

**PRINCETON HIGH SCHOOL
PROGRAM OF STUDIES
2024-2025**



~ Live to Learn, Learn to Live ~

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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.

District Affirmative Action Policy

As delineated by Title IX of the Education Amendments of 1972 and New Jersey Administrative Code 6A:7, it is the policy of the Princeton Public Schools not to discriminate on the basis of gender, race, color, creed, religion, ancestry, national origin, age, marital, social or economic status, disability, or sexual identity or expression in its educational programs, school activities and employment policies.

Each school in our district has a copy of the District Affirmative Action Plan located in the office of the principal. A grievance procedure for alleged violations of this policy, including issues related to sexual harassment, has also been established as part of this plan.

Sexual Harassment

The Princeton Public School Board of Education seeks to provide a working and learning environment free from sexual harassment. It will be, then, a violation of this policy for students or staff members to harass other students or staff through conduct or communication of a sexual nature.

Any student or staff member who believes that he or she is a victim of sexual harassment should contact the building principal immediately.

Harassment, Intimidation and Bullying

The New Jersey State definition of Harassment, Intimidation or Bullying is as follows:

“Harassment, Intimidation or Bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived difference or characteristic, such as race, color, religion, gender, a mental, physical or sensory disability, sexual orientation, gender identity or expression, national origin or ancestry, or by any other distinguishing characteristic, that takes place on school

grounds, at any school-sponsored function, on a school bus and that, or off school grounds; including via social media, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

1. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property.
2. Has the effect of insulting or demeaning any pupil or group of pupils.
3. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

In addition to the State definition, the Princeton Public Schools Board of Education has determined that Harassment, Intimidation and Bullying also includes any act by a student toward another student which may be reasonably perceived as, or as having the effect of, one student attempting to exercise power or control over another student so as to deprive that student of his/her freedom from fear, or right to have his/her individual dignity respected.

Equal Educational Opportunity

The Princeton Public School's Board of Education affirms its policy to ensure equal educational opportunity for all students and to prohibit discrimination because of sex, race, color, creed, religion, ancestry, national origin, sexual orientation, social/economic status, parenthood, marital status, and disability in the educational programs and activities, including but not limited to course offerings, athletic programs, school counseling, tests and procedures, and vocational education opportunities through an Affirmative Action Program which shall be an integral part of every aspect of educational policies and programs.

Section 504/Americans with Disabilities Act (ADA)

As delineated by Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990, it is the policy of the Princeton Public Schools not to discriminate on the basis of a disability in its admissions and employment policies and procedures.

PLANNING A PROGRAM OF STUDY

Planning an appropriate program of study involves a collaborative effort between home and school. A student's selection of courses should be based on careful consideration of the student's aptitudes and abilities, personal interests and career aspirations.

In selecting a course of study, it is recommended that the following points be considered:

- Courses fulfill local graduation requirements.
- Prerequisite for a course has been met or exceeded.
- Courses are intellectually stimulating and personally enriching.
- Courses are relevant to post-graduate plans.
- Courses, not instructors, are chosen.
- Requests for schedule changes based on personnel issues will not be honored.
- Students are strongly encouraged to discuss their course selections with their teachers, subject area supervisors and school counselors.
- 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. Course changes may not be possible after this point.

Scheduling Timeline

Date	Activity
January 24, 2024 7pm, PHS PAC	Program of Studies Night for Parents/Guardians of Rising 9th Grade Students
January - March	Course Selection presentations for students at Princeton Middle School, Cranbury Middle School, Princeton Charter School and Princeton High School
February - March	Counselors meet with current 9th, 10th, and 11th grade students

	individually to review and finalize course selections
April 2024	Initial course requests provided to students to be verified by students and parents/guardians. Please email your counselor immediately if any discrepancies are found. Please note: All requests for course request changes must be emailed to school counselors within 10 days of the course request verification release.
April 26, 2024	Final review of the teacher placement recommendations are due. The original course request will be changed to reflect the recommendation.
June 7, 2024	Deadline to request changes to courses for 2024-2025
End of August	Final schedules will be received by students before the first day of school.

Tests for approved advancement of course level will be given in **August 2024**.

Minimum Scheduling Requirement

It is recommended that every Princeton High School student carry a minimum of 30 credits per year to meet the 120-credit requirement for graduation. Semester courses can run first and/or second semester, depending upon the number of student requests for enrollment.

Graduation Requirements

In order for a student to graduate from Princeton High School and receive the state endorsed Princeton Public Schools Board of Education diploma, each student must:

- A. Meet the Graduation Assessment Requirement as outlined here: <https://www.nj.gov/education/assessment/requirements/>.

And

- B. Successfully complete a minimum of 120 credits. The course work must include the following course requirements:

Content Area	Credits and additional requirements
English Language Arts	20 credits/4 years
Mathematics	15 credits including: <ul style="list-style-type: none"> ● Algebra I or the content equivalent ● Geometry or the content equivalent ● Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers.
Science	15 credits with at least 5 credits in each: <ul style="list-style-type: none"> ● Laboratory biology/life science or the content equivalent ● Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) ● Laboratory/inquiry-based science course
Social Studies	15 credits including: <ul style="list-style-type: none"> ● World History ● United States History
Financial, Economic Business, and Entrepreneurial Business Literacy	2.5 credits
Health, Safety, and Physical Education	15 credits over four years including: <ul style="list-style-type: none"> ● 3 ³/₄ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year
Visual and Performing Arts	5 credits
World Languages	5 credits
Technology	Integrated throughout all courses
21st Century Life and Careers	5 credits
PIRL or Racial Literacy	Required for the Class of 2025 and beyond

Community Service	10th Grade
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Or

Option II

Pursuant to N.J.A.C 6A:8-5.1(a)2 New Jersey high school graduation requirements may be met in whole or in part through the completion of a program of study that meets or exceeds the New Jersey Content Standards. The purpose of Option II is to provide students with meaningful and relevant educational experiences beyond the scope of the current school curriculum. Prior approval is required. The Option II programs available to Princeton High School students are as follows:

- Independent Study
- Online Learning (limited to Princeton Intro to Racial Literacy and Personal Finance)
- Physical Education
- Summer Math and Science Courses offered at Princeton High School

The Option II alternative program of study must receive prior approval of the Option II Committee, meet or exceed the standards set forth in the New Jersey Standards, and students must demonstrate satisfactory performance in order for credit to be awarded.

It is understood that students and their parents/guardians will be responsible for any and all costs, transportation, and personal safety of students wishing to participate in Option II programs.

Graduation Completion Requirement

A high school student will be promoted to the next grade when he or she has completed the credits requirements listed in the chart below.

Promotion	Number of Credits Required
Promotion to grade 10	30 credits
Promotion to grade 11	60 credits
Promotion to grade 12	90 credits

ELIGIBILITY FOR PARTICIPATION IN ATHLETICS

To be eligible for athletic competition, a student must fulfill the following credit requirements, which vary by grade level as follows:

First Semester:

9 th Grade:	all students are eligible
10 th – 12 th Grades:	a student must have passed 30 credits required by the State of New Jersey for graduation during the preceding academic year. All summer course work must be completed on or before the 6th day of school for a student to be eligible for the fall or winter season.

