies and emergency situations. Instruction also addresses current laws regarding driving under the influence of alcohol and illegal substances. The New Jersey Written Driver Examination will be administered at the conclusion of the course.

Students in Grade 11 & 12 will participate in Health, as a component of

their PE class.

This program is designed to encourage students to examine contemporary issues in public and personal health and to develop their own values through group discussions. The following are examples of the topics explored on a rotating two-year cycle: human sexuality and family living, infectious diseases, life-cycles and issues of aging, substance abuse, teenage suicide, stress management, depression, ecology, and environmental safety.

BUSINESS & TECHNOLOGY

All the courses listed in this department satisfy the 21st Century Life and Careers graduation requirement. All computer science courses (listed and described in the mathematics department section) may be applied toward the fulfillment of the 21st Century Life and Careers graduation requirement.

Summer Option for rising 10th, 11th and 12th grade students ONLY: Students have the option of completing their Financial Literacy graduation requirement through an on-line course experience, at the expense of the student/parent. All applications are approved by the Supervisor of Guidance in June and must be completed within the summer school timeline. Applications are available in January.

BUSINESS COURSES

INTEGRATED COMPUTER APPLICATIONS H82000

Grades: 9-12 2.5 Credits
Sem
Prerequisite: None

This course teaches students a variety of integrated computer applications, including the creation of professional documents, publications, spreadsheets, databases, and presentations. Students receive instruction in the use of various Internet resources and programs to gather information needed for progress. An emphasis will be placed on

creating business documents that may include reports, charts and slide shows.

**ACCOUNTING I
H84001**

Grades: 9-12 5.0 Credits
Year
Prerequisite: None

This course provides an introduction to accounting principles. It emphasizes the business aspects of accounting and prepares the student to account for the business activities of a company. The use of actual business forms and an introduction to computer accounting simulate business conditions. This class is recommended for college-bound students interested in business administration, finance, and/or accounting.

**ACCOUNTING II
H84002**

Grades: 10-12 5.0 Credits
Year
Prerequisite: Accounting I

This course continues the development of the business aspects of accounting and prepares the student to keep records in a proprietorship, partnership, or corporate enterprise. Each student completes a practice set of actual business forms that replicate office situations. Much of the course will involve using a computerized accounting program. This class is particularly useful to students who plan to work in accounting or pursue accounting courses in college.

**AP MACROECONOMICS
H82010**

Grades: 10-12 2.5 credits
Sem
Prerequisites: Algebra II, B or better average in an accelerated math class or A in an on-level math class, B or better average in English.

This one semester college-level course will cover topics in macroeconomic theory and provides a foundation for a course in AP Microeconomics. The course content is based on suggestions made by the College Board. The course will prepare students to take the AP Macroeconomics Exam given in May.

Throughout the course, students will be applying the theory they are learning to current economic conditions. Topics covered will include Gross Domestic Product, inflation, unemployment, monetary and fiscal policy and trade. Students will learn how to analyze various economic indicators. **This course meets the Financial Literacy graduation requirement.**

AP MICROECONOMICS

H82009 Grades: 10-12 2.5 Credits
Sem Prerequisite: AP Macroeconomics

This one semester college-level course will cover topics in microeconomics and should be taken after AP Macroeconomics. This course will prepare students to take the AP Microeconomics Exam given in May. The course will cover theories of consumer and business behavior. Students will analyze the different costs, price, and output decisions faced by firms. Four different market models will be studied: pure competition, monopolistic competition, oligopoly, and pure monopoly. In the spring, the class will go on a trip to the NY Federal Reserve Band and the NY Mercantile Exchange. **This course meets the Financial Literacy graduation requirement.**

**CONTEMPORARY ECONOMIC ISSUES-
ADVANCED**

H84003
Grade: 12 5.0 credits
Year

Prerequisite: AP Macro and AP Micro with an average grade of B or better.

This seminar course is designed for mature students who have a continued interest in economics, especially in applying economic principles to current issues. The course will examine the current state of the economy in the United States and the rest of the world. Causes and consequences of recent major events such as the 2008 financial crisis and the European sovereign debt crisis will be discussed. Current issues such as energy, environment and poverty will also be examined. The course content may vary (based on current issues) and is designed to focus on topics not discussed in detail in AP Macro or AP Micro. The use of technology for

research and finding current articles will be integral to the course.

BUSINESS ETHICS

H82004

Grades: 9-12 2.5 Credits

Sem

Prerequisite: None

The issue of ethics is woven into the everyday activities and responsibilities of business. This course will study the nature of moral responsibilities of corporations, the rights and responsibilities of employees, affirmative action, discrimination, sexual harassment, the environment, and marketing. The topics students discuss include moral issues of business, protecting the environment, affirmative action, safety, and sexual harassment. Actual case studies will be highlighted for discussion.

PERSONAL FINANCE

H82006

Grades: 9-12 2.5 Credits

Sem

Prerequisite: None

This course addresses the interests of those students who want to learn how to manage their own finances. Among the topics covered will be saving and investing, spending within a budget, money and banking, and credit issues. The course will include a basic understanding of business and economics. Students will have the opportunity to participate in a personal finance simulation. **It is recommended that this be the first business course students take. This course meets the Financial Literacy graduation requirement.**

ECONOMICS

H82008

Grades: 9-12 2.5 Credits

Sem

Prerequisite: None

This one semester basic course in Economics will introduce students to supply and demand and give an overview of other important macroeconomic issues such as Gross Domestic Product, inflation, unemployment and taxes. Current economic events will be

discussed as they apply to the topics being covered. This course is recommended to students who want to gain a general understanding of the U.S. economy. This is also a good first course for students who want to continue with further business studies. **This course meets the Financial Literacy graduation requirement.**

ENTREPRENEURSHIP

H82007

Grades: 9-12 2.5 Credits

Sem

Prerequisites: None

This course will introduce students to the skills required in owning and running a business. The focus will be on the small business environment, the home of most entrepreneurs. Students will learn the concepts involved in owning a business including purchasing, merchandising, pricing, promotion, location, staffing, etc. Business confidence will be developed through hands-on experience including simulations and business plans. The operation of a business within the high school, such as a school store, may be included as an outstanding learning experience. **This course meets the Financial Literacy graduation requirement.**

FINANCIAL PLANNING

H82020

Grades: 10-12 2.5 Credits

Sem

Prerequisites: Personal Finance or Economics

This course is designed to expose students to the key personal financial planning areas of estate, risk management, investments and financial independence while integrating tax planning strategies. The course will address important fiscal knowledge, habits, and skills to assist students in making informed decisions about personal finance.

TECHNOLOGICAL & INDUSTRIAL EDUCATION

ENGINEERING DRAWING

NetAcad.com learning environment.

**CISCO NETWORKING ACADEMY II
H84017**

Grades: 10-12 5.0 Credits Year
Prerequisite: Cisco I

The Cisco Networking Academy II course will build on the foundation developed in the Cisco Networking I course. Topics covered include Local Area Network (LAN) design, Switching, Virtual LANs, Access Control Lists (ACLs), Wide Area Networks (WANs), Frame Relay, and ISDN. Students will also gain critical hands-on experience by working with class members to network a fictional school district through the Threaded Case Study or Washington Project. The Networking Academy is an e-learning model that delivers the curriculum via the Internet. The course features on-line testing, student performance tracking, hands-on labs, and web-based e-labs. Upon completion of this class, students will have the knowledge to take the Cisco Certified Networking Associate (CCNA) exam, and industry standard networking professional exam. Students who complete both Cisco I & II with a 70% or better final exam scores can receive vouchers to reduce the cost of the CCNA exam.

