

**WARREN HILLS  
REGIONAL  
SCHOOL DISTRICT**

**2025-2026**

**COURSE OF  
STUDIES**

*Proposed WHRSD BOE Approval - December 17, 2024*

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**MISSION STATEMENT**

The Warren Hills Regional School District challenges and empowers a dynamic, diverse student body in a supportive learning environment by providing academic and co-curricular opportunities to become successful, productive members of the global community.

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# WARREN HILLS REGIONAL MIDDLE SCHOOL

## Introduction

This document is a reference manual for students, parents/guardians, and faculty responsible for course planning in the Warren Hills Regional School District. The Program of Studies provides a complete picture of the courses offered at Warren Hills Regional Middle School (WHRMS) and Warren Hills Regional High School (WHRHS) for the 2025-2026 school year. Every department provides a description of the courses offered along with, when required, specific course prerequisites.

Planning an individual student's course of study requires communication and collaboration among students, parents/guardians and school personnel. The courses offered provide varied opportunities for students to explore new areas of study, focus on areas of interest, meet state and local graduation requirements and most importantly, prepare students for life beyond Warren Hills.

Students, when planning your next year's schedule, you are strongly encouraged to consider the following:

- Initial course choices are very important. You will have two (2) Course Request Verification opportunities, one in February and one in June. Changes to course schedules after June will be difficult to accommodate.
- Discuss with your parent/guardian(s), teachers, counselors and/or case managers subject area choices and levels. Your teachers will be able to share valuable insight on the specifics of each course.
- Make smart decisions about the requirements of your course selections. Account for work load and course demands so that you are able to maintain a healthy balance between school life and home life.
- Consider your involvement in co-curricular and extra-curricular activities and the impact this will have on the amount of time you will be able to focus on your academic responsibilities.

## Scheduling Timeline

Changing courses after the beginning of the school year can be very disruptive to a student's schedule. It is extremely important to make good initial course choices. Students and families will have an opportunity to make course changes during the Course Request Verification periods in February and June.

The timeline for the 2025-2026 course selection process is listed below:

### January/February 2025

- Teachers enter course recommendations in Genesis.
- Counselors and case managers collaborate with all students to develop course requests.
- Course Request Verifications will be released online.
- Please note that this is NOT a schedule, rather a verification process for selected courses.
- If there are any discrepancies, students and/or parents/guardians are to notify the counselor or case manager immediately.

### June 2025

- Second Course Request Verification will be released online.
- Please note that this is NOT a schedule, rather a verification process for selected courses.
- If there are any discrepancies, students and/or parents/guardians are to notify the counselor or case manager immediately.
- Careful review is crucial to ensure you have the correct and appropriate courses.
- Course change requests after the June date are not guaranteed.

### August 2025

- Final schedules will be released online

## **COURSE APPEALS PROCESS FOR GRADE 9 PLACEMENTS**

1. Prior to inputting recommendation into the student information system, the teacher and student meet to discuss recommended placement
2. Student has 10 school days following release of teacher recommendations in Genesis to appeal the recommended placement. One appeal form must be completed for each course that a student chooses to appeal. The appeal form can be found [here](#) and on the HS Guidance Department website under Scheduling Information.
3. CST/GC will schedule a meeting within 10 school days of receipt to discuss the appeal process with the student. The Course Appeal Form must be completed and submitted by the deadline indicated on the Course Appeal Form. The Course Appeal Form requires the signature of the student, parent, and teacher.
4. If student disagrees with the final recommended placement, they, along with their parent/guardian, may sign a waiver\* with supporting documentation to move to their requested level
5. If the teacher changes their recommendation during MP 4, they must email the student, parent/guardian, CST/GC and department supervisor.

\*If the waiver process is initiated at this point, the student must provide the following:

- Supporting documentation
- Waiver signed by parent/guardian
- Waiver must be kept on file with CST/GC
- Waiver submitted no later than the Tuesday after Memorial Day

**Please Note: The number of student requests for a course will determine if the course will run in the 2025-2026 school year.**

## DEPARTMENT OF BUSINESS

### COURSE DESCRIPTIONS

#### **Business Exploration**

**6282**

Grades 7 and 8: Half Year

Have you ever wanted to own your own business? Do you ever wonder how products you buy like smartphones and tablets are made? In this course, students will explore the major aspects of working for a successful business and how it relates to their everyday life. Students will learn about entrepreneurship, marketing, economics and finance through the use of online shopping, advertising analysis, software simulations and more.

#### **Multimedia & Design**

**6283**

Grades 7 and 8: Half Year

The world of technology is advancing at a rapid pace and is a daily part of a student's life. This project-based course will provide students with digital tools that can be utilized throughout their educational career. Students will be introduced to the principles of design using online programs to create digital posters, web sites and video games. Multimedia programs will also be utilized to gain an understanding of audio & video editing as well as broadcasting.

## DEPARTMENT OF ENGLISH LANGUAGE ARTS

### COURSE DESCRIPTIONS

#### **English Language Arts 7**

**1380**

Grade 7: Full Year

English Language Arts 7 is an integrated, balanced literacy program designed to address the New Jersey Student Learning Standards in English/Language Arts: Reading, Writing, Speaking & Listening and Language. During the year students work with various types of text, genres of literature, and also engage in information literacy and research skills instruction. Students receive writing instruction and practice for various types of writing (narrative, argument, literature analysis, informational text, etc.) throughout the year. Test preparation skills are specifically addressed through class instruction and activities.

#### **English Language Arts 8**

**1390**

Grade 8: Full Year

English Language Arts 8 is an integrated, balanced literacy program designed to address the New Jersey Student Learning Standards in English/Language Arts: Reading, Writing, Speaking & Listening and Language. English Language Arts 8 builds upon skills acquired in English Language Arts 7. During the year students work with various types of text, genres of literature, and also engage in information literacy and research skills instruction. Students receive writing instruction and practice for various types of writing (narrative, argument, literature analysis, informational text, etc.) throughout the year. Test preparation skills are specifically addressed through class instruction and activities. English Language Arts 8 is designed to prepare students for the high school English program.