Second Semester:

9 th - 12 th Grades:	a student must have passed 15 credits required by the State of New Jersey for graduation at the close of the preceding semester.
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Full year courses will be equated as one-half of the total credits to be gained for the full year to determine credits passed during the preceding semester.

Participation in College Athletics

Students interested in participating in college athletic programs regulated by the National Collegiate Athletic Association (NCAA) must be certified through their Initial Eligibility Clearinghouse. Students must achieve a certain level of academic achievement in high school to participate in college athletics. Additional information may also be obtained at www.eligibilitycenter.org. Applications should be submitted no later than the summer after the junior year. Coaches, parents, and prospective athletes should work closely with the Counseling and Athletic Department on college admissions.

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 September.

Financial assistance for AP exams is available. 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.

Dual Enrollment

Princeton High School has collaborated with The College of New Jersey (TCNJ) to introduce a dual enrollment program. This program provides pre-approved courses taught at Princeton High School by instructors who meet TCNJ's qualification standards.

Participants in this initiative can earn five (5) credits towards their Princeton High School transcript and an additional four (4) college credits from TCNJ, which will appear on a TCNJ transcript. Students can only receive the latter after they fulfill the requirements outlined in the Memorandum of Understanding between TCNJ and Princeton Public Schools. Additionally, the credits obtained from TCNJ can be transferred to a wide range of colleges and universities across the United States.

For the academic year 2024-2025, the fee for each dual enrollment course is \$550. However, students participating in the Free and Reduced Lunch Program will be eligible for a grant that covers the entire cost of the program.

Changes to Courses Requested

Since student schedules are developed after considerable deliberation by students, parents, teachers, and counselors, course withdrawal is discouraged. Students will have until the **third Friday of May** to make adjustments in their course requests.

Classes will only be changed for the following reasons:

- Student has been scheduled for an incorrect class
- Course level change as a result of summer work/study
- Elective(s) changes are possible only if the new elective(s) is/are offered during the same period.

Upon the commencement of the 2024-2025 academic year, all other changes must adhere to the following:

1. No student will be permitted to drop a course after the **last Friday of September** without the express written permission of the parent, teacher, department supervisor, supervisor of counseling, and the principal, or his/her designee.
2. A student who withdraws from a course at any time before the last Friday in September will be removed from the class roster. No record of this withdrawal will appear on the student's permanent record.
3. A student who is allowed to withdraw from a year or semester course at any time after the deadline will be removed from the class roster. A record of Withdraw (W) will be maintained throughout the remainder of the year and recorded on the student's permanent transcript.
4. Changing courses after the academic year has begun can often be very disruptive to a student's schedule. Thus, elective course changes will not be permitted if they interfere with academic courses already scheduled. No new elective additions may be added after **the second to last Friday in September** for a semester course and **the last Friday in September** for a full year course. Second semester elective additions may be added no later than **the second week of the second semester**. Additionally, the student is responsible for completing all missed work.
5. A drop/add form must be completed and signed by all involved parties for changes that occur after the dates outlined in #1 - #4 above. There must be an open seat in the requested course. The department supervisor must grant prior approval before a schedule change is initiated.
6. If the change is made before the end of the first quarter, students will begin anew in their new class. However, if the change happens after the first quarter has concluded, grades earned in a weighted AP/accelerated course will be carried over to the student's unweighted, non-AP/non-accelerated course, with an adjustment of one full letter grade higher. For instance, if a student holds a B- grade in Accelerated Geometry in the middle of the second quarter, this will be adjusted to an A- in the non-accelerated Geometry class.

7. **Course Level Changes** must go through an administrative approval process. For example, a student who has not met a prerequisite for AP Language and Composition can complete a waiver to request placement into the course before the first day of school.
8. **Skipping courses is not permitted** (e.g. students are not eligible to take PreCalc without having obtained Algebra I, Geometry and Algebra II credit previously at PHS or via PHS approved offering.)

Course Placement Waivers

A variety of factors (e.g. grades, portfolios, teacher feedback, student’s skill sets, subject specific knowledge) are taken into consideration with respect to student course assignments. We strongly advise against students jumping into accelerated courses without adequate preparation for the pace and rigor the advanced courses offer. Those who wish to substitute non-accelerated courses for the same course on the accelerated level (“Course Waiver”) must submit a Non-Accelerated Course Waiver Application to the Counseling Department by the last day before Spring Break. For the academic year of 2024-2025, **the deadline is March 22, 2024**. Additionally, please note the following:

- **Students are permitted a maximum of ONE waiver per school year.**
- Course Waiver only applies to courses offered in the **Departments of Math, Science and Humanities**.
- Course Waiver is to waive the recommended non-accelerated course so that students can enroll into the same course at the accelerated level. Students are not allowed to “skip” courses to enroll into a course at a higher level. For example, students cannot skip Geometry and enroll into Algebra II or Algebra II Accelerated.
- **Waivers cannot be used for summer courses.**
- “Double jumping” is not allowed. For example, if a student takes the PHS Summer Geometry Accelerated and does not pass the placement test, the appropriate course placement is Algebra II. Students cannot waive into Algebra II Accelerated in this instance.
- If a student is able to move back into the course for which they were recommended, the student cannot waive into a different course.
- Students must meet with their current teacher and counselor to discuss their desire to waive.

Important Dates Regarding Course/Schedule Change

Deadline	Schedule Change Desired/Grade Transfer
September 27, 2024	

	Drop/Add Without Penalty <i>(Note: Dropped classes will not appear on the transcript.)</i>
End of 1Q	Grades Will Be Dropped For Level Changes.
After the End of 1Q <i>(2Q to December 20th, 2024)</i>	Grade in New Course = Grade in Previous Accelerated Course + One Letter Grade Increase
Last Day Before Winter Break <i>December 20, 2024</i>	No More Schedule/Class Changes

Transfer Students

All transcripts of incoming students are analyzed on an individual basis with appropriate credit and weight assigned based upon the course offerings at PHS. An honors course completed at another high school receives appropriate weight as long as a comparable course was available at RHS. Transcripts of students entering PHS from a school in another country will be given credit based on the translation of the transcript and equivalency to courses available at PHS. All grades from schools in other countries will be converted to Pass/Fail (P/F).

Weighting Courses for Transfer Students

Course weighted at previous school and weighted at PHS	WEIGHTED
Course not weighted at previous school but not weighted at PHS	NOT WEIGHTED
Course weighted at previous school but not weighted at PHS	NOT WEIGHTED
Course not weighted at previous school but weighted at PHS	WEIGHTED

PRINCETON HIGH SCHOOL COURSE OFFERINGS

VISUAL AND 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

PROGRAM OPPORTUNITIES IN VISUAL ARTS

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

Students 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

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
Prerequisite: Studio Art I

This course is focused on making aesthetically functional objects. Students 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

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

Prerequisites: Studio Art II (2D)

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

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

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
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
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.