**CISCO III
H82018**

Grades: 11-12 5 credits
Year
Prerequisite: Cisco I and Cisco II

Cisco III is for students who have successfully completed Cisco Academy I and II. The purpose of the course is to prepare students for CCNA exam (Cisco Certified Network Exam). Students will have hands-on experience with networking equipment, review networking concepts, use e-simulation labs, and review material that will be covered for CCNA exam. Students will have access to Cisco Library. Students will learn working knowledge of networking equipment - routers, switches, hubs, etc. During the course of the semester, students will have to opportunity to be enrolled to take the CCNA exam prior to end of the semester.

WEB PAGE DESIGN

H82019

Grades: 10-12 2.5 Credits
Sem
Prerequisite: None

This course will teach students how to create web pages and manage them. Students will learn how to create web pages using Dreamweaver and possibly online web authoring solutions. Students will be exposed to common web page formats and functions. This class will encourage curiosity and independent exploration of the internet's resources while reinforcing formatting through the use of wireframes. Students will develop an exercise-oriented approach that allows them to learn by example.

SCIENCE/LAB COURSE ADVANCEMENT

Building on concepts and content from preceding years, the high school science program provides students with the skills, knowledge, and experiences, which lead to the development of young adults who are capable of assuming their role as productive thinking citizens. The high school science program strives to provide students with experience in making informed decisions, through the analysis of both qualitative and quantitative data, on scientific topics and issues, which affect our society and environment.

With a focus on critical thinking and problem solving, the high school science curriculum is founded on the in-depth study of Biology, Chemistry, and Physics. The contemporary issues and approaches of these courses are supplemented with a variety of electives allowing students to not only fulfill their science requirements, but also pursue their interests in an array of science topics through rigorous and relevant courses ranging from Planetary Science to Forensics to Organic Chemistry.

Science courses are well subscribed to but must be limited in size and number for reasons including safety concerns in the laboratory setting. As a result, in addition to the fulfillment of prerequisites, scheduling priority is

based on senior status and previous performance in Mathematics and Science courses.

AP and Accelerated Science courses require a great deal of commitment and focus from the student. The placement for students electing to change levels in science courses will be determined by previous science course level, performance, and teacher recommendation.

Three years (15 credits) of lab science courses are required for graduation. However, we strongly recommend including science courses in the program every year. The science curriculum consists of courses designed to assist the student in acquiring a scientific literacy and to prepare them for future education.

The Science Department opens opportunities for students to advance a level. Students should review the criteria for advancement to an AP Science course. **There is an approval process that must be discussed with student's counselor and approved by department supervisor.**

To advance past Chemistry I directly to AP Biology or AP Chemistry, the student must have met all the prerequisites for the course. In addition, the student must earn at least at A- in both Biology I Accelerated (or an A in Biology I) and an A- in Algebra II Accelerated (or an A in Algebra II). The student must then earn a B+ or better in a summer Accelerated Chemistry course at PHS. If the student completes a summer Chemistry I course at another institution, the student must earn at least a B+ (87) on our department Accelerated Chemistry I final exam.

To advance directly from AP Chemistry to AP Physics C the student must earn both an A and a 5 (five) in both AP Chemistry and AP AB Calculus.

**BIOLOGY I
H34011**

Grades: 9-12 6.4 Credits
Year

Prerequisites: none

Biology I is designed as a college preparatory course that cultivates inquiry through the use of the NGSS Life Science Standards of Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, and Natural Selection and Evolution. Emphasis will be on scientific literacy, with a focus in evaluating presented information, thinking with a scientific mindset, and an awareness of modern scientific research. Special attention is given to labs, with the intent of cultivating science skills through recognizing variables, developing and planning an experiment, observational techniques, qualitative and quantitative data collection and analysis as defined by NGSS Science and Engineering Practices.

**BIOLOGY I ACCELERATED
H34012**

Grades: 9-12 6.4Credits
Year

Prerequisites: Students will be evaluated using a placement matrix which includes the following criteria:

1. Placement test
2. Consistent academic achievement in grades 7 and 8 Science, English and Math.
3. Markers of Future Success Rubric score

For this course, students are expected to use abstract reasoning, exhibit organizational skills and produce high quality work on time and with minimal additional support. An ability to think scientifically and to perform independent scientific inquiry are considered minimal entry requirements. Students should be proficient in time management skills and be highly motivated learners. Laboratory experiences are followed by rigorous laboratory reports, often between 10-20 pages in length, as well as posters and presentations on collected data. This culminates in a final lab project (~10% of the grade) which is independently designed, performed, and analyzed by the student. Students who enter this course are expected to remain at this level and commit to the rigor

of this course, with approximately 30 minutes of homework each night. As such, the depth and volume of work will require a significant adjustment from the expectations in eighth grade.

**AP BIOLOGY
H34013**

Grades: 11-12 6.4 Credits
Year

Prerequisites: B+ or better in Biology I ACC or A in Biology I, B+ or better in first-year Chemistry I or B or better in first-year Chemistry Acc and a B+ or better in Algebra II or concurrent enrollment, or department supervisor's approval.

AP Biology is a rigorous course that covers the curriculum content of a college-level introductory biology course intended for science majors. The course follows the College Board approved AP Biology syllabus. The major topics presented in the course are ecology, biochemistry, cellular structure, cellular energetics, cellular communication, cellular reproduction and development, heredity, evolution and molecular genetics. Through laboratory work, including completion of the required AP labs, an emphasis is placed on developing advanced reasoning and inquiry skills through designing experiments, collecting and analyzing data using mathematics and other methods, and interpreting that data to draw conclusions. A summer assignment will be completed to be turned in on the second week of school. To be successful in this course, it is imperative that the student is able to work independently and be able to devote 30-60 minutes outside of class daily to complete assignments and to study.

**BIOETHICS: BIOLOGY, TECHNOLOGY,
AND SOCIETY
H34014**

Grade: 12 ONLY 6.4 Credits
Year

Prerequisite: Biology I or Biology I
Accelerated with an average of B or better

This course is designed for mature students who have a continuing interest in the life

sciences, especially those recent advances that have had an impact on society. Students will be expected to complete extensive reading assignments, participate in daily class discussions and activities, complete position papers, and give presentations, and engage in various debate formats. Goals of the course include scientific literacy, consideration of issues following a systematic approach, gaining an understanding and appreciation of the complex nature of different viewpoints, and examining the extent to which biology and ethics interact with other disciplines (legal, social, economic, political, religious, cultural, educational). Topics are taught from an interdisciplinary approach and include the role of science in society, the elements of critical thinking, models of ethical analysis, animal experimentation, reproductive technology, maternal/fetal conflicts, gene therapy, and the AIDS epidemic. Videos, guest speakers, and literature will augment teacher and student presentations.