# DEPARTMENT OF FINE ARTS

## COURSE DESCRIPTIONS

### **Art & Graphics 7 & 8**

**7040**

Grade 7, 8: Half Year

This course consists of an introduction to two and three-dimensional design. Projects will be created from a variety of media and include cross-curricular, 3-D, and student-directed art. Students will examine the elements of design, art history, and art as storytelling. Through this, students will gain a fundamental knowledge of tools and methods. Career awareness is also emphasized.

### **Chorus/Theatre Arts (VADA) 7 & 8**

**7360**

Grade 7, 8: Full Year

Grade 8: Half Year

This integrated Vocal and Dramatic Arts (VADA) course will explore the art of performing through both choral ensemble music and the theatre arts. Students will take part in large ensemble singing and acting classes as well as small group and individualized lessons using a variety of repertoire and materials. Vocal technique and choral ensemble singing will focus on developing the skills necessary for an individual to use their voice successfully in a variety of performance settings. Students will also gain knowledge about performing theater and creating original works. Through improvisation and acting skills, behind the scenes design, play studies and playwriting, they will be challenged to take creative risks, push themselves outside their comfort zones, and use their imagination as they build confidence and community while working together as an ensemble. As a collaborative group, the class will create an original one act play. Students will perform in a minimum of two showcases per year.

### **Concert Band 7 & 8**

**7480**

Grades 7, 8: Full Year

*Prerequisite: Students should be able to demonstrate a two-year level of proficiency.*

Concert Band is a regularly scheduled middle school class open to all qualified players of band instruments. Students will learn various genres of music with greater advancement of present music skills. Recommendations from elementary band instructors may be used for placement in this course for incoming Grade 7 students. The band performs a minimum of two concerts during the school year. Other performances may be scheduled for school assemblies and local community groups.

### **Adaptive Music and Art Appreciation**

**7950**

Grades 7, 8: Full Year

The Adaptive Music and Art Appreciation program has been designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full potential in listening critically to sound and creating music in a multi-sensory environment, as well as to reach their creative potential through a variety of art projects. Activities are geared to help students practice and develop motor skills independently and develop social and behavioral skills. Students are selected for this program by teacher, case manager, or doctor recommendation. Students will have Music for a half year, and Art for a half year.

# DEPARTMENT OF HEALTH & PHYSICAL EDUCATION

## COURSE DESCRIPTIONS

### **Health 7**

**9275**

Grade 7: Quarter Course 1 Marking Period

The Grade 7 health program is based on the total wellness approach and skills needed for living in our multicultural society. Through discussion and activities, all students will be introduced to the following content: substance abuse education, addiction and treatment, mental health, depression, anxiety, bullying, the immune system as well as Autoimmune diseases, and medicines.



**Health 8****9284(F), 9285(M)**

Grade 8: Quarter Course 1 Marking Period

The Grade 8 health curriculum includes instruction related to the development of decision making, growth and development, health services and careers,. A comprehensive family life unit is also taught. Family Life education addresses the subjects of gender, identity, sexuality, puberty, and the endocrine system, male and female reproductive systems, reproductive health, healthy and dysfunctional relationships, dating, sexting, human trafficking, abstinence, contraception, pregnancy, childbirth, as well as HIV/AIDS and other sexually transmitted diseases and infections. An alternative course (Alternate Health 8) is also offered for students whose parents/guardians do not want them to take the family life unit.

**Alternative Health 8****9290**

Grade 8: Quarter Course 1 Marking Period

The alternative Grade 8 health curriculum includes instruction that is related to the development of effective communication, decision-making, and stress management skills. The instruction also includes the anatomy and physiology of the circulatory system, with emphasis on cardiovascular diseases, along with the treatment and prevention of these diseases. The topic of cancer is also presented, concentrating on its origin, treatment, and prevention. The significance of our changing lifestyles, mindfulness, and increased leisure time and stress in relation to degenerative disease is discussed.

**Physical Education 7 & 8****9260**

Grades 7, 8: 3 Marking Periods

The Grade 7 and 8 physical education program involves a variety of activities, which include team and individual sports, physical fitness programming, new games, mass games and lifetime or recreational activities. Emphasis is placed on each student experiencing success in developing the necessary skills to participate in all physical activities. In addition, knowledge of etiquette, safety, equipment, anger/communication, Lyme's disease, history, and values will be included. The major areas of emphasis may include aerobics, archery, basketball, flag football, flag rugby, handball, lawn games, mass games, new games, personal fitness, physical fitness testing, soccer, softball, speedball, ultimate Frisbee, and volleyball.

**Adaptive Physical Education****9295**

Grades 7, 8: Full Year

The adaptive physical education program has been designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full physical potential in spite of health, physical, social or emotional problems is the main goal of this course. Activities are geared to help the student experience success and to enhance their self-esteem. Students are selected for this program by teacher or doctor recommendation.

**Buddies Physical Education****9294**

Grades 8: Full Year

The Buddies Physical Education is a full year course for 8th grade students interested in working with the Adaptive Physical Education class. Buddies PE is a collaboration between the Special Education and Physical Education departments in which students are partnered to promote socialization in an active environment. Buddies Physical Education is a unique opportunity for students of varying ability levels and backgrounds to connect and participate on equal terms through a variety of fitness, sports, leadership, and wellness activities, promoting physical, intellectual, and social growth of all participants. Acceptance into the course is dependent upon the selection process by a faculty committee. The criteria are: academics, leadership qualities or potential for leadership, respect of teachers and peers, disciplinary record, demonstrated willingness to work with a variety of peers, and high moral character. To be considered for acceptance to the program, students must request the class with their guidance counselor or case manager. They will then be provided with the application procedures. Under normal circumstances, students will be notified of their acceptance into the program no later than the last day of school.

# DEPARTMENT OF MATHEMATICS

## COURSE DESCRIPTIONS

### **Mathematics 7**

**3601**

Grade 7: Full Year

This full-year course focuses on three critical areas: 1. Developing understanding of and applying proportional relationships; 2. Developing and understanding of operations with rational numbers and working with expressions and linear equations; 3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

### **Accelerated Math 7**

**3060**

Grade 7: Full Year

*Prerequisite: Incoming Grade 7 students need to qualify based on multiple measures. (i.e. grades, teacher recommendations, standardized test scores, placement test scores).*

Accelerated Math 7 is designed to prepare mathematically talented students to enter Algebra I. This course will be fast-paced and challenging, encompassing both 7<sup>th</sup> and 8<sup>th</sup> grade math standards, with a focus on algebraic thinking and problem-solving strategies.