PROGRAM OPPORTUNITIES IN INSTRUMENTAL MUSIC

TIGER BAND I **H74010**
Grades: 9-12 5.0 Credits
Prerequisite: 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
Prerequisite: 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
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
Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

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

Prerequisite: Placement audition is required; please contact the director via email during the 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

Prerequisite: Placement audition is required; please contact the director via email during the 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

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.

PROGRAM OPPORTUNITIES IN VOCAL MUSIC

**CHORALE I - SOPRANO / ALTO
H74030**

Grade: 9 5.0 Credits

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

This choir is open to all students 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

Grades: 10-12

H74032

5.0 Credits

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

Grades: 10-12

H74033

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.

PROGRAM OPPORTUNITIES IN THEATER ARTS

DRAMA I: FOUNDATIONS OF ACTING

H74040

Grades: 9-12

5.0 Credits

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 public performance by this class.**

DRAMA I: FOUNDATIONS OF MUSICAL THEATRE

H74046

Grade: 9-12

5.0 Credits

Students work collaboratively and creatively through the exploration of acting, singing, dancing, oral and written critiques, and the production process. Students will perform songs and scenes from a variety of classic and contemporary musicals. Students will examine scripts and scores to build characters by combining their own life experiences with the demands of the texts they are studying. Through solo, partner, and group work, students will handle a wide range of performance conventions and training requirements unique to musical theatre, as well as integrating all of the elements of

musical theatre into performance. Students will also learn dance steps and styles universally used in musical theatre choreography. All students taking this course will participate in a public performance by this class.

DRAMA II: EXPLORING THEATRE HISTORY

H74041

Grades: 9-12

5.0 Credits

Prerequisite: Audition/Teacher recommendation or successful completion of 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 participate in a public performance by this class.**

DRAMA SEMINAR: ADVANCED ACTING AND PERFORMANCE TECHNIQUE

H74042

Grades: 11-12

5.0 Credits

Prerequisites: 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 prepares students to confidently assume the director's duties in preparation for the Student-Directed Play Festival. **All students taking this course will participate in a public performance by this class.**

MUSICAL THEATER: ACTING, SONG AND DANCE **H74043**
 Grade: 10-12 5.0 Credits
Prerequisites: Audition/Teacher recommendation.

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 participate in a public performance by this class.**

DANCE **H74016**
 Grades: 9-12 5.0 Credits

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 credit.

INTEGRATED DANCE **H74017**
 Grades: 11-12 5.0 Credits

Prerequisite: Successful completion of Dance; application and interview also required.

Students who are interested in being a teaching assistant in our Dance class should apply to take this course. Student teaching assistants will be evaluated on their dance performance and on their work in helping students with special needs. Under the supervision of the Dance teacher, students may be asked to lead portions of a class, lead small group instruction, or assist individual

students with learning choreography. Dance styles will include salsa, waltz, hip-hop, country line dancing, Broadway, jazz, ballet, cha-cha, modern, square dance, tap, swing, and character dance. There will be weekly performance assessments and regular opportunities to demonstrate leadership with our special education students. Students may repeat this course for additional performing arts credits. Interested students should complete a short application and interview by March 31 before enrolling in the course.



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 ICRP is designed to provide support services to classified students in the general education setting in the content areas of English, math, science, and social studies. Two teachers, a special education teacher and a general education teacher, work collaboratively to instruct and assist students in the classroom. 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 classes 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

This 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 and 2, and the 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 coursework, functional life skills, and vocational skills. Academic course work is individualized in the program. Utilizing a behavioral approach, the program seeks to increase a student's independent functioning at 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 to develop functional job-related skills for adult life. This program will include instruction in communication for working as part of a group 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 to develop functional home living and leisure skills for adult life. This program includes instruction in communication for working as part of a group 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 be placed 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 LANGUAGE ARTS

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

Grade: 9

H14010

5.0 Credits

Required of all freshmen. This essential course lays the concrete foundation for future course work in Princeton High School. English I exposes students to a variety of modes of expression and genres found in world literature. Focus units include autobiographical writings; storytelling through myths, short stories, novels and plays. Students write regularly using a process approach, learning how to vary their writing for different purposes. Specific writing targets include organization, structure, analysis of textual evidence, and understanding the author's purpose. Vocabulary and grammar are integrated with the literature study and writing.

ENGLISH PLUS **H14012**
Grade: 9 2.5 Credits
Prerequisite: None
Course eligibility: Multiple Measures (e.g., Teacher recommendation, NJSLA, C+ or below in previous English course)

English 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 guided group activities, enrichment field trips, and advisory activities. While this

class is offered on a semester basis, it may be repeated during any semester a student is enrolled in English I.

ENGLISH PLUS - ADVANCED H14022
Grade: 10 -12 2.5 Credits
Prerequisite: None
Course eligibility: Multiple Measures (e.g., Teacher recommendation, NJSLA/NJGPA, C+ or below in previous English course)

English Plus offers selected students additional support for the work of the English II, III, or IV class. The English curriculum will be reinforced with particular attention given to reading comprehension, vocabulary development, writing skills, homework, and research projects. The purpose of the Plus - Advanced 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 guided group activities, enrichment field trips, and advisory activities. While this class is offered on a semester basis, it may be repeated during any semester a student is enrolled in English II, III, OR IV.

ENGLISH II **H14020**
Grade: 10 5.0 Credits
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 III

H14030

Grade: 11 5.0 Credits

Prerequisite: English II

Students of English III will read, discuss, and analyze texts while becoming critical thinkers. We read texts to study the craft of writing and to question ideas. Students will write in a variety of genres, that could include literary argument, poetry, fiction, and creative nonfiction. We will explore a range of contemporary and well-known American writers of novels, plays, essays, autobiographies, poems, and short stories. Units include a menu of associated texts, offering opportunity to create conversations about essential questions and enduring understandings. Grammar, usage, style, and voice occur in the context of literary study and writing instruction.

AP LANGUAGE AND COMPOSITION

H14031

Grade: 11

5.0

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

AP English III (Language and Composition) is a year-long journey through American literature that prepares students for the college level reading, writing, and thinking across content areas measured by the AP English Language and Composition exam.

Students will read widely across eras, genres, and geographies in the America experience. The AP exam, for which the course prepares students, is a hands-on, skills-based, non-fiction test as is the class. Students will read widely and across a range of mediums; they will explore a wide range of mediums with ample opportunities for exploration and practice. Students who choose to enroll in this AP class should expect a rigorous academic environment in which they must take ownership of their learning as they pursue the following goals and take part in the following activities:

As Student & Humans: To develop the strategies and habits of college and world-ready readers, writers, thinkers, and citizens.

As Readers: To read across a wide range of forms and perspectives, to cultivate reading strategies to engage with multiple genres by recognizing patterns of thought.

As Writers: To develop their voices as they identify, select, and practice the forms that work best in any given writing situation.