**CHEMISTRY I
H34022**

Grades: 10-12 6.4 Credits Year
Prerequisites: B- or better in Algebra I or co-enrolled in Algebra II; C or better in a lab science

This college preparatory course is designed to give students a working knowledge of the basic concepts and principles of chemistry. Rather than memorizing facts, the course emphasizes understanding, analysis, logical thinking and problem solving. The laboratory experience is an integral part of the learning. Major topics include measurements, properties of matter, atomic structure, nuclear reactions, periodicity, chemical bonding, reactions and stoichiometry, solutions, and gas laws, according to the NJ Model Curriculum.

**CHEMISTRY I ACCELERATED
H34023**

Grades: 10-12 6.4 Credits
Year

Prerequisites: Minimum B+ in Accelerated Biology or A in Biology. Minimum A in Geometry or B+ in Geometry Accelerated and co-enrollment in Algebra II or completion of

Algebra II with B+ or better. It is strongly recommended that for this class students are enrolled in Pre-Calculus or a higher level math class.

This college-preparatory course is a broader and deeper introduction to chemistry than Chemistry I. It covers Chemistry I topics in greater depth, with more mathematics and at a faster pace. Additional topics, not included in Chemistry I are colligative properties, net ionic equations, equilibrium, acids and bases, oxidation/reduction, and organic chemistry. This course emphasizes abstract reasoning and mathematics and will assist students planning to take the SAT II test in chemistry.

AP CHEMISTRY H34024

Grades: 11-12 6.4 Credits Year
Prerequisites: B+ in Chemistry I ACC or A in Chemistry I, Pre Calculus (may be taken concurrently), A- or better in Algebra II or department supervisor's approval. Prior chemistry lab experience is required.

This course is designed to meet the needs of the student who has developed a special interest in chemistry, who is considering a career in science or a related field, and who intends to take the Advanced Placement exam in May. This course follows the AP syllabus with a rigorous pace and is equivalent to a first year college course. The course uses a college text and supplementary publications. The course focuses on the ability to express ideas with clarity and logic, to design and conduct laboratory experiments (two double labs per cycle), to arrive at conclusions with mathematical vigor, and to manipulate equations and solve problems. Topics include: Atomic Structure, Analytical and Descriptive Chemistry, Gas Laws, Thermodynamics, Kinetics, Bonding, and Equilibrium including K_{eq} , K_{sp} , K_a , K_b , K_p Oxidation and Reduction.

ORGANIC CHEMISTRY - ADVANCED H32050

Grades: 11-12 5 Credits Year

Prerequisite: A in AP Chemistry and 4 or 5 on the AP Chem Exam, or department supervisor

approval. AP Chem lab experience is required.

This course will provide an overview of structures of functional groups (reactive portions of a molecule) and the reaction mechanisms (pathways of chemical reactions) that these functional groups undergo. The main topics covered are: molecular structures and bonding, introduction to stereochemistry, formalisms used to describe reactions and mechanisms, thermodynamics, analytical methods used to elucidate molecular structures and several types of reactions. This is a college-level course that will be weighted.

PHYSICS I H34030

Grades: 10-12 6.4 Credits Year
Prerequisites: Minimum B- in Algebra I, B- in Geometry, and co-enrolled in Algebra II,

This college preparatory course is designed to provide a balanced approach of conceptual and mathematical understanding and skills in physics. Topics include fundamentals of motion, dynamics, momentum, energy, heat, vibrations and waves, sound and music, light, electricity, magnetism, atoms, and nuclei. While a conceptual approach to the subject is stressed, critical thinking skills are practiced. **Students should take AP Physics 1 if they have taken Pre-Calculus.**

AP PHYSICS 1 H34033

Grades: 10-12 6.4 Credits
Year
Prerequisite: A- or better in Algebra II and co-enrolled in Pre-Calculus, A in Bio I, A in Chem I, B+ in Bio I Acc, B+ in Chem I Acc, or department supervisor's approval

This course is the equivalent of a first-semester college course in algebra-based physics, but is designed to be taught over a full academic year to enable AP students to develop a deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers Newtonian mechanics (including rotational

dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits, electric and magnetic fields, induction, and physical and geometric optics.

AP PHYSICS C

H34034

Grades: 10-12 6.4 Credits
Year

Prerequisite: B+ or better in AP Physics 1 or a 4 on the AP Physics 1 exam, A in Physics I, B in Calc AB (may be taken concurrently), or department supervisor's approval.

This course is the equivalent of a first-year university-level course in classical mechanics, electricity, and magnetism. It is recommended for those students considering majoring in science or engineering. Supplementary topics are taken from modern physics, thermodynamics, optics, and wave mechanics. This course is recommended for students who plan to take the Advanced Placement Examination in physics in May.

ENGINEERING PHYSICS

H34036

Grades: 10-12 6.4 Credits
Year

Prerequisite: completion of Physics 1, AP Physics 1 or AP Physics C

For students who have enjoyed their experience in Physics 1, AP Physics 1 or AP Physics C and want to continue their physics studies with practical engineering applications, comes another course, which will uniquely prepare them for a future where the ability to innovate is essential and highly valued. The algebra-based course content is embedded in problem based learning and has the possibility of individualized research. Students will learn the innovation engineering process and apply it in authentic projects. It is

Engineering Drawing.

PLANETARY SCIENCE ACCELERATED

H34037

Grades: 11-12 6.4 credits
Year

Prerequisite: An A- or better in Algebra I or a B+ in Algebra I Accelerated, and B+ in the most recent science class.

This is an advanced science course that provides an introduction into the study of planetary and space science. The course begins with celestial mechanics, the Sun-Earth-Moon system, and history of astronomy. Following this will be an in-depth study of the structure, composition, activity and interactions of objects in the Solar System. Further study will include stellar evolution, galaxies and the universe. Relevant and current research will be incorporated into the coursework as appropriate, including student research with telescope observing programs. Application of content knowledge from Chemistry or Environmental Science and Algebra will be important in this course.

ANATOMY AND PHYSIOLOGY

H34042

Grade: 11 -12 6.4 Credits
Year

Prerequisite: One year of Biology and one year of Chemistry

This course is designed for students who have a continuing interest in the biological sciences. It will provide the student with information about the human body and its processes; the concept of structure and function provides the foundation of the course. A cat dissection is conducted to provide the students with observations of the connection between structure and function. Students should demonstrate a mature demeanor and attitude to actively participate in all components of the course.

GENETICS

H34043

Grades: 11-12 6.4 Credits
Year

Prerequisites: First year Biology and Chemistry, with a C+ average or better in both.

In this genetics course, students learn the detail, structure and function of DNA. All units involve real-world examples of how the genetics content affects human lives. Topics

covered include cell division, cancer, reproductive technologies, heredity, DNA structure and function, epigenetics and biotechnology. Lab work is an integral part of the curriculum, and the students will have the opportunity to use biotechnology tools to analyze and modify DNA. Students also read one nonfiction book per semester: The Immortal Life of Henrietta Lacks and The Forever Fix. These books apply many of the genetics concepts covered in the course and demonstrate how geneticists carry out the scientific process to develop therapies.