### **Pre-Algebra 8**

**3050**

Grade 8: Full Year

This full-year course focuses on three critical areas: 1. Formulating and reasoning about expressions and equations, including modeling with a linear equation, solving linear equations, and solving systems of linear equations; 2. Grasping the concept of a function and using functions to describe quantitative relationships; and 3. Analyzing two- and three-dimensional space and figures using distance, angle, and congruence, and understanding and applying the Pythagorean Theorem. This course is designed to prepare students to meet the high school requirements of Algebra I.

### **Algebra I**

**3040**

Grade 8: Full Year

*Prerequisite: Students taking Algebra I need a mid-year and final grade of 80 or higher in Accelerated Math 7 and/or a teacher recommendation.*

Algebra I is a rigorous course designed for the mathematically talented student. It bridges the gap between the concrete ideas of arithmetic and the abstract ideas of higher mathematics. Algebra I includes an in-depth study of equations and inequalities, operations with real numbers, algebraic expressions, functions and their graphs, quadratic equations, and irrational expressions. Problem solving will be incorporated throughout the course. Students will take the New Jersey Student Learning Assessment - Mathematics (NJSLSA-M) Algebra I end-of-course test during the spring testing window. Note: This may be subject to change per the New Jersey Department of Education graduation requirements.

# DEPARTMENT OF SCIENCE

## COURSE DESCRIPTIONS

### **Science 7**

**4300**

Grade 7: Full Year

Students in this class will participate in an inquiry-based approach to learning science as an extension to the topics and concepts studied in Grade 6. Hands-on experiences are combined with a variety of teaching methods to involve students in activities, which demonstrate Physical, Life and Earth Science principles based on the NJSLS-Science. The curriculum incorporates a focus on a variety of topics including, but not limited to, the structures and processes from molecules to organisms, heredity, biological evolution, atmosphere, and weather.

### **Science 8**

**4310**

Grade 8: Full Year

Students in this class will participate in an inquiry-based approach to learning science as an extension to the topics and concepts studied in Grade 7. Hands-on experiences are combined with a variety of teaching methods to involve students in activities, which demonstrate Physical, Life and Earth Science principles based on the NJSLS-Science. The curriculum incorporates a focus on a variety of topics including, but not limited to, ecosystems, Earth's place in the universe, matter and atoms, the periodic table and energy transformations.

# DEPARTMENT OF SOCIAL STUDIES

## COURSE DESCRIPTION

### **Historic Global Cultures and Geography**

**2405**

Grade 7: Full Year

Students will study the civilizations in Asia, Africa, Europe, and the Americas from around 1000 BCE until around 1450 CE. Students will examine the rise and decline of these civilizations through the study of history, economics, politics, geography, and societal institutions, presented through multiple perspectives and resources. This course also introduces students to basic geographical and cultural principles, which are foundational to the study of the social sciences, especially history. Through the study of geography and culture students will understand how contact among different cultural groups affects individuals, societies, and the physical environment. Upon completion of the course students will understand how human activities and institutions are an important factor in shaping our current physical world.

### **Civics**

**2410**

Grade 8: Full Year

This course focuses attention on the policies and processes of local, state, and national governmental institutions. Students will understand what government is and what it is designed to do; the basic history, values, and principles of American democracy and how the government established by the Constitution embodies them; the relationship of the United States to other nations as it pertains to world affairs, and how citizens and groups can effectively participate in the democratic process. This course is designed to meet the requirements of at least two quarters of civics instruction as required by the state of New Jersey's "Laura Wooten's Law" [P.L.1987, c.425 (C.18A:35-41).]

# DEPARTMENT OF SPECIAL EDUCATION

It is the goal of the Warren Hills Regional School District to place students, to the maximum extent possible, in the least restrictive environment. Educational schedules for students receiving special education and related services are varied and individualized. Special education course selections are made in conjunction with the teacher, parent, and child study team input. For more information, please contact the child study team office or your child's case manager.

## **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

Students formally identified with special needs receive an Individualized Educational Program (IEP) developed by the child study team (CST), parents, and professionals related to each student's individual case circumstances. For more information, confer with your case manager or the Supervisor of Special Education.

There are several distinct special education placement and program offerings for Grades 7 and 8:

- General Education Supplemented (GES)
- In-Class Support (ICS)
- Language/Learning Disabilities (LLD); Emotional Regulation Impairment Classroom (ERIC); Multiple Disabilities/Autism Programs (MD/AU)

## **COURSE DESCRIPTIONS**

### **General Education Supplemental (GES)**

Grades 7, 8: Full Year

This placement provides learners with supplementary aids and services in the general education setting to enable students with disabilities access to the general education curriculum in the least restrictive setting. This educational placement affords learners with disabilities to be educated to the maximum extent possible with non-disabled peers (N.J.A.C. 6A: 14-4.5).

Within the GES setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with minimal academic support and assistance.

**In-Class Support (ICS) Program**

Grades 7, 8: Full Year

This placement provides a collaborative/co-teaching framework at the middle and high school. Learners are supported with a team teaching partnership that combines a general and a special educator who work as a team in a designated content area.

This arrangement affords learners with disabilities an opportunity to receive supported instruction in a regular education setting with non-learning disabled peers, a content specialist and a special education practitioner who is able to provide modifications and adjustments to meet the needs of learners with disabilities.

Within the ICS setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with modifications and supports that maintain the course goals and objectives.

**Language/Learning Disabilities (LLD) Program****9972**

Grades 7, 8: Full Year

This is a comprehensive program placement that provides learners with disabilities instruction in core academics. The emphasis is on developing areas where learners may have educational deficits in order to build and scaffold academic skills and transition learners to a lesser restrictive setting.