As Thinkers: To learn to synthesize complex, competing ideas.

As Community Members & Global Citizens: To consider the roles and responsibilities of the individual in a community.

ENGLISH IV

H14040

Grade: 12

5.0 Credits

Prerequisite: English III or AP English III

English IV prepares students for college level courses through close reading, discussion, and writing. Readings include novels, short stories, essays, and poetry from a variety of different time periods representing diverse and contemporary voices. 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 LITERATURE AND COMPOSITION

H14041

Grade: 12

5.0 Credits

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

As recommended by The College Board, major emphasis is on works of substantial literary merit. 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

Great Books is a semester elective course in which we will ask the question, "What is a Great Book?" Students will read both classic and contemporary works in a discussion-based, seminar atmosphere including Homer, Virgil, Dante, Machiavelli, Woolf, Neruda, Ovid, and Atwood. Students will have the time and space to read and question actively as they enter into "the

great conversation." Guiding questions include: What are the ideas that have occupied the minds of thinking individuals through the last two thousand years? Why and how do we keep talking about them?" In what ways are we as readers, citizens, human beings called to "assess the tradition in which we live"? How does what we consider "great" inform our culture and influence the way we create communities and live our lives?

MEDIA STUDIES

H12003

Grades: 9-12

2.5 Credits

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. 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

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 logical arguments and how to make and evaluate arguments objectively. 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

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.

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

JOURNALISM II

H12006

Grades: 9-12

2.5 Credits

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.

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

CREATIVE WRITING

H12027

Grades: 9-12

2.5 Credits

A laboratory approach 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. The writing process will be used throughout the course including opportunities to peer edit and conference with the teacher. Requirements are a genuine interest in writing, a willingness to share writing with other

students, and the keeping of a writer's journal. Students can expect to study creative non-fiction, poetry, and fiction. Students may enroll for one or two semesters.

21st CENTURY LITERATURE

H12009

Grades: 10-12

2.5 Credits

Are you a reader? In this class you will find a space to read, explore, talk and write about contemporary literature with fellow readers. We will read across a range of forms, voices, and genres including novels, short stories, poetry, journalism, expository essays, memoirs, and literary and critical reviews. Some of the questions we will explore include How does art and literature both shape and reflect our understanding of the world we live? How does reading give us ways to see the past, present, and imagine the future? What are some of the trends and touchstones of our century's literature? How does reading offer not only a life-long source of enjoyment but a powerful means of understanding our world and those around us?

MULTIMEDIA SPECIAL EFFECTS

H12011

Grades: 9-12

2.5 Credits

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, multimedia, 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.

ELEMENTS OF CINEMA

H12010

Grades: 10-12 2.5 Credits

Students will screen approximately ten films representing the history of film, domestic and foreign, and illustrating a variety of genres. Course viewings will emphasize the major features of film design and production that create meaning, mood, and message. Films will be viewed in their entirety, and students will respond to topic sheets and questions that establish the grounds for examination and discussion of the individual works. Course structures include the history of film, genre study in film, and thematic studies in film. Students will also learn the language of film analysis and film criticism.

VIDEO PRODUCTION I

H12012

Grades: 9-12

2.5 Credits

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

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

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, and setting realistic shooting schedules. 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

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 21st Century Life and Careers requirement.

GAME DESIGN **H12028**

Grade: 10-12 2.5 credits

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 design. Students will be expected to play diverse kinds of games, reflect over their experiences, give peers meaningful feedback, and create their own designs.

LITERATURE AND SOCIAL JUSTICE H42061

Grades: 10-12 2.5 Credits

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, BUSINESS & TECHNOLOGY

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. 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 skills and problem solving 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 Plus graphing calculator on a regular basis. It is recommended that students acquire their

own calculator to store information and use as they progress through their coursework.

Calculators will be provided for classroom activities.

PROGRAM OPPORTUNITIES IN MATHEMATICS

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. Geometry and Algebra II may also be taken concurrently with an A in PHS Algebra I or PMS Algebra 1 Part 2. If taking both courses, only one course may be accelerated.

ALGEBRA I **H24010**
Grades: 9-12 5.0 Credits
Prerequisites: Successful completion of a pre-algebra course or an 8th grade math course.

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 2.5 Credits
Prerequisites: Students taking Algebra I who have been identified as needing additional support through multiple measures of data.

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
Prerequisites: Successful completion of Algebra I.

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
Prerequisites: An A in middle school Algebra I or high school Algebra I, or B or above in Grade 8 Accelerated Algebra II (PMS Only).

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.

*See Science for Co-Enrollment Requirement.

GEOMETRY I PLUS H24020

Grades: 9-12 2.5Credits

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

Prerequisites: A passing grade 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

Prerequisites: A passing grade in Geometry or 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.

*See Science for Co-Enrollment Requirement.

ALGEBRA II ACCELERATED

H24033

Grades: 9-12 5.0 Credits

Prerequisites: A in both Algebra I and Geometry, or B or above in Geometry Accelerated.

**See Science for Co-Enrollment Requirement.*

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 2.5Credits

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

Prerequisites: A passing grade in 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 placed on trigonometry to prepare students for the SATs.

PRE-CALCULUS H24051

Grades: 9-12 5.0 Credits

Prerequisites: A passing grade in Geometry, Geometry Accelerated, Algebra II, or 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.

**See Science for Co-Enrollment Requirement.*

PRE-CALCULUS ACCELERATED H24052

Grades: 9-12 5.0 Credits

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.

**See Science for Co-Enrollment Requirement.*

CALCULUS H24060

Grade: 9-12 5.0 Credits

Prerequisites: Successful completion 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.

**See Science for Co-Enrollment Requirement.*

AP CALCULUS AB H24061

Grades: 9-12 5.0 Credits

Prerequisite: A in Precalculus, 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.

*See Science for Co-Enrollment Requirement.

AP CALCULUS BC **H24062**

Grades: 9-12 5.0 Credits

Prerequisite: B + in Pre-Calculus

Accelerated or AP Calculus AB.

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.

**See Science for Co-Enrollment Requirement.*

MULTIVARIABLE CALCULUS AND LINEAR ALGEBRA **H24063**

Grades: 9-12 5.0 Credits

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 \mathbb{R}^n , linear spaces, orthogonality, determinants, Eigenvalues and Eigenvectors, and linear differential operators.

**See Science for Co-Enrollment Requirement.*

INTRODUCTION TO STATISTICS, DATA ANALYSIS AND PROBABILITY
H22070

Grade: 11-12 2.5 credits

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

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 Board in preparation for the AP Statistics exam.

DISCRETE MATHEMATICS
H22071

Grade: 11-12 2.5 Credits

Prerequisites: Completion of 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.

MATH PLUS - ADVANCED

Grade: 12

2.5 Credits

This course is required for 12th graders who did not meet the required cut score on the NJGPA or any of the menu of alternative assessments set by the State of New Jersey by the end of their 11th grade year. Math Plus will review concepts for PSAT, Accuplacer, and/or the NJGPA fall administration. Students will also focus on building a portfolio of Constructed Response Tasks that will be submitted to the state for review

PROGRAM OPPORTUNITIES IN COMPUTER SCIENCE

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

Computer Science courses can be taken concurrently with mathematics courses but must be taken sequentially with other Computer Science courses.