ENVIRONMENTAL SCIENCE

H34047

Grades: 10-12 6.4 credits

Year

Prerequisite: First-year Biology Course

The course centers around how humans interact with their environment, learning the material becomes more personal. The topics covered themselves to hands-on activities, research, and debate, providing students with a rich learning experience. Students will understand how their personal choices affect their environment, their health and the economy. This class will allow them to make more informed decisions, whether it is in purchasing groceries or voting for president. It will also help them understand and evaluate current environmental issues presented in the media. These are skills and understandings that all students should have when they graduate from high school, but aren't fully fostered in an Earth Science class. The Environmental Science course would prepare students to become responsible citizens. Students will examine the following units: Nature of Science and Knowing Science, Dynamic Earth, Principles of Ecology, Biodiversity, Populations Dynamics, Human Population Trends and Predictions, Biospheres, and Management of Resources.

AP ENVIRONMENTAL SCIENCE

H34046

Grades: 11-12 6.4 Credits

Year

Prerequisite: A- or better Biology I, B+ or better first year Chemistry, B+ or better first-year Physics, B or better Algebra II or department supervisor approval. Capstone

option- (Seniors) Any senior who has taken Biology, Physics, and Chemistry and averaged a B across those courses and has averaged a B- or better in mathematics (Algebra 1, Geometry and Algebra 2)

AP Environmental Science is an introductory college level course that will provide the highly motivated student with the scientific principles and concepts necessary to understand relationships of the natural world. Students will be able to identify and analyze environmental problems, both natural and human-made, as well as examine various alternative solutions for resolving or preventing the problems. The following themes will be covered: energy conversions, earth as a single interactive system, human alterations of natural systems, the cultural and social context of environmental problems, and how human survival is dependent on the achievement of sustainable living systems. Special emphasis will be placed on how these five themes relate to current, local, regional, and world events.

EXERCISE SCIENCE

H34054

Grades: 9-12 3.2 Credit

Sem

Prerequisite: Algebra I and 8th grade Science

Exercise Science is intended to examine the relationship between exercise and performance, with introductory exposure to the following themes: physiology and biomechanics, biochemistry, physics, growth and development, along with the engineering design process. This program of study is designed to provide an effective blend of classroom instruction and practical experience. Students will apply their learning in performance-based assessments.

FORENSICS

H34057

Grades: 11-12 (Senior Preference) 6.4

Credits Year

Prerequisite: One year of Biology and one year of Chemistry

Forensic Science is the application of scientific techniques and technology to the investigation of a crime, and the presentation

of evidence in a court of law. This class emphasizes inquiry-based learning, deductive reasoning skills and higher-order thinking skills to analyze data presented in multi-day evidence investigations. Students will learn how to properly process a crime scene from photographing the area to collecting evidence and ensuring there is no cross contamination. Students will investigate crime scenarios that allow them to mimic the roles of specialized evidence analysts such as; microbiologists, fingerprint examiners, serologists, blood spatter reconstructionist, DNA analysts, chemists, toxicologists, entomologist and anthropologists. Students will explore case studies for details that exemplify evidence analysis or critique errors made, create criminal profiles for serial killers and research the implications of biometric techniques to catch a criminal. Over the course of the school year students will read the novel Forensics: What Bugs, Burns, Prints, DNA and more tell us about crime by Val McDermid with guided reading questions. Students will also check out a nonfiction true crime novel of their choice from the mini true crime library and complete a unique project about the book at the conclusion of the year. Unlike other science courses, forensic science is not one field of study; rather, it is a truly holistic science that combines many fields. This class is focused on the evaluation of evidence by using varying scientific techniques across many disciplines. As such there will be large scale practical exercises to function as the midterm and final assessments. At the midterm, students will create a crime scene diorama or short story using fall semester content. At the conclusion of the year, students will demonstrate laboratory proficiency and evidence analysis through the creation of a crime-show episode where suspects have a means, motive, opportunity and alibi.

ENGINEERING

H34055

Grades: 9-12 3.2 Credits

Sem

Prerequisite: Algebra I

Engineers find solutions to pressing problems and turn their ideas into reality.

Students adopt a problem-solving mindset as they apply their STEAM knowledge and skills. Students will work in a problem based methodology as they identify an issue and then research, design, and test a solution, ultimately presenting their solution. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers.

THREE YEAR RESEARCH PROGRAM

Students will be accepted to the program after 9th grade. With completion of the first-year, students may apply for subsequent years. Year 2 and 3 of research will earn weighted credit. Students seeking to enter the research course without completing the first year must submit previous research work and meet a set level of prior work that must be approved by the supervisor.

A first-year student (10th grade) develops reading, writing and mathematical skills that will aide in research process. Students will visit research facilities, colloquia, and read recent scientific publications to expose them to possible areas of future research. Year one will culminate in a written and oral proposal of a research topic. A second-year student (11th grade) will apply the skills developed in year one when writing an individual research plan, annotated bibliography, and literature review. Students will continue visiting research facilities, colloquia, and reading scientific articles to further develop the scope of their research question. Students may elect to follow a design path for development of technology or an engineering design as well. The year will culminate in an internal symposium that allows students to present a study applicable to their research question. The summer between year two and three be utilized for execution of a scientific experiment under the guidance of a mentor. This mentor will be a contact beyond school; transportation to research sites fall beyond the scope of the school to provide. A third-year student (12th grade) will analyze the data collected over the summer. This analysis will require the application of statistical tools, as well as further research. The year will culminate with the composition of a scientific journal article. Students will be

able to submit their work to local scientific competitions, which will ideally lead to presentation opportunities on the regional and national level.

RESEARCH METHODS

H34051

Grades: 10-12 5.0 Credits

Year

Prerequisite: Pre-approval prior to course selection process

The course provides students with a one to three year experience to build science research skills, develop scientific writing and presentation skills, design and conduct research with a mentor, visit local science symposia, visit research facilities, and submit to local fairs and competitions that may lead to the regional or national level. In addition to class time, students must commit to find additional times such as lunch, free periods, or tiger time to attend to the research process.

RESEARCH APPLICATIONS

H34056

Grades: 11-12 5.0 Credits

Year

Prerequisite: Research Methods

This course will be a continuation of Research Methods. Students will create an experimental design to answer a research question that was generated during the previous year. This experimental design will be based on previously conducted experimentation and theoretical research. Students will carry out their experiment under the guidance of a mentor in their field of interest. This course will prepare students to present their data and conclusions during the following school year (Research Presentation).

RESEARCH ANALYSIS

H34053

Grades: 12 5.0 Credits

Year

Prerequisite: Research Methods & Applications

During the last year of the science research

program, students will be working to analyze and present data that they collected during the previous year. The data is a culmination of 2 years of research and planning that led students to develop and address a scientific question of their own design. When analyzing their data, students will be required to perform statistical analysis to appropriately portray trends and conclusions. The students will then thoroughly analyze their data in order to construct a written conclusion that connects their work back to their research question and other published data. The reports created by each year 3 student will be submitted to at least 2 scientific competitions (i.e. The Junior Science and Humanities Symposium at Rutgers University, Siemens Competition, Mercer County Science Fair). Students will also be required to present their findings at the Princeton High School Research Symposium.