**Study Skills****9975**

Grades 7, 8 Full Year

The Study Skills Class is designed to assist students in learning, understanding, and reinforcing concepts and/or assignments presented in the general curriculum. Students have the opportunity to develop and strengthen good study habits and learning strategies through various instructional methods and strategies. Specific goals and objectives identified in the student's IEP will be integrated into the class. The study skills teacher will collaborate with regular education teachers on an on-going basis to develop study strategies and design lessons to best meet academic requirements of the regular classroom. Study Skills is a support class for students taking regular education classes with the emphasis being placed on success in core classes.

**Emotional Regulation Impairment Classroom (ERIC) Program****9987**

Grades 7, 8: Full Year

This program placement provides learners who meet the federal criteria with academic instruction in the core subjects, as well as pro-social skills, in order to assist students in developing critical social and emotional areas. Curriculum work focuses on the development of personal responsibility, academic skills, social and emotional development within the context of school, home/family, and community. Students eligible for the ERIC program will spend half of their day at the EXCEL building where they will receive their Core Academic classes as well as structured counseling services. The other half of their day will be at the WHRMS for elective courses and Health/Physical Education.

**Multiple Disabilities/Autism Program****9980**

Grades 7, 8: Full Year

This program placement emphasizes the development of life skills necessary for transition to adult life. Instruction is provided in a more restrictive setting where learners with diverse abilities are able to benefit from a systematic educational approach that is centered on individualized programming and skill development.

Students who are enrolled in this program benefit from an instructional setting that incorporates specific educational goals and community involvement. Core academic instruction includes social skills, life skills, functional academic skills, employment readiness and community based learning. The instructional program offers a therapeutic setting and functional academic and living skills, supported by a qualified Behaviorist or Board Certified Behavior Analyst (BCBA) as needed.

# DEPARTMENT OF TECHNOLOGY EDUCATION

## COURSE DESCRIPTIONS

### **STEM**

**8655**

Grades 7 and 8: Half Year

STEM is a course that focuses on the integration of four specific disciplines (Science, Technology, Engineering, and Mathematics) by taking an interdisciplinary, applied approach. The course incorporates eighth grade math (ex. Algebra and Volume of Geometric Shapes) and science concepts (ex. Buoyancy and Simple Machines) and utilizes technology and engineering principles that require students to create solutions to challenging problems. Throughout the semester, students will be presented with design challenges that will require them to use skills taught in class such as developing two and three-dimensional sketches. Additionally, students will learn to use a variety of tools including hand tools, power tools and Computer Aid Drawing [CAD] tools in order to create working models to meet the design challenge specifications. Throughout this course, students' achievement will be assessed through a combination of tests/quizzes and by completing multi-step engineering design challenges.

### **Robotics**

**8660**

Grades 7 and 8: Half Year

This course will provide students the basic fundamentals of robotics and is rooted in self-discovery and self-inquiry. Students will be given a real-world problem that they will attempt to solve from the design phase through implementation/presentation. Students will work collaboratively on teams to tackle the problem through critical thinking and creative problem-solving. Students will be introduced to Computer Science principles through the use of Lego Mindstorm robotics kits.

### **Computer Science 1**

**8665**

Grade 7, 8: Half Year

Computer Science 1 is an introductory course that emphasizes problem-solving, creation, and collaboration, while introducing students to the many ways computer science impacts their lives. Students will explore the different ways humans and computers utilize the problem-solving process. The course inspires students as they build their own websites using HTML/CSS and create games using JavaScript.

### **Computer Science 2**

**8670**

Grade 8: Half Year

*Prerequisite: 8665 Computer Science 1*

Computer Science 2 expands upon Computer Science 1 principles to emphasize how computer science is a part of students' everyday lives. Students will follow the design process to prototype an App with the goal to solve a real-world problem. The course examines the relationship between hardware and software as students build interactive projects on Adafruit's Circuit Playground.

# DEPARTMENT OF WORLD LANGUAGES/ESL

Colleges and universities requiring a world language for admission desire competency in speaking, listening, reading, and writing in the target language. *To reach the Advanced Placement Level of a World Language in high school, Level I of a language must be successfully completed in Grade 8.*

## COURSE DESCRIPTIONS

### World Language Exploration

Grade 7: Half Year Per Language, Select 2

**French 5005**

**Spanish 5205**

These introductory courses are designed to familiarize the student to the basics of world language study. Students will have an opportunity to explore both the spoken and written language, as well as study various aspects of culture, such as greetings, geography, music, and the calendar. Emphasis will be placed upon interpersonal interaction and basic language words and phrases. Teachers will use an interactive approach.

### World Language I

Grade 8: Full Year

*Prerequisite: Teacher recommendation. This is a high school level course.*

**French 501**

**Spanish 521**

The beginning level of formal world language study introduces the student to the fundamental principles of the language and begins to develop the language skills of listening, speaking, reading, and writing. Using a variety of teacher-made, commercial and authentic materials the student will be afforded ample opportunity to become actively involved with the language and culture. Although the beginning level of world language study concentrates on the students' understanding and recognition of basic grammatical functions, equal emphasis is placed upon the students' ability to use the language in familiar everyday situations. Students successfully completing this course will continue the study of high school World Language at Level II. Students will take the same Semester 1 and Semester 2 Exam as the high school course, calculated into the overall course grade per BOE Policy.

### World Language 8

Grade 8: Full Year

**Spanish 5215**

World Language 8 - Spanish courses focus on many of the topics presented in the World Language Level I – Spanish. World Language 8 - Spanish thoroughly prepares students for a successful transition into Spanish I in high school.

### English as a Second Language (ESL)

**5300**

Grades 7, 8: Full Year

Students enrolled in English as a Second Language (ESL) come to Warren Hills from a variety of cultural backgrounds and with varied levels of English skills. Instruction must therefore be individualized. The curriculum appropriate for any given student is modified through varying techniques, strategies, and materials. The program is designed to encourage students to maintain their identity, language and cultural heritage, while learning a new language and adapting to a new cultural environment. The principal goal is to prepare ESL students to be as functional as possible, as soon as possible, in the English-speaking classroom.