PYTHON PROGRAMMING

H24073

Grades: 9-12 5.0 Credits

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

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 A.

OBJECT ORIENTED PROGRAMMING USING JAVA ACCELERATED

H22075

Grades: 10-12 2.5 Credits

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

This is a continuation of Introduction to 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. This course is a prerequisite for AP Computer Science A.

AP COMPUTER SCIENCE A H24076

Grades: 10 -12 5.0 Credits

Prerequisites: B or above in Introduction to Computer Science 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

Prerequisites: Completion of AP Computer Science A

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.

AP COMPUTER SCIENCE PRINCIPLES H24077

Grades: 9-12 5.0 Credits

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

This class will provide a broad overview of the field of computer science through an introductory college level course. Students will explore the fundamentals of computational thinking as well as the impact of computers and technology in the world around us. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into code and use data to discover new knowledge. The coursework and assessments emphasize creativity, problem solving, collaboration, and communication through written, multimedia, and computer programming.

APP DEVELOPMENT H24078

Grades: 9-12 5.0 Credits

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

This class will provide students with the opportunity to learn to code iOS apps while learning the basics of Swift, Xcode, and object-oriented programming. This course prepares students interested in studying Java programming. No prior experience in programming needed

APP INVENTOR H24079

Grade 9-12 5.0 Credits

Prerequisites: None

MIT App Inventor is an intuitive, visual programming environment that allows

everyone – even children – to build fully functional apps for Android phones, iPhones, and Android/iOS tablets. Those new to MIT App Inventor can have a simple first app up and running in less than 30 minutes. And what's more, our blocks-based tool facilitates the creation of complex, high-impact apps in significantly less time than traditional programming environments. The MIT App Inventor project seeks to democratize software development by empowering all people, especially young people, to move from technology consumption to technology creation.

PROGRAM OPPORTUNITIES IN BUSINESS & TECHNOLOGY

All the courses listed in this department satisfy 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 School Counseling in June and must be completed within the summer school timeline. Applications are available in January.

ACCOUNTING I H84001

Grades: 9-12 5.0 Credits

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.

AP MACROECONOMICS H82010

Grades: 11-12 2.5 credits

Prerequisites: B in Pre-Calculus Accelerated or A in Pre-Calculus; B+ in US History II.

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: 11-12 2.5 Credits
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
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

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

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

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

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
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.

PROGRAM OPPORTUNITIES IN TECHNOLOGICAL AND INDUSTRIAL EDUCATION

All the courses listed in this department satisfy the 21st Century Life and Careers graduation requirement.

Students in rising 10th, 11th and 12th grade have the option of completing their

Financial Literacy graduation requirement through an approved on-line program, at the expense of the student/parent. All applications are approved by the Supervisor of School Counseling in June and must be completed within the summer school

timeline. Applications are available in January.

**ENGINEERING DRAWING
H84011**

Grades: 9-12 5.0 Credits

Engineering Drawing is a Computer Aided Design and Drawing (CADD) course designed to provide beginning students with instruction in computer graphic skills and design fundamentals. Students will learn the use of Fusion 360 for two-dimensional drawing and three-dimensional modeling. Students will explore the wide range of CAD technologies and applications in drawing objects in both orthographic and isometric forms. This course is highly recommended for students aspiring to study engineering, architecture, or other technical fields.

ARCHITECTURE H84012

Grades: 10-12 5.0 Credits

Prerequisite: Engineering Drawing or Computer Graphics

This course introduces students to design and drafting problems involving residential buildings. The course includes the study of the basic fundamentals of design, and skills related to the production of architectural designs. Students will study the design of interior and exterior elements of structures in both two-dimensional and three-dimensional representations. A set of floor plans will be created to conclude the year. The main program used in class is Graphisoft Archicad.

ADVANCED ARCHITECTURE

H84013

Grades: 11-12 5.0 Credits

Prerequisite: Architecture

This course begins with a dream house project where the student will create a compilation of plans including: sketches/drawings, dimensioned floor plans, and elevations. The students will then design and build a small single story house using foam board. This project sets them up for the end of the year partner project involving the design and construction of a larger foam board house. Graphisoft Archicad is the computer aided design software used in this class.

COMPUTER GRAPHICS H84014

Grades: 9-12 5.0 Credits

This course will introduce students to illustration and 3D modeling using the computer. AutoCAD 2017 will be used as well as Adobe Illustrator CS6 to produce and edit graphic images. The first semester of the course, students will be introduced to Adobe Illustrator. The Second semester, students will be using AutoCAD. The course is designed to provide beginning students with instruction in computer graphic skills and design fundamentals. Students will learn the use of AutoCAD and Illustrator for two-dimensional drawing and three-dimensional modeling. Using practical problems students will be required to plan, design, and produce computer illustrations.

CYBERSECURITY H84018

Grades: 9-12 5.0 Credits

Cybersecurity affects every individual, organization and nation. This course focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage and high-demand career opportunities in the

field of cybersecurity before engaging in Cybersecurity Essentials. Cybersecurity Essentials covers foundational knowledge in all aspects of security in the cyber world, including information security, systems security, network security, mobile security, physical security, ethics and laws. Students will build their skills in related technologies, procedures, defense and mitigation techniques used in protecting businesses. The course is delivered through the Cisco NetAcad.com learning environment.

SCIENCE

High school science curricula extend middle school foundations to empower students in explaining central scientific phenomena across various disciplines using mathematical reasoning and advanced analysis.

The curriculum emphasizes scientific practices, including modeling, experimentation, data analysis, and critical thinking, along with engineering principles. It encourages independent and collaborative investigations in life, physical, environmental, and technological sciences. Additionally, students explore contemporary issues through traditional and elective courses, fulfilling graduation requirements while pursuing their scientific interests.

There are three levels of college preparatory science courses offered in the department: accelerated, non-accelerated and advanced placement (AP), which has the expectation that students complete the College Board administered exam. AP courses in science are intended to be taken as second year courses after demonstrated proficiency in each designated content area.

The science curriculum is designed to help students gain scientific literacy and equip them for future education by emphasizing inquiry and laboratory skills. Three years (15 credits) of lab science courses, including life science, are required for high school graduation. However, we strongly recommend including science courses in the program every year.

Science Pathways for Students

Focus	Year 1	Year 2	Year 3	Year 4
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Traditional	Biology I	Chemistry I	Physics I	AP science or elective
Life science focused	Biology I	Chemistry I	AP Biology	AP science or elective
Physical science, chemistry focused	Biology I	Chemistry I	AP Chemistry	AP science Organic and/or Physics or elective
Physical science, physics focused	Biology I	Physics I	AP** Physics C	AP science or elective
Earth & Space, Environmental	Biology I	Environmental Science or Sustainable Environmental Systems*	AP Environmental Science, Chemistry, Physics, or elective	AP science, Chemistry, Physics, or elective

*: Corequisite and prerequisite science and mathematics courses

** : AP Physics C (APPC-M or APPC-EM) offered 2024-2025

BIOLOGY I

Grades: 9-12

H34011

6.0 Credits

defined by NGSS Science and Engineering Practices.