SOCIAL STUDIES

The mission of the Social Studies Department is to help students learn to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. History forms the core of the program offered by the department, but the central discipline is expanded and supported by insights and strategies drawn from geography, political science, economics, sociology and anthropology. Instruction includes chronology, cause-effect reasoning, exercises in geographical literacy, information gathering, processing skills, strategies for effective communication, and ethical decision making. To meet New Jersey and district graduation requirements, students must successfully complete two years of United States History and the World History/Cultures course. Electives may be chosen in the senior year. Students may choose electives in their junior year in addition to the required World History & Cultures course. Students, particularly those interested in pursuing studies in the humanities, are strongly encouraged to elect an additional year of social studies. Students are not permitted to take two AP history courses concurrently. Courses that permit in-depth investigation of the traditions of our own and various other

world cultures, as well as those that provide an introduction to human behavior, add a valuable dimension to any student's education.

REQUIRED COURSES AND SEQUENCE

US History I--9th grade
US History II or AP US History--10th grade
World History & Cultures or AP World History--11th grade

UNITED STATES HISTORY I

H44010 Grade: 9 5.0 Credits
Year
Prerequisite: None

This required course traces the history of the United States from the arrival of the first Americans through the end of the 19th Century. It introduces the themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors. It also examines European, Native American, and African interaction in Colonial America, the Revolution, the New Nation, the Constitution, the War of 1812, the development of democracy, the West, slavery, the Civil War, Reconstruction, and Industrialization.

UNITED STATES HISTORY II

H44020
Grade: 10 5.0 Credits Year
Prerequisite: U.S. History I

This required course continues coverage of the themes of U.S. History into the 21st Century, including units on U. S. Imperialism, the First World War, the 1920's, the Great Depression, the New Deal, World War II, the Cold War, Vietnam, the Civil Rights Movement, and American political and social events up to the present time.

AP UNITED STATES HISTORY

H44021
Grades: 10-12 5.0 Credits
Year
Prerequisites: B+ in social studies courses

This demanding course is divided into nine units of study of American history from the

Colonial period to the present. Students are expected to complete regular reading assignments in a college-level text, a book of primary source documents, and a collection of American biographical essays. Homework will average one hour per night. Students are evaluated by means of quizzes, unit tests, essays modeled on the Advanced Placement exam format, and projects.

AP GOVERNMENT AND POLITICS

H44031
Grades: 11-12 5.0 Credits
Year
Prerequisites: B+ in social studies courses

This demanding course consists of an in depth study of the workings of the American political system followed by a comparative analysis with the political systems of five other nations. Two college-level texts are used, and students should expect to complete regular, focused reading assignments. Additionally, the course will require long-term assignments and discussion of relevant contemporary events. Evaluation will be based on projects, marking period tests, and essays modeled on the Advanced Placement examination format. **This course does not satisfy the United States History II requirement.**

WORLD HISTORY & CULTURES

H44040
Grade: 11 5.0 Credits
Year
Prerequisites: U.S. History I and U.S. History II or AP U.S. History.

This required course asks students to examine major civilizations, with the emphasis on the era from 1450 A.D. to the present. The course devotes particular attention to key political, economic, and cultural traditions and ideas, including the interactions between different civilizations.

AP WORLD HISTORY & CULTURES

H44041
Grade: 11 5.0 Credits
Year
Prerequisites: B+ in social studies courses

Students in the Advanced Placement World

History course will study the evolution of human societies as they interact and change over time. Student understanding will be advanced through a combination of selective factual knowledge and appropriate analytical skills. The course will focus primarily on the last 1,000 years of the global experience, but it will include a foundations section that identifies more long-standing influences on world history. Themes of the course will include the impact of interaction among major societies, the relationship between change and continuity, the effects of technology and demography, comparisons of social and political structures and gender structures, and the effects of cultural and intellectual developments. The course will be global in its focus, with no particular emphasis on one part of the world over another. The course extends to the present.

This course fulfills the state requirement for one year of World History.

**AP EUROPEAN HISTORY
H44050**

Grades: 11-12 5.0 Credits
Year

Prerequisite: B+ in social studies courses

This demanding course consists of a broad study of European History beginning with the Renaissance and extending to the present. College level texts are used, and the student should expect to complete regular, focused reading assignments. Additionally, the course requires the writing of expository essays and research reports. Evaluation is based on tests, essays modeled on the Advanced Placement examination format, and projects/presentations. **This course does not satisfy the World History/Cultures requirement.**

**AFRICA
H42051**

Grades: 11-12 2.5 Credits
Sem

Prerequisite: None

In this course, students study the vast, diverse continent of Africa - its regions, nations, and people. Students address issues related to political change, economic

development, cultural diversity and national unity, and international relations. Particular attention is paid to the influence of history and geography.

**LATIN AMERICA
H42052**

Grades: 11-12 2.5 Credits
Sem

Prerequisite: None

This course provides for study of Latin America and the Caribbean from a variety of perspectives. Special emphasis is placed on geography, literature, economics, and lifestyles. Four countries are singled out for in-depth study. Students are required to do a major term paper on the country of their choice.

**MIDDLE EAST
H42053**

Grades: 11-12 2.5 Credits
Sem

Prerequisite: None

The focus of this class is review of the Middle East, with specific attention to the Arab-Israeli conflict and to U.S. foreign policy. Emphasis is placed on the historic and religious backgrounds of Muslims and Jews, the role of the West, the influence of oil, and the cultural diversity of the region. **For 2017-2018, Seniors will have a P/F Option for the Final Grade for the course.**

**RUSSIA
H42054**

Grades: 11-12 2.5 Credits
Sem

Prerequisite: None

In this course, the causes and implications of recent changes in the lands of the former Soviet Union are investigated. By the time students complete this course, they are able to identify and explain key events and issues in the modern history of these fifteen nations and discuss reasonable scenarios for the future.

EAST ASIAN STUDIES

H52055

Grades: 10-12 2.5 Credits

Sem

Prerequisite: Proficiency in Mandarin, Japanese, or Korean or Instructor/Supervisor approval

This seminar course will offer a survey of the history, art, literature, political and economic aspects of the East Asia region comprising China, Japan, and Korea. The teacher and students will use primary sources both in the original language and translated to English to investigate the history of the region and its present day role in the world. The use of technology, from researching examples of art to finding current articles, will be integral to the course.

HUMAN BEHAVIOR

H44056

Grades: 11-12 5.0 Credits

Year

Prerequisite: None

Human Behavior, as an elective course open to juniors and seniors, is an introduction to key concepts, theories, and figures in the fields of psychology and sociology. The course is designed as an exploration of the self and the human condition. Through case studies, conversation and debate, research, and written work students explore topics ranging from human development theories to recent research findings on the brain, to group dynamics, multiculturalism, and social stratification. Quarterly and group projects bring the opportunity to refine research skills and synthesize what has been learned.

ACCELERATED SOCIOLOGY

H44058

Grades: 11-12 5.0 Credits

Year

Prerequisites: B+ in social studies courses

Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the

social construction of human life. Understanding sociology helps students discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

CONTEMPORARY CRISES AND CURRENT EVENTS

H44059

Grades: 11-12 2.5 Credits

Sem

Prerequisite: None

This semester elective course is designed to make students more aware of the myriad of problems and issues facing both the United States and the larger global community. The curriculum will have a basic structure centered on existing problems, issues, and "hot spots" around the world – including the historical and cultural roots that have shaped these contemporary situations. Yet, the class will also spend significant time analyzing and discussing events as they develop on a weekly and even daily basis. Special attention will be given to the media in terms of bias, changing platforms for information, and the ways in which it shapes public discourse and national and global events.