# ADDITIONAL EDUCATION PROGRAMS

Warren Hills Regional Middle School students are afforded additional educational programs which enable them to achieve academic success beyond the courses offered by our academic departments. ***Interested students and their parents/guardians should speak to the guidance counselor or case manager about any of these options. Refer to the choices below.***

## COURSE AND/OR PROGRAM DESCRIPTIONS

### WIN Period - (What I Need)

WIN (What I Need) is a period in a student's schedule that provides them with a variety of opportunities. For students who are struggling in English Language Arts and/or mathematics, students may receive targeted interventions. For students who need extra help from their teacher, it is an opportunity to arrange for extra help. For students who struggle with work completion or need just a little extra help, they can attend Academic Support from High School students. Students can also work on enrichment activities, attend Gifted & Talented, band lessons, or work on their assignments in a quiet environment under the direction of a certified teacher. On Fridays, students who are passing all of their classes and who do not owe any assignments can participate in several activities.

### Alternative Learning Community Program

Grades 7, 8: Full Year

The Alternative Learning Community (ALC) is designed to assist students who have academic and/or social needs that may affect their chances for success in the regular school program. Limited class size and individual counseling enable concentrated efforts to address any identified need(s). When sufficient progress is made, students are placed out of the ALC and mainstreamed. Recent experience suggests that most students show remarkable growth in this secure school setting.

### Horizons Program

Grades 7, 8: Full Year

The Horizons Program of Warren Hills may include identified Gifted and Talented Students; however, it is available to all students who have an interest in developing and challenging original ideas, especially as solutions to problems. Warren Hills is a member of the Warren County Consortium for Student Enrichment, which sponsors many opportunities for middle school students. The Horizons Program also participates in the Bridgewater-Raritan Academic Tournament of Middle Schools (ATOMS) and the high school Warren-Hunterdon Academic Meet (WHAM). In addition to participation in county and state activities, the Horizons Program sponsors *extra-curricular* opportunities such as writing conferences and arts symposiums for both the middle and high school students. All the activities are designed to stimulate high levels of thinking, promote creative and critical problem solving, and develop leadership skills.

### Gifted and Talented Program

Grades 7, 8

The WHRMS Gifted and Talented Program is designed with three main goals in mind: (1) To connect the entire school community to the School-wide Enrichment Model (Renzulli & Reis) whereby all students are provided enrichment opportunities; (2) To identify students that display the characteristics of giftedness and provide in-depth, accelerated and complex learning opportunities; and (3) To provide gifted and talented students enrichment clusters that expand their interests and knowledge outside of the typical school curriculum. NOTE: The Gifted and Talented Program mainly occurs during the instructional day. A determination of gifted and talented status will be in accordance with Board of Education Policy #2464 – Gifted and Talented Students.

*Please reference Board of Education Policy #2464 at [www.warrenhills.org](http://www.warrenhills.org).*

# WARREN HILLS REGIONAL HIGH SCHOOL

## Introduction

This document is a reference manual for students, parents/guardians, and faculty responsible for course planning in the Warren Hills Regional School District. The Program of Studies provides a complete picture of the courses offered at Warren Hills Regional Middle School (WHRMS) and Warren Hills Regional High School (WHRHS) for the 2025-2026 school year. Every department provides a description of the courses offered along with, when required, specific course prerequisites.

Planning an individual student's course of study requires communication and collaboration among students, parents/guardians and school personnel. The courses offered provide varied opportunities for students to explore new areas of study, focus on areas of interest, meet state and local graduation requirements and most importantly, prepare students for life beyond Warren Hills.

Students, when planning your next year's schedule, you are strongly encouraged to consider the following:

- Initial course choices are very important. You will have two (2) Course Request Verification opportunities, one in February and one in June. Changes to course schedules after June will be difficult to accommodate.
- Discuss with your parents, teachers, counselors and/or case managers subject area choices and levels. Your teachers will be able to share valuable insight on the specifics of each course.
- Make smart decisions about the requirements of your course selections. Account for work load and course demands so that you are able to maintain a healthy balance between school life and home life.
- Consider your involvement in co-curricular and extra-curricular activities and the impact this will have on the amount of time you will be able to focus on your academic responsibilities.

## Scheduling Timeline

Changing courses after the beginning of the school year can be very disruptive to a student's schedule. It is extremely important to make good initial course choices. Students and families will have an opportunity to make limited course changes during the Course Request Verification periods in February and June.

The timeline for the 2025-2026 course selection process is listed below:

### January/February 2025

- Teachers enter course recommendations in Genesis
- Counselors and case managers will meet with all students to develop course requests.
- Course Request Verifications will be released online.
- Please note that this is NOT a schedule, rather a verification process for selected courses.
- If there are any discrepancies, students and/or parents are to notify the counselor or case manager immediately.

### June 2025

- Second Course Request Verification will be released online.
- Please note that this is NOT a schedule, rather a verification process for selected courses.
- If there are any discrepancies, students and/or parents are to notify the counselor or case manager immediately.
- Careful review is crucial to ensure you have the correct and appropriate courses.
- Course change requests after the June date are not guaranteed.

### August 2025

- Final schedules will be released online
- Changes once school starts will be limited to placement changes and core course issues.
- Students, parents, teachers, counselors/case managers and supervisors must all be in agreement before any and all changes are made.



### **Adding a course after the start of the year**

- Adding a **first semester course or full year course** must be completed no later than the first two weeks of the course.
- Adding a **second semester course** must be completed no later than the first two weeks of the course.

### **Dropping a course after the start of the school year**

- Students may drop a course within the first two weeks of the start of the course without incurring a notation on the transcript.
- A grade of “Withdrawal” (W) shall be given to those students who withdraw from a class after the first two weeks of the course. Students must withdraw from full-year and first semester classes prior to the MP1 mid-marking period progress report. Students must withdraw from second semester classes prior to the MP3 mid-marking period progress report.
- A grade of “Withdrawal-failing” (WF) will be given to each student who withdraws from a class outside of the allowed window, after having demonstrated unsatisfactory achievement and/or poor attendance in the class, or who was removed from the class by administrative action.
- Please refer to Board of Education Policy & Regulation #2624 - Grading System.