Biology I is 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 on 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

BIOLOGY I ACCELERATED H34012

Grades: 9-12

6.0 Credits

Biology I Accelerated extends the Biology I curriculum as a writing intensive inquiry into living systems. All students will complete a content placement test prior to enrollment. Responses will be evaluated by current PHS Biology teachers, with the assessment examining writing skills, quantitative reasoning, and scientific and technical competencies. Teacher feedback and students' motivations for taking Accelerated Biology will also be considered. 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

Grades: 11-12

Prerequisites:

B+ in Biology I Accelerated/A in Biology I, and B in Chemistry Accelerated/B+ in Chemistry I, or satisfactory completion of Chemistry advancement portfolio AND B+ in Algebra II/concurrent enrollment.

AP Biology is a rigorous course that covers content nearly equivalent to 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 by designing experiments, collecting and analyzing data using mathematics and other methods, and interpreting that data in order to draw conclusions. It is expected that students complete a summer assignment to be turned in on the second week of school and a diagnostic assessment of skills in the first two weeks of the enrolled school year. To be successful in this course, it is imperative that students are able to work independently and be able to devote 30-60 minutes outside of class daily to complete assignments and study.

HORTICULTURE

H34044

Grades: 9-12

5.0 Credits

This basic life science course satisfies the requirement for high school life science. It is for students who have an interest in horticulture, its effect on the environment, personal health, and community sustainability. The class integrates the practical application of horticulture as a means towards understanding how individual choices can influence or compromise a sustainable, healthy community. This is a science course with a focus on developing students' organizational and executive functioning skills through hands-on activities and project-based learning. Some topics to be studied are: the changing face of Horticulture in the metropolitan area, plant structure and

function, holiday and flower arrangements, container grown crops, soil as a thriving community, ecological landscape and lawn management through the seasons. The goal is to apply problem-based learning towards creating climate-resilient and livable communities through horticulture with the PHS Campus as the living model laboratory. Students are expected to collaborate and participate in hands-on, school-based projects that reinforce these featured themes. Students will be actively engaged within the school and are encouraged to collaborate with community-based environmental groups. Students should not be afraid to get their hands dirty nor to get their feet wet and have a strong work ethic.

LA HORTICULTURA **H34044D**
Grades: 9 - 12 5.0 Credits

This interdisciplinary course addresses NGSS standards for high school Life Science and Earth & Space Science. Taught in Spanish, the course is open to students who demonstrate Intermediate Mid proficiency as determined by scores in the AAPPL and/or interviews with the Spanish teacher and/or the DLI program. Students who have an interest in plant systems and ecologies will have opportunities to explore current ideas about climate and practical applications of horticulture as a means towards understanding how individual choices can influence or compromise the creation of a sustainable, healthy community. The project-based course uses sheltered instruction to develop language and life science content skills.

CHEMISTRY I **H34022**
Grades: 10-12 6.0 Credits

Prerequisites:
Students must have earned at least a B- or better in Algebra I or be co-enrolled in Algebra II, AND have earned a C or better in a lab science.

This college preparatory course is designed to give students a working knowledge of basic concepts and principles of matter through the use of the NGSS Physical Science standards. Rather than memorizing facts, the course emphasizes understanding, analysis, logical thinking and problem solving. The laboratory experience is an integral part of 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 6.0 Credits

Prerequisites:
B or higher in Accel Bio/A- or higher in Bio I, AND
Co-enrollment in Accelerated Algebra II or higher math course

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.

AP CHEMISTRY

H34024

Grades: 11-12

6.0 Credits

Prerequisites:

B in Chem Accel/A in Chem I

B in Accel. Algebra II/A in Algebra II

Co-enrollment in pre-calculus or a higher math course, and

Must have chemistry lab experience.

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 of the course enrollment year. 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

5.0 Credits

Prerequisite:

A in AP Chemistry

Score a 4 or 5 on the AP Chem exam, and

Must have AP Chem lab experience

Teacher recommendation/interview

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.

PHYSICS I

H34030

Grades: 10-12

6.0 Credits

Prerequisites:

Successful completion of lab-based life science

B- in Algebra I and Geometry, and

Co-enrolled in Algebra II or higher mathematics

This college preparatory course is designed to provide a balanced approach of conceptual and mathematical understanding and skills in physics through the use of the NGSS Physical Science standards. 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.

PHYSICS I ACCELERATED **H34031**

Grades: 10-12

6.0 Credits

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 innovation engineering processes and apply them to authentic projects. It is recommended that students have completed Engineering Drawing. Students are also expected to observe the standards of lab safety and professionalism. Students may enroll for the course as a semester (3.0 credits) or full year course (6.0 credits)

**PLANETARY SCIENCE
ACCELERATED
H34037**

Grades: 11-12 6.0 credits

Prerequisite:

Completion of Algebra II

B+ average in previous science classes

Independent inquiry proposal describing a student project topic related to applications of planetary science concepts.

Planetary Science is an advanced course focusing on the dynamics that drive Earth's systems, the Solar System, Stars, and the Universe. This course begins by addressing factors causing and affecting major global challenges, including climate change, natural hazards, and plate tectonics, as well as the challenges in developing solutions to meet the needs of impacted communities and individuals. Along with Earth systems and processes, orbital dynamics and history/formation of the Solar System will be studied to determine effects on structure, composition, and potential for life for objects beyond Earth. Further study will

include historical advancements in technology and understanding, celestial motion and dynamics, fusion and stellar evolution, spectral analysis, galaxies and the universe. Application of content knowledge from Chemistry, Physics, Earth and Space Science will be important in this course. Relevant and current research will be incorporated into the coursework as appropriate, and as a model for students' own independent research projects. All students will propose and conduct their own independent research project to demonstrate understanding of advanced topics relevant to planetary science, astronomy or related topics of personal interest.

**ANATOMY AND PHYSIOLOGY
H34042**

Grade: 11 -12 6.0 Credits

Prerequisite:

Successful completion of lab-based life science (Biology I/Accel. Biology) OR Chemistry I/Accel. Chemistry OR Physics

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 6.0 Credits

Prerequisite:

Successful completion of lab-based life science (Biology I/Accel. Biology) OR Chemistry I/Accel. Chemistry OR Physics

In this elective 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 6.0 credits

Prerequisite:

Successful completion of lab-based life science (Biology I/Accel. Biology) OR Chemistry I/Accel. Chemistry OR Physics

Through the use of the NGSS Life Science and Earth and Space Science standards, this course centers around how humans interact with their environment, learning the material becomes more personal. The topics covered themselves in 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: Environmental Themes & Interdependence, Waste and Resource Management, Human Population Trends and Predictions, Energy Usage, and Sustainability.