WORLD RELIGIONS

H44060

Grades: 11-12 2.5 Credits

Sem

Prerequisite: None

This semester elective for upperclassmen will examine various religious traditions around the world and within the United States and will focus on the history and major tenets of each faith. Students will also analyze various historical and contemporary instances of religious conflict (both violent and non-violent) as well as the controversies shaped by religious thought. Particular attention will be given to the ways in which religious differences and the misunderstanding of "the other" have catalyzed change and conflict historically and in our contemporary world. In addition, the course will involve a wide variety

of written sources – from religious texts to secondary expository selections to contemporary articles to opinion pieces.

RACIAL LITERACY

H42061

Grades: 10-12 2.5 Credits

Sem

Prerequisite: None

This semester course will equip students with the knowledge and skills for understanding race and the issues of race in the United States today. It will serve as an interactive, informative, discussion and project-based class; it will allow students to critically analyze primary sources from current and historical events through different forms of media, literature and art. Gaining a new perspective and the cultural divide in America, students will be prepared for handling racially influenced experiences with communication and passion.

WORLD LANGUAGES

Students learn to communicate in a language other than English and understand the perspectives of its cultures. Since the program is designed to build language proficiency through a sequence of courses, we strongly encourage students to complete as many years of a language sequence as possible and to take the opportunity to study more than one language. Princeton High School offers sequential study in French, Japanese, Italian, Latin, Mandarin, and Spanish. Level I courses are open to all students in grade 9 who have had no previous experience with the language. The Supervisor of the World Language Department may approve enrollment in Level I courses for 10th and 11th grade students based on class numbers. Placement in level II and above is dependent on your grade and the recommendation of the previous year's teacher. Students who have completed one or more years of study prior to enrollment at PHS are placed by the teacher after a multi-modal evaluation is completed. Students wishing to study a language with which they have extensive experience in an immersion setting or of which they are a native or

heritage speaker must be evaluated to determine appropriate placement. All students new to Princeton High School will have a placement evaluation prior to registering for a language course. The department supervisor determines final placement based on the results of the evaluation. **No student will enroll in a course other than the one for which they were recommended.** Since the level of language proficiency gained depends on the time spent in meaningful communication, teachers provide instruction in the target language. They support students in their efforts to use the language actively, and they evaluate them based on performance and production as well as paper and pencil assessments. Continuing language study at Princeton University is an option for some students. Plan ahead by checking requirements with Guidance and the department supervisor. This opportunity is available to 11th and 12th graders who meet all the criteria set by the University. This may include the necessity of taking a language course at PHS concurrently while studying at the University.

FRENCH II

H54000

Grades: 9-12 5.0 Credits

Year Prerequisite: Recommendation of middle school teacher or previous experience with the language.

Students entering this class will demonstrate proficiency at the novice mid level of the ACTFL proficiency guidelines. The target proficiency is novice high. This course is an immersion experience and is conducted entirely in French. It is a student-centered class, students are expected to participate and lead as much as possible. The class is divided into thematic units anchored on authentic texts and major evaluations are in the form of integrated performance assessments.

FRENCH III

H54001

Grades: 9-12 5.0 Credits

Year

Prerequisite: PHS French II` or

recommendation of the middle school teacher.

Students entering this class will demonstrate proficiency at the novice mid level of the ACTFL proficiency guidelines. The target proficiency is novice high to intermediate low. This course is an immersion experience and is conducted entirely in French. It is a student-centered class, students are expected to participate and lead as much as possible. The class is divided into thematic units anchored on authentic texts and major evaluations are in the form of integrated performance assessments.

**ADVANCED FRENCH III
H54002**

Grades: 9-12 5.0 credits
Year

Prerequisites: Middle School French 3, and the teacher's recommendation

Students entering this class will demonstrate proficiency at the intermediate low level of the ACTFL proficiency guidelines. The target proficiency is intermediate mid. This course is an immersion experience and is conducted entirely in French. It is a student-centered class, students are expected to participate and lead as much as possible. The class is divided into thematic units anchored on authentic texts and major evaluations are in the form of integrated performance assessments.

**FRENCH IV
H54003**

Grades: 10-12 5.0 Credits
Year

Prerequisite: French III.

Students entering this class will demonstrate proficiency at the novice high to intermediate low level of the ACTFL proficiency guidelines. The target proficiency is intermediate low. This course is an immersion experience and is conducted entirely in French. It is a student-centered class, students are expected to participate and lead as much as possible. The class is divided into thematic units anchored on authentic texts and major evaluations are in the form of integrated performance assessments.

**ADVANCED FRENCH IV
H54004**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Advanced French III.

This course continues to build from the Intermediate Mid language proficiency level in the three modes, Interpretive, Interpersonal, Presentational. The course, which is based on performance based assessment, is structured on a study of thematic units and based on a reading of authentic texts. Transdisciplinary studies, critical thinking and problem solving skills are emphasized. The course is conducted entirely in French.

**FRENCH V
H54005**

Grades: 11-12 5.0 Credits
Year

Prerequisite: French IV.

This course continues to strengthen proficiency in the language. The target proficiency level for speaking is Intermediate Low. The course is conducted entirely in French and major evaluations are in the form of integrated performance assessments.

**ADVANCED FRENCH V
H54006**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Advanced French IV.

Historical, cultural, and literary texts serve as subjects for interpretation and discussion. Students apply their language skills in extensive oral and written expression. The class is divided into thematic units anchored in authentic texts and major evaluations are in the form of integrated performance assessments. This course prepares students for the AP and VIA (Cinema) French courses. Students entering this class will demonstrate proficiency at the Intermediate Mid Level. This course is student-centered and conducted entirely in French.

**FRENCH VI
H54008**

Grades: 12 5.0 Credits
Year

Prerequisite: French V.

This course continues to strengthen proficiency in the language. The target proficiency level for speaking is Intermediate Low. The course is conducted entirely in French and major evaluations are in the form of integrated performance assessments.

FRENCH VI A LE CINÉMA

H54007

FRANCOPHONE

Grades: 11-12 5.0 Credits
Year

Prerequisite: French AP or French VA.

This seminar course centers on a variety of French language films that represent different genres. Students will view, discuss and critique many films, will relate them to culture and will place them in their social-historical context. Students will leave this class with a demonstrated proficiency at the Pre advanced level. The target proficiency level is Advanced Low. This course is student-centered and conducted entirely in French. The class is divided into thematic units anchored in authentic texts and major evaluations are in the form of integrated performance assessments. **Successful completion of this class fulfills 5 credits of the Visual & Performing Arts requirement.**

AP FRENCH

H54009

Grades: 10-12 5.0 Credits
Year

Prerequisite: Advanced French V.

Students who take this course apply their French to the discussion of French history, culture, and contemporary life as well as to the interpretation of literature. Students enter at the Intermediate Mid level. The course is designed to prepare students for the AP French Language exam.

ITALIAN I

H54021

Grades: 9-11 5.0 Credits
Year

Prerequisite: None

This course develops the language skills through a series of related activities. It focuses on the fundamentals of pronunciation, vocabulary, idiomatic expression, and grammar incorporated in basic conversation and writing and fosters an awareness of the global influence of the Italian community. Culture is an integral part of the curriculum. The targeted proficiency level is Novice High. Emphasis is on communication entirely in Italian.