### **COURSE APPEALS PROCESS**

1. Prior to inputting recommendation into the student information system, the teacher and student meet to discuss recommended placement.
2. Students have 10 school days following release of teacher recommendations in Genesis to appeal recommended placement. One appeal form must be completed for each course that a student appeals. The appeal form can be found [here](#) and on the HS Guidance Department website under Scheduling Information.
3. CST/GC will schedule a meeting within 10 school days of receipt to discuss the appeal process with the student. The Course Appeal Form must be completed and submitted by the deadline indicated on the Course Appeal Form. The Course Appeal Form requires the signature of the student, parent, and teacher.
4. If student disagrees with the final recommended placement, they, along with their parent/guardian, may sign a waiver\* with supporting documentation to move to their requested level.
5. If the teacher changes their recommendation during MP 4, they must email the student, parent/guardian, CST/GC and department supervisor.

\*If the waiver process is initiated at this point, the student must provide the following:

- Supporting documentation
- Waiver signed by parent/guardian
- Waiver must be kept on file with CST/GC
- Waiver submitted no later than the Tuesday after Memorial Day

Parents/guardians should consider the following points and thoroughly discuss them with the student when making an appeal:

- Honors and AP courses require more time and energy from the student to be successful than what is required from the General or College Preparatory (CP) level courses.
- Once a course level appeal is approved, subsequent changes to the course level will not be made during the school year without administrative approval.

## Progression of Courses

Course sequence charts are located after each department's course descriptions. After reviewing them please contact your counselor or case manager with further questions.

### COURSE DESCRIPTION ABBREVIATIONS

CP – College Preparatory Course Level

H - Honors Course Level

AP – Advanced Placement Course Level

DUAL – Dual Enrollment Course with selected colleges and universities

NJSLSA - New Jersey Student Learning Assessment

NCAA – NCAA-Approved Course

21st - Meets NJDOE 21st Century Learning Standards Requirement

VPA - Meets NJDOE Visual and Performing Arts Requirement

***Please Note: The number of student requests for a course will determine if the course will run in the 2025-2026 school year.***

## GRADUATION REQUIREMENTS

Students must meet both the state and locally adopted requirements necessary to obtain a state-endorsed diploma, including the Warren Hills Regional School District attendance policy, credit requirements, and a demonstration of proficiency in English Language Arts and Mathematics on state-authorized standardized assessments. Students and their guardians will also be required to complete the Free Application for Federal Student Aid (FAFSA), the NJ Alternative Financial Aid Application, or a FAFSA Waiver in order to earn their high school diploma.

REQUIREMENT	CREDITS	GRADUATION REQUIREMENTS
English Language Arts	20	1 required core course each year in Grades 9-12.
Health/Physical Education	20	One year is required for each year enrolled in the district, per NJDOE Graduation Requirements.
Mathematics	15	To include algebra, geometry, and a third year of mathematics that builds on the concepts and skills of algebra and geometry; AP Computer Science <b>A</b> -may satisfy a part of the mathematics credits required for graduation.
Social Studies	15	5 credits in world history and 10 credits in United States history.
Science	15	At least 15 credits including lab biology; a choice among chemistry, physics or environmental science; and a third inquiry-based lab or technical science; these three courses must also encompass all NJSLS-Science standards.
Visual and Performing Arts	5	Any course in the Program of Studies with the "(VPA)" designation.
21 <sup>st</sup> Century Life and Careers/Career & Technology	5	Any course in the Program of Studies with the "(21st)" designation.

World Language	5	One year of a World Language is needed to meet graduation requirements. However, many colleges and universities require students to demonstrate at least 2-3 years (10-15 credits) proficiency in the same world language.
Financial Literacy	2.5	Recommended to be taken in Grade 11

NOTE: Total of 120 Credits needed for graduation

Students must demonstrate proficiency in English Language Arts and Mathematics by meeting the criteria of one English Language Arts assessment and one Mathematics assessment. More information is available from the New Jersey Department of Education (NJDOE) at [www.state.nj.us/education/](http://www.state.nj.us/education/). Please reference the Board of Education Policy #2622 and #5460 at [www.warrenhills.org](http://www.warrenhills.org).

## DUAL ENROLLMENT

### **Warren County Community College (WCCC):**

Warren Hills Regional High School participates in the dual enrollment program offered by Warren County Community College (WCCC). This program, *independent of the AP Program*, provides our students with the opportunity to earn transferable college credit while completing selected high school classes at no cost to the student. Students participating in the dual enrollment program take the course(s) at Warren Hills. Please see the next page for a list of eligible courses. Eligible courses and academic requirements are subject to change at the discretion of WCCC. Please contact the Guidance Department for more information.

For more information about college credit transfer, contact your local community college, the four-year institution of interest, or visit [www.njtransfer.org](http://www.njtransfer.org).

Warren Hills High School	WCCC Course	WCCC Credits
AP English Literature (137)	ENG 140 English Composition I	3
	ENG 141 English Composition II	3
AP English Language & Comp (127)	ENG 140 English Composition I	3
AP European History (235)	HIS 101 Western Civilization I	3
	HIS 102 Western Civilization II	3
AP African American Studies (219)*	HIS 210 African American History	3
AP Calculus AB (326)	MAT 201 Calculus I	4
AP Biology (413)	BIO 162 General Biology I	4
	BIO 163 General Biology II	4
AP Chemistry (419)	CHE 164 Intro to Chem	4
	CHE 165 General Chemistry I	4
Honors Accounting II (603)	ACC 101 Principles of Accounting I	3
AP Statistics (335)	MAT 151 Statistics	3
AP Physics I (451)	PHY 111 College Physics I	4
AP Physics II (452)	PHY 112 College Physics II	4
AP US History II (216)	HIS 114 American History II	3
Microsoft Office Specialist (660)	CSC 102 Introduction to Technology	2
Honors Business Admin. (621)	BUS 120 Business Organization & Manag	3
	BUS 124 Principles of Management	3
AP Computer Science (355)	CSC 122 Programming II	3
Hon. Adv. Topics in Computer Sci (332)	CSC 228 Adv. Programming Techniques	3