AP ENVIRONMENTAL SCIENCE

H34046

Grades: 11-12 6.0 Credits

Prerequisite:

*A- in Biology I, and
B+ in Chemistry I/B+ in Physics I, and
B in Algebra II*

Capstone option for seniors: At least a B in Biology, Physics, and Chemistry, as well as a B- in Algebra I, Geometry, and Algebra II

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.

SUSTAINABLE ENVIRONMENTAL SYSTEMS **H34005**

Grades 9 - 12 6.0 Credits

Prerequisite:

Successful completion of Algebra 1 or higher mathematics B or higher in Biology I Accelerated OR B or higher in a physical science (Chemistry I or Physics I) OR completion of Biology I and

NGSS standards in Earth and Space Science form the primary lens used in this course designed for students who have an interest in sustainable environmental design and empathetic engineering. A focus on integrated systems, environmental decision making, its effect on the environment, personal health, and sustainability will also allow for exploration of life science topics.

The class integrates the practical application of environmental design and decision making as a means toward understanding how individual choices can influence or compromise the creation of a sustainable, healthy community. The program is a college-preparatory elective for students interested in exploring the intersection of

science, community and environmental advocacy. Some areas that students will explore are: the changing face of local environmental systems, the ecologies of native and nonnative species, biodynamic agricultural systems, soil as a thriving community, land management, and creating livable communities through environmental design. Students are expected to collaborate and participate in school-based projects that reinforce learned themes. Students will be actively engaged with green communities of the school and community.

FORENSICS **H34057**

Grades: 11-12 6.0 Credits

Prerequisite:

Successful completion of lab-based life science (Biology I/Accel. Biology) AND Chemistry I/Accel. Chemistry OR Physics

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 reconstructionists, DNA analysts, chemists, toxicologists, entomologists 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.

RESEARCH PROGRAM

The science research program is a multi-year elective. Students may apply to the Science Research Program during the second quarter of their 9th or 10th grade year. The application process includes a writing sample, problem-solving task, a reflection as

well as a letter of recommendation. The overall goal of this program is for students to explore their passions and gain an authentic research experience. The scope and sequence of the course is as follows:

RESEARCH METHODS **H34051**
 Grades: 10-11 5.0 Credits
Prerequisite: Must gain pre-approval through the application process

A first-year student (typically 10th grade) develops reading, writing, and mathematical skills that will aid their research process. Students will read and discuss scientific papers, explore research ethics, develop survey-based projects, carry out wet labs, and compose both a literature review and a grant proposal. Students will continue the research process throughout the summer following Year One. Upperclassmen who are new to the district or missed the 9th grade application process for extenuating circumstances are able to apply for and enroll in the research methods course. Upon acceptance, the upperclassman will partake in the year one course and then continue on to carry out a research project in their senior year.

RESEARCH APPLICATIONS
ACCELERATED **H34052**
 Grades: 11-12 5.0 Credits
Prerequisite: Completion of Research Methods course with a C or higher

Second-year students (typically 11th grade) will finalize their research plan and begin collecting data. On a bimonthly basis, students will meet with their teacher mentor

to discuss progress and trouble-shoot. Students will continually read relevant scientific articles and communicate with scientists in the field to support their project. Students will be required to present their findings at the end-of-year PHS Research Symposium. Students may also present at external fairs, depending on the progress of their project. The research process may continue over the summer, depending on student progress.

RESEARCH ANALYSIS

ACCELERATED

H34053

Grades: 12

5.0 Credits

Prerequisite: Completion of Research Methods & Applications with a C or higher

A third-year student (12th grade) may continue their independent project with a focus on data analysis, extension questions,

and outreach. 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 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 or professional symposia (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.

PHYSICAL EDUCATION AND 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

4.0 credits

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, PickleBall, 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.

INTEGRATED/PROJECT UNIFIED HEALTH & PHYSICAL EDUCATION H61517

Grades: 9-12

4.0 credits

Prerequisite: Successful completion of grade 8 Health & Physical Education Class; application and interview also required.

Students who are interested in being a teaching assistant in Health and Physical Education classes grades 9, 10, 11, and 12 should apply to take this course. Student teaching assistants will be evaluated on their ability to work in helping students with special needs in the physical education setting. Under the supervision of the Physical Education teacher, students may be asked to lead portions of a class, lead small group instruction, or assist individual students with learning various skills. Physical Education activities will include but are not limited to soccer, football, volleyball, handball, badminton, basketball, weightlifting, tennis, ultimate frisbee, golf, lacrosse, and yoga/dance. Based upon the current health curriculum students enrolled in the program will additionally be expected to assist our students with special needs in the classroom setting. There will be weekly assessments and regular opportunities to demonstrate leadership with our special education students. Students may repeat this course for additional Health & Physical Education credits. Interested students should complete a short application and interview by March 31 before enrolling in the course.

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.

UNITED STATES HISTORY I H44010 Grade: 9 5.0 Credits

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 interactions in Colonial America; the Revolution; the New Nation; the Constitution; the War of 1812; the development of democracy; the West;

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 introduce 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

enslavement; the Civil War, Reconstruction; and industrialization.

UNITED STATES HISTORY II H44020

Grade: 10 5.0 Credits
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

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, along with primary source documents and a variety of secondary source materials. 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

Prerequisites: B+ in social studies courses

This demanding, year-long course prepares students to take two AP exams and 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. Class-time is lively and devoted to discussion, debate, lecture, and project presentation. 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

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

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 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

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

Africa is a semester elective open to juniors and seniors. 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 framing contemporary issues in a historic context.

LATIN AMERICA

H42052

Grades: 11-12 2.5 Credits

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

Middle East is a semester elective open to juniors and seniors. Students will examine contemporary issues of the region through a historic lens. The course will focus on geography and the influence of resources, cultural diversity of the region and impact of religion.

RUSSIA

H42054

Grades: 11-12 2.5 Credits

The Russian History class is a semester elective that allows students to study one region in depth. Students learn about the history, culture, and current events of Russia and the former Soviet States. The class offers students a chance to better understand Eastern Europe and the ties they have with countries around the world. It will also shed light on the current conflict in Ukraine and the repercussions of that war.

HUMAN BEHAVIOR

H44056

Grades: 11-12 5.0 Credits

Human Behavior, as a full year elective course open to juniors and seniors that

focuses on the Social Sciences. It is an introduction to key concepts, theories, and figures in the fields of psychology, sociology and anthropology. The course is designed as a student centered learning experience. Through case studies, conversation, research, and written work students explore topics including human development theories, recent research findings on the brain, group dynamics, socialization, social stratification, archeology, primatology. etc. Quarterly and group projects bring the opportunity to refine research skills and synthesize what has been learned. Service Learning projects are incorporated throughout the course.

ACCELERATED SOCIOLOGY

H44058

Grades: 11-12 5.0 Credits

Prerequisites: B+ in social studies courses

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports” (American Sociological Association). Accelerated Sociology is a student-centered, rigorous course emphasizing analysis, writing, and independent reading and research. Course

content will be taught and analyzed through readings in a college level textbook, annotations of news articles and essays, discussions, viewing of films, analytical writing assignments, and various projects.