ITALIAN II

H54022

Grades: 9-12 5.0 Credits
Year

Prerequisite: Italian I

This course builds on previously developed concepts and continues to develop linguistic and cultural proficiency, including the nuances of grammatical constructions, pronunciation, vocabulary and idiomatic expressions. Emphasis in this immersion course is always on communication in Italian with the targeted proficiency level of Intermediate Low.

ITALIAN III

H54023

Grades: 9-12 5.0 Credits
Year

Prerequisite: Italian II

This course provides continued enhancement of the language skills, stressing the nuances of grammatical construction, pronunciation, vocabulary, and idiomatic expression in sustained oral and written communication. Students explore the interrelation of themes, concepts, sentiments, and styles of representative authors of Italian literature and of those dealing with the Italian-American experience. The targeted proficiency level is Intermediate Mid.

ITALIAN IV

H54024

Grade: 9-12 5.0 Credits
Year

Prerequisite: Italian III

Continuing to build from the Intermediate Mid language proficiency level in the three modes, Interpretive, Interpersonal, Presentational, this course strengthens proficiency in the language skills through the reinforcement of vocabulary, idiomatic expressions, and grammatical constructions. Critical thinking skills and fluency of expression are fostered through the interpretation of themes, concepts, sentiments, and styles of authors of Italy.

**AP ITALIAN
H54025**

Grades: 10-12 5.0 Credits
Year

Prerequisite: Italian III or IV and recommendation of the teacher and/or department supervisor.

Students in AP Italian will increase their skill level in Italian language through directed and open conversation, selected readings from the AP syllabus and the completion of various interpretive tasks based on authentic texts and spoken passages. This course continues to build from the Intermediate Mid language proficiency level in the three modes: Interpretive, Interpersonal, and Presentational.

**JAPANESE I
H54030**

Grades: 9-11 5.0 Credits
Year

Prerequisite: None

Through a series of related activities, this course develops communication skills in Japanese. Emphasis is on oral work, but students also learn to read and write in Hiragana, Katakana, and Kanji. Japanese culture is integrated into the lessons. The targeted proficiency level is Novice Mid.

**JAPANESE II
H54031**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Japanese I

This course is a continuation of Japanese I. Using a variety of integrated activities, students are provided with the opportunity to

continue developing their skills in listening, speaking, reading, and writing in Japanese. Students are expected to read and write Hiragana and Katakana. Japanese culture is integrated into the lessons. Class is conducted in target language. Proficiency to enroll in this course is at the Novice-Mid level. The target proficiency level is Novice-High.

**JAPANESE III
H54032**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Japanese II

This course strengthens previously mastered concepts and continues and expands the development of proficiency in the language skills. Japanese culture remains an integral part of the curriculum. Class is conducted in target language. Proficiency to enroll this course is at the Novice High level. The target proficiency level is Intermediate-Low.

**JAPANESE IV
H54033**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Japanese III

This course strengthens proficiency in language and culture through the application of vocabulary, idiomatic expressions, and structures. Group dynamics are studied and applied as a vehicle for learning about Japanese culture. Independent reading includes short stories and essays. Independent reading and writing includes short stories and essays. Class is conducted in target language. Depending on enrollment, this course may be linked with AP Japanese. Proficiency to enroll this course is at the Intermediate-Low level. The target proficiency level is Intermediate-Mid. Depending on enrollment, this course may be linked with Japanese AP.

**AP JAPANESE
H54034**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Japanese III or IV and recommendation of the teacher and/or department supervisor

Students in AP Japanese will increase their skill level in Japanese language through directed and open conversation, selected readings from the AP syllabus and the completion of various interpretive tasks based on authentic texts and spoken passages. This course continues to build from the Intermediate Mid language proficiency level in the three modes, Interpretive, Interpersonal, Presentational.

**LATIN I
H54040**

Grades: 9-12 5.0 Credits
Year
Prerequisite: None

This course introduces the fundamentals of Latin vocabulary and grammar and, by association, English grammar and derivatives. Greek and Roman mythology, history, art, and culture form the basis of readings, discussions, and student projects.

**LATIN II
H54041**

Grades: 9-12 5.0 Credits
Year
Prerequisite: Latin I

This course continues the development of Latin vocabulary, grammar, and translation techniques. Greek and Roman mythology, history, culture, and vocabulary etymology are stressed through readings, discussions, and individual projects.

**LATIN III
H54042**

Grades: 9-12 5.0 Credits
Year
Prerequisite: Latin II

This course strengthens translation skills through readings of Latin literature, beginning with Plautus and continuing through the Republic. Students are introduced to the politics and history of the Republic through selections from Cicero, Caesar, Catullus, and Ovid.

**LATIN IV
H54043**

Grades: 9-12 5.0 Credits
Year
Prerequisite: Latin III

This course continues the reading and translation objectives of Latin III through expanded readings in Latin literature. Students study the politics and history of the Roman Empire through readings from Horace, Virgil, Ovid, and Martial. Silver and Medieval Latin may also be read.

**LATIN STUDIES: MYTHOLOGY
H54044**

Grades: 9-12 5.0 Credits
Year
Prerequisite: None

Myths are primarily concerned with the human experience, especially its trials and tribulations. By reading stories that attempt to explain life's central issues, students will explore their own relationship to the world and to the different cultures around them. Myths challenge the reader to make sense of fundamental facts of life such as becoming an adult, confronting tragedy, family and social interaction, and the general vicissitudes of fortune. The course will include the study of Greek and Latin roots in English and the Romance Languages as well as an introduction to language structure in English and Latin. Through project based learning activities, students will make and develop connections in the areas of science, history, visual art, and foreign language.

**MANDARIN I
H54050**

Grades: 9-11 5.0 Credits
Year
Prerequisite: None

In this beginning Mandarin language course, students will learn the *pinyin* transcription system for Chinese pronunciation. They will begin to recognize, read, and write Mandarin characters and use basic grammar and structure. Culture is an integral part of the curriculum. Taught exclusively in Mandarin with an emphasis on oral communication, the target proficiency level is Novice High. This course is **only** for beginners and **non-native** speakers.

**MANDARIN II
H54051**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Mandarin I or significant previous experience with the language

Students will develop proficiency in the three modes of communication: Interpretive, Interpersonal, and Presentational. They will use combinations of words and phrases, sentences and strings of sentences to develop written and oral communication. Culture remains an integral part of the curriculum. The course is taught exclusively in Mandarin with a target proficiency level of Intermediate Low.

**MANDARIN III
H54052**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Mandarin II

Students' use of grammatical structures and vocabulary will become more complex, expanding speaking, listening, reading, and writing skills. They will continue to increase proficiency in the three modes of communication, moving from sentences to paragraphs. Cultural appreciation is a backdrop to the general curriculum. Exclusively taught in Mandarin, the target proficiency level is Intermediate Mid.

**MANDARIN IV
H54053**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Mandarin III

This course will reinforce and supplement students' oral and written language skills. Students will be able to make presentations, write essays about real-life scenarios, and keep journals. They continue to learn basic idioms, and to use authentic materials. Students continue to increase proficiency in the three modes with culture an integral part of the instruction. The course is taught exclusively in Mandarin and the target proficiency level is Intermediate High.