CONTEMPORARY CRISES AND CURRENT EVENTS

H44059

Grades: 11-12

2.5 Credits

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

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 **H42062**
Grades: 11-12 2.5 Credits

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 that will allow students to critically analyze primary sources from current and historical events through different forms of media, including literature and art. By gaining a new perspective on the cultural divide in America, students will be prepared to handle racially influenced

experiences with communication and passion.

AP HUMAN GEOGRAPHY **H42071**
Grades: 10-12 5.0 Credits

Human Geography focuses on our world as it exists today and explains how it got this way. Students in this yearlong course will become more engaged in contemporary global issues, more informed about multicultural viewpoints, and more geoliterate. They will learn the skills human geographers use to find out: Where is something located? Why is it there? What is the significance of the location? What does this mean for the future? By looking at the patterns and processes that have both shaped human understanding and altered the Earth's surface, they will see geography as a discipline relevant to the world in which we live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building their global citizenship and environmental stewardship.

CLASSICAL AND 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 Counseling 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
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

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
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
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
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
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
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
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 FRANCOPHONE **H54007**
Grades: 11-12 5.0 Credits
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.

AP FRENCH LANGUAGE AND CULTURE **H54009**
Grades: 10-12 5.0 Credits
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

Grades: 9-11

H54021

5.0 Credits

This course develops 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

Grades: 9-12

H54022

5.0 Credits

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

Grades: 9-12

H54023

5.0 Credits

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

Grade: 9-12

H54024

5.0 Credits

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 LANGUAGE AND CULTURE H54025

Grades: 10-12

5.0 Credits

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

Grades: 9-11

H54030

5.0 Credits

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
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 the 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
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 the target language. Proficiency to enroll in this course is at the Novice High level. The target proficiency level is Intermediate-Low.

JAPANESE IV **H54033**
Grades: 9-12 5.0 Credits
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 include short stories and essays. Class is conducted in the target language. Depending on enrollment, this course may be linked with AP Japanese. Proficiency to enroll in 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 LANGUAGE AND CULTURE **H54034**
Grades: 9-12 5.0 Credits
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

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
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
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
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

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.

AP LATIN **H54045**
Grades 10-12 5.0 Credits
Prerequisite: Latin III or placement exam

Students in this course will closely read selections from the AP syllabus and other challenging works from ancient authors. They will increase their skill level in reading and analyzing Latin text from the standpoint of genre, history, and political context. The course will facilitate preparation for students who opt to sit for the AP Latin exam.

MANDARIN I **H54050**
Grades: 9-11 5.0 Credits

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
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
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
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 CHINESE LANGUAGE AND CULTURE **H54054**
Grades: 9-12 5.0 Credits
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
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

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 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

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 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
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 language using thematic units. Students communicate at the Novice-High level.

ADVANCED SPANISH III **H54013**
Grades: 9-12 5.0 Credits
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
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 language using thematic units. Students communicate in the Novice-High to Intermediate-Low level.

ADVANCED SPANISH IV **H54015**
Grades: 9-12 5.0 Credits
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 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
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 language using thematic units. Students continue to increase proficiency and to reach the Intermediate-Low level.

SPANISH VI **H54018**
 Grade: 12 5.0 Credits
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 language using thematic units. Students communicate in the Intermediate-Low level.



ADVANCED SPANISH V **H54017**
 Grades: 9-12 5.0 Credits
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 language using thematic units. Students continue to increase communication at the Intermediate-High level.

AP SPANISH LANGUAGE AND CULTURE
H54020

Grades: 9-12 5.0 Credits
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 language. The targeted proficiency level is pre-Advanced, and students enter at the Intermediate-High level.

SPANISH VI A - EL CINE
HISPANOHABLANTE **H54019**

Grades: 11-12 5.0 Credits
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 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.

ELECTIVE PROGRAM

The following delineates how electives will support meeting graduation requirements (* denotes a semester course). Some courses listed below can be found on more than one list, but a single course cannot fulfill more than one graduation requirement.

Visual & Performing Arts

Studio Art
The Art of Craft
Studio Art II & III (2D)
Studio Art II & III (3D)
Studio Art IV
AP Art History
Tiger Band I & II
Nassau Band I & II
PHS Jazz Ensemble
Princeton Studio Band
Repertoire Orchestra
Sinfonia
PHS Orchestra
AP Music Theory
Chorale I & II
Cantus
PHS Choir
Drama I & II
Drama Seminar
Musical Theatre
Dance
Public Speaking* (Class of 24)
French VIA (Class of 24)
Spanish VIA (Class of 24)
21st Century Life & Career
Python Programming
Intro to Java*
Object Java*

AP Computer Science A
AP Computer Science Principles
Algorithms & Data Structures-Advanced
School-to-Work
Adult Daily Living
Mercer County Technical School
Accounting I
AP Microeconomics*
AP Macroeconomics*
Business Ethics*
Personal Finance*
Economics*
Entrepreneurship*
Financial Planning*
Engineering Drawing
Architecture
Advanced Architecture
Computer Graphics
Cybersecurity
Contemporary Economic Issues
Computer Science Principles
Media Studies *
Filmmaking*
Multimedia Special Effects*
Video Production I & II*
Journalism I & II*
Public Speaking*
App Development

Financial Literacy

AP Macroeconomics*
AP Microeconomics*
Personal Finance*
Economics*

Entrepreneurship*

Racial Literacy (Class of 2025+)

PIRL Online- Princeton Introduction to
Racial Literacy

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

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.

PIRL ONLINE-PRINCETON INTRODUCTION TO RACIAL LITERACY
H92016

Grades: 9-12 0 Credits
Cohort Based

This will be a graduation requirement for the class of 2025 and beyond.

This is an introductory class for PHS Students in grades 9-12. As part of a broader continuum of teaching and learning goals to embrace multicultural education and transformative school culture, this course explores critical self-reflection, critical humility and critical love as a foundation for a life-long commitment to antiracist practice using anonymized, self-paced participation. An extended learning opportunity at the conclusion of the course will allow participants to join book clubs. There will be 3 cohorts throughout the school year.

PEER GROUP PROGRAM

H94012

Grade 9

No Credit

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 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

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. Students participating in this course/program must first take the online PIRL course prior to the start of the 2022-2023 school year.

TEEN PEP

H92014

Grades: 11

5.0 Credits

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. Students participating in this course/program must first take the online PIRL course prior to the start of the 2022-2023 school year.

AM TECHNICAL SCHOOL

H94018

PM TECHNICAL SCHOOL

H94019

Grades: 11-12

20.0 Credits

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 Sypek 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

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: 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.

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 Counseling Office) listing the appropriate details must then be completed. The student is responsible for getting the contract approved and signed by a parent or guardian, the department supervisor, a school counselor, the director of school counseling, and the principal. The contract is kept on file in the