**AP MANDARIN
H54054**

Grades: 9-12 5.0 Credits
Year

Prerequisite: Mandarin III or IV and/or teacher recommendation

Students will use the three modes of communication to strengthen their proficiency in reading, comprehension, listening, speaking, and writing with greater emphasis on grammar, syntax, and idioms. This course promotes an appreciation of Chinese society and culture, both historic and current day. The course is taught exclusively in Mandarin and the target proficiency level is Intermediate High.

**EAST ASIAN STUDIES
H52055**

Grades: 10-12 2.5 Credits
Sem

Prerequisite: Proficiency in Mandarin, Japanese, or Korean or Instructor/Supervisor approval

This seminar course will offer a survey of the history, art, literature, political and economic aspects of the East Asia region comprising China, Japan, and Korea. The teacher and students will use primary sources both in the original language and translated to English to investigate the history of the region and its present day role in the world. The use of technology, from researching examples of art to finding current articles, will be integral to the course.

**SPANISH I
H54010**

Grades: 9 - 11 5.0 Credits
Year

Prerequisite: None

This course is **only** for beginners and **non native** speakers. Students who have had no prior knowledge of Spanish learn to communicate effectively, both orally and in writing, and develop an understanding of the culture of Spanish-speaking people in different regions of the world. Students write short paragraphs and engage in conversation on a regular basis. The class is student centered and entirely conducted in the target

the language using thematic units. The ACTFL proficiency level at the end of the year should be Novice-Mid.

**SPANISH II
H54011**

Grades: 9-12 5.0 Credits

Year

Prerequisite: PHS Spanish I or recommendation of the middle school teacher

This course continues the development of proficiency in Spanish. Pronunciation, vocabulary, idiom and grammar are expanded to support oral and written communication and reading comprehension. Latin American culture is integrated in the course. Students write short paragraphs and engage in conversation on a regular basis. The class is student centered and entirely conducted in the target the language using thematic units. The targeted ACTFL proficiency level at the end of the year is Novice-High.

SPANISH III

H54012 Grades: 9-12 5.0 Credits

Year

Prerequisites: PHS Spanish II or recommendation of the middle school teacher

This course develops language proficiency in expanded, sustained oral and written communication. Contemporary authors of Spain and Latin America are introduced through journals, periodicals, and cultural and literary texts. Students write short paragraphs and engage in conversation on a regular basis. The class is student centered and entirely conducted in the target the language using thematic units. Students communicate at the Novice-High level.

ADVANCED SPANISH III

H54013

Grades: 9-12 5.0 Credits

Year

Prerequisites: Middle School Spanish 3 at the Intermediate-Low level

This course continues the development of proficiency reached in middle school Spanish

classes. Students are expected to apply their language skills to sustained oral and written communication about past, present, and future events. Contributions of Hispanic and Latino communities are integrated into the lessons. The class is student centered and entirely conducted in Spanish using thematic units. The targeted proficiency level is Intermediate-Mid and students enter at the Intermediate-Low level.

SPANISH IV

H54014

Grades: 10-12 5.0 Credits

Year

Prerequisites: Spanish III

Students work to increase fluency and comprehension of the language. They interpret the practices, products, and perspectives of Spanish-speaking cultures. Vocabulary, use of idioms, and grammatical constructions are expanded and reinforced. Students who have successfully completed Spanish III A may **not** register for this class. The class is student centered and entirely conducted in the target the language using thematic units. Students communicate in the Novice-High to Intermediate-Low level.

ADVANCED SPANISH IV

H54015

Grades: 9-12 5.0 Credits

Year

Prerequisite: Advanced Spanish III with a B or better

Students continue to apply the nuances of vocabulary, idiomatic expression, and grammatical constructions in expanded, sustained oral and written communication. The class is student centered and entirely conducted in the target the language using thematic units focusing on Perú, history, geography and eco-regions with performance based evaluations. The targeted proficiency level is Intermediate-High and students enter at the Intermediate-Mid level.

SPANISH V

H54016

Grades: 11-12 5.0 Credits

Year

Prerequisite: Spanish IV

This is a continuation of Spanish IV. Students who have successfully completed Spanish IV A may **NOT** register for this class. Students write short paragraphs and engage in conversation on a regular basis. The class is student centered and entirely conducted in the target the language using thematic units. Students continue to increase proficiency and to reach the Intermediate-Low level.

**SPANISH VI
H54018**

Grade: 12 5.0 Credits

Year

Prerequisite: Spanish V

Students continue to apply vocabulary, idiomatic expression, and grammatical constructions in expanded, oral and written communication. Contemporary authors of Spain and Latin America are introduced through cultural and literary texts. Students write short paragraphs and engage in conversation on a regular basis. The class is student centered and entirely conducted in the target the language using thematic units. Students communicate in the Intermediate-Low level.

**ADVANCED SPANISH V
H54017**

Grades: 9-12 5.0 Credits

Year

Prerequisites: Advanced Spanish IV with a B or better

Cultural and literary texts serve as subjects for interpretation and discussion. Students will apply their language skills in extensive oral and written expression. This course will prepare students for the AP Spanish course, the cinema course and, in some cases for the AP exam. The class is student centered and entirely conducted in the target the language using thematic units. Students continue to increase communication at the Intermediate-High level.

**AP SPANISH
H54020**

Grades: 9-12 5.0 Credits

Year

Prerequisite: Advanced Spanish V with a B or better or Advanced Spanish IV and recommendation of the IVA and AP teachers

Students apply their Spanish to the discussion of Spanish history, culture, and contemporary life as well as to the interpretation of literature. Students prepare compositions as well as oral presentations. The course is designed to prepare students for the AP Spanish Language exam. The class is student centered and entirely conducted in the target the language. The targeted proficiency level is Pre-Advanced and students enter at the Intermediate-High level.

**SPANISH VI A - EL CINE
H54019**

HISPANOABLANTE

Grades: 11-12 5.0 Credits

Year

Prerequisite: Spanish AP or Spanish VA with a B or better

This seminar course centers on a variety of Spanish language films that represent different genres. Students will view, discuss and critique many films, will relate them to culture and will place them in their social-historical context of Latin America. Additionally, they will learn about the filmmakers and cinematographic trends. The class is student centered and entirely conducted in the target the language using thematic units. The targeted proficiency level is Pre-Advanced and students enter at the Intermediate-High level. Students at this level can opt to take the AP Spanish exam with previous teacher recommendation. **Successful completion of this class fulfills 5 credits of the Visual & Performing Arts requirement.**

**High School Graduation Assessment
Requirements**

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment

requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

The Classes of

2019, 2020, 2021, and 2022

The high school assessment graduation requirements that are in place for the Classes of 2019, 2020, 2021, and 2022 are: In English Language Arts/Literacy, students must demonstrate proficiency:

1. On NJSLA/PARCC ELA 10; *or*
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; *or*
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In mathematics, students must demonstrate proficiency:

1. On NJSLA/PARCC Algebra I; *or*
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; *or*
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Proficiency levels/cut scores for the Classes of 2019 through 2022 are specified in the chart below.

Note: Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

The Class of 2023 and Beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.