Microsoft Office Special Expert (661)	CSC 200 Database Management Concepts	3
Intro to Computer Science (331)	CSC121 Programming I	3
AP Environmental Science (403)	BIO 165 Environmental Studies	4
Hon Algebra II (306)	MAT 131 College Algebra I	3
Business Law (607)	BUS 122 Business Law	3
Criminal Justice (208)	CRJ 105 Introduction to Criminal Justice	3
French III (505)	FOR 103 Beginning French I	3
Hon French IV (507)	FOR 133 Beginning French II	3
Spanish III (525)	FOR 101 Beginning Spanish I	3
Hon Spanish IV (527)	FOR 151 Beginning Spanish II	3
AP Spanish V (529)	FOR 201 Intermediate Spanish I	6
	FOR 251 Intermediate Spanish II	
AP Computer Science Principles (356)	CSC 103 Introduction to Computing	3
Music Theory and Technology (737)	MUS 195 Fundamentals of Music Theory	3
AP World History: Modern (237)	HIS 101 & 102 Western Civ I	6
	HIS 102 Western Civ II	
Sociology (203)	SOC 103 Introduction to Sociology	3
Social Media Marketing I (691)	BUS 203 Social Media Marketing	3
Hon Biology (400)	BIO 145 Principles of Biology	4
AP US Government & Politics (244)	POL 101 Intro to American Government	3
<del>Hon</del> AP Pre-Calculus (324)	MAT 141 Pre-Calculus	3
Hon Chemistry (417)	CHE 110 Intro to Chemistry	4
DECA (695)	COM 105 Speech	3
Forensic Science (422)	CRJ 107 Forensic Science	4

\*pending approval

## Other Opportunities

### **Delaware Valley University (DVU):**

Warren Hills Regional High School has an Articulation Agreement with Delaware Valley University for some of our Agricultural courses. Students are eligible for credits within the agricultural program at Delaware Valley University.

### **Rutgers University (RU):**

Warren Hills Regional High School has an Articulation Agreement with Rutgers University within our agricultural program. Students may be eligible for credits in their program at Rutgers University. (Note: Students would only be eligible for credits at Rutgers if they complete the appropriate forms with the University after their acceptance and enrollment.)

### **Centenary University (CU):**

Warren Hills Regional High School has an Articulation Agreement with Centenary University for Social Media Marketing (SMM) II.

WHRHS Course		Institution	Articulation Agreement Course	Credits
464	Principles of Agricultural Sciences - Plant	DVU	3 credits of restricted electives in the Plant Science major	3

464	Principles of Agricultural Sciences - Plant	RU	11:776: 170	Plants and People	3
468	Principles of Agricultural Sciences - Animal	DVU		3 credits of restricted electives in the Animal Science major	3
468	Principles of Agricultural Sciences - Animal	RU	11:067: 142	Animal Science	3
461	Food Science and Safety	DVU		3 credits of restricted electives in the Food Science major	3
461	Food Science and Safety	RU	11;400; 103	Science of Food	3
691.1	Social Media Marketing (SMM) II	CU	BUS 2050	Social Media Marketing	4

## GRADING SCALE

*GPA Weighting: Honors courses receive an additional weighting of .5 and AP courses receive an additional weighting of 1.0.*

*Students who earn a 97-100 in an Honors or AP level course will receive an additional .2 weight added to the grade point value for that course.*

Letter Grade	Percentage	4.0 Scale	Honors Scale	AP Scale
A+	97-100	4.0	4.7	5.2
A	93-96	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	65-66	1.0	1.5	2.0
E/F	Below 65	0.0	0.0	0.0

*Effective September 1, 2014. This grading scale is not retroactive to prior school years.*

For additional information on the Grading Policy, please reference Board of Education Policy & Regulation #2624

# REPORT CARDS AND PROGRESS REPORTS

Report cards and progress reports are each posted four times a year on the student information system, Genesis. Paper report cards and progress reports can be requested by families with limited computer access. For more information, please contact your student's counselor.

## HONOR ROLL

Recognition for academic achievement is awarded using an honor roll system with the following criteria:

- **Principal's Honor Roll**  
All grades must be an A- (90) or higher.
- **High Honor Roll**  
All grades must be a B (83) or higher, and a grade average of A- (90) must be attained.
- **Honor Roll**  
All grades must be a B- (80) or higher, and a grade average of B (83) must be attained.

## NJSIAA ELIGIBILITY RULES

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

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

For additional information regarding athletic eligibility at the collegiate level, please visit [www.ncaa.org](http://www.ncaa.org) and [www.eligibilitycenter.org](http://www.eligibilitycenter.org). For more information, please contact your guidance counselor or case manager. Please refer below for NCAA List of Approved Courses.

*Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.*

Department	NCAA Approved Course			
English	AP English-Literature & Composition	AP English-Language & Composition	Creative Writing	English I CP
	English I/H	English II CP	English II/H	English III CP
	English IV CP	English III/H	English IV/H	Intro to Debate
	Intro to Mythology	Journalism	Public Speaking	
Social Studies	AP European History	AP US Government & Politics	AP US History II	AP World History: Modern
	AP World History	US History I CP	World History CP	Criminal Justice
	Genocide - Betrayal of Humanity	US History II/H	Intro to Social Science	Sociology
	US History I	US History I/H	US History II	US History II CP
	US History II/H	World History	World History/H	
Mathematics	Algebra I	Algebra II	Algebra II	AP Calculus

	AP Computer Science A	AP Computer Science Principles	AP Statistics	Calculus
	CP Algebra I	CP Algebra II	CP Geometry	CP Pre-Calculus
	CP Probability & Statistics	Discrete Math	Geometry	Advanced Topics in Computer Science/H
	Algebra II/H	Geometry/H	AP Pre-Calculus	Introduction to Computer Science
Science	AP Biology	AP Chemistry	AP Environmental Science	AP Physics I
	AP Physics II	Conceptual Chemistry	Biology CP	Chemistry T/CP
	Chemistry/H	Physics CP	Anatomy & Physiology/H	Biology/H
	Integrated Science			
Additional Core Courses	AP French V	AP German V	AP Spanish V	French I
	French II	French III	German I	German II
	German III	French IV/H	German IV/H	Spanish IV/H
	Spanish I	Spanish II	Spanish III	

## HONORS ENTRANCE CRITERIA

GRADE 9	GRADES 10, 11 AND 12
ENGLISH LANGUAGE ARTS	
Grade 8 students should have a final average of 90 or higher in English Language Arts 8 or have a teacher recommendation to enroll in Honors English I.	Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course or have a teacher recommendation.
	Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.
MATHEMATICS	
Grade 8 Algebra I students should have a final average of 90 or higher or have a teacher recommendation to enroll in Honors Geometry.	Students in a College Preparatory course should have a final average of 90 or higher to enroll in an Honors or AP course or have a teacher recommendation.
	Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.
SOCIAL STUDIES	
Grade 8 students should have a final average of 90 or higher in Civics 8 or have a teacher recommendation to enroll in Honors World History.	Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course or have a teacher recommendation.

	Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.
SCIENCE	
Grade 8 students should have a final average of 90 or higher in Science 8 or have a teacher recommendation to enroll in Honors Biology.	Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course or have a teacher recommendation.
	Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.
WORLD LANGUAGE	
Students in a Level III language course should have a final average of a 90 or higher to enroll in an Honors Level IV course or have a teacher recommendation. Students in an Honors Level IV course should have a final average of 80 or higher to maintain AP eligibility.	
LEVEL PLACEMENT PROCEDURES	
Teacher recommendation will be the first step in the process.	
Mid-Year: Faculty will examine Marking Period 1 and 2 grades.	
End of Year: Student placement may be adjusted based upon final grade and/or teacher recommendation.	

## DEPARTMENT OF BUSINESS

Students may elect courses from the department to fulfill graduation requirements in 21<sup>st</sup> century life and careers/career-technical education.

### COURSE DESCRIPTIONS

#### **Accounting I (21st)**

**601**

Grades 9, 10, 11, 12: 5 Credits

Basic accounting procedures are explored for proprietorships and corporations. Areas of study include journalizing and posting transactions, preparing financial statements, and maintaining a checking account. Development of organizational skills, attention to detail, and responsibility are a focus of instruction. Students will participate in a simulation during the fourth marking period in which they “keep the books” for a merchandising business organized as a corporation. The simulation allows students to experience the demands of a real accounting office.

#### **Honors Accounting II (21st), (Dual)**

**603**

Grades 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a grade of 85 or higher in Accounting I, and have a teacher recommendation.*

Students continue their study of accounting at a more advanced and challenging level. This course is designed for, but not limited to, students who wish to pursue majors in accounting or business administration, or who plan to enter the workforce directly out of high school. Areas of study include journalizing for departmentalized businesses and corporations, depreciation, inventory valuation, managerial accounting, uncollectible accounts, and financial statements. Synthesis and analysis of data, meeting deadlines, and attention to detail are stressed. A simulation is the culminating activity in this course during the fourth marking period.

#### **Business Law (21st), (Dual)**

**607**

Grades 9, 10, 11, 12: 5 Credits

This course deals with the basic principles of law emphasized in terms of transactions between individuals. Ethics, torts and crimes, the court system, and contracts are among the topics covered. The unusual and technical points of law are presented in language that any student can readily understand. It also encompasses various topics that form an academic background for the legal environment in business and industry. Students



will test their skills, apply trial etiquette, and be members of a jury by participating in a mock trial of a civil matter at the end of the course. Those who wish to pursue careers in business, business administration, or law are encouraged to enroll.

### **Honors Business Administration (21st), (Dual)**

**621**

Grades 9, 10, 11, 12: 5 Credits

Having an awareness and understanding of how businesses operate and how corporations are managed will help students become successful employees, investors, and business leaders. Important topics and business concepts applicable to real-world situations will be emphasized. This course will provide a foundation for entry-level knowledge on the collegiate level as well as useful information for everyday life. Areas of study will include ownership and operation of a business, competition in the business world, and various management styles, which will provide students with an overview of a contemporary, globally-oriented business environment. This elective is strongly suggested for those students interested in business careers or studying business administration in college.

### **Professional Portfolios in Career Pathways (21st)**

**632**

Grades 9, 10, 11, 12: 2.5 Credits

Students will have the opportunity to learn how to speak to an audience and present materials using the latest technology available. Students will use universal topics of interest and learn how to research information, utilize the internet, organize outlines, and create professional presentations. In a hands-on workshop setting, students will incorporate proper Business English and communication through effective speaking. Additionally, the course will cover key aspects of project management, guiding students on how to plan and execute projects successfully. Students will learn to prepare comprehensive research reports and develop interviewing skills, enhancing their ability to gather and analyze information. Techniques and etiquette for designing engaging multimedia presentations will also be emphasized, ensuring students are well-equipped to captivate their audience.

### **AI - The Transformative Potential**

**633**

Grade: 9, 10, 11, 12: 2.5 credits

This course provides an introductory exploration of the business aspects of Artificial Intelligence (AI) as one of the most influential factors that possesses the ever expanding capacity to continually augment the contemporary business canvas. Students will examine concepts related to AI, but not limited to socio-economic, ethical, and political aspects within global relationships. Students will apply their knowledge learned in class to various business contexts in order to develop foundational aspects of the AI-related framework and its practical applications that can be used in professional settings.

### **Financial Literacy**

**667**

Grade 11, 12: 2.5 credits

*This is the designated course to meet the 2.5 credit financial, economic, business, and entrepreneurial literacy graduation requirement as mandated by the State of New Jersey.*

This course is designed to equip students with essential skills and knowledge for making informed financial decisions. Students will explore key concepts such as budgeting, saving, investing, and understanding credit, while also engaging in practical topics like finance management, debt management, and the fundamentals of banking. Through hands-on activities and real-world simulations, students will develop a strong foundation in financial principles, learning to analyze financial products, interpret statements, and assess risk. Ultimately, this course aims to empower students with the tools necessary for achieving financial stability and long-term success in their personal and professional lives.

### **Microsoft Office Specialist Certification Course I (21st), (Dual)**

**660**

Grades 9, 10, 11, 12: 5 Credits

This course incorporates the Microsoft Office 2019 suite of applications and prepares students for industry-level certification as a “Microsoft Office Specialist (MOS).” Students will utilize Microsoft applications in a variety of professional and educational scenarios while preparing for Certification testing. Official “MOS” Certification testing is embedded into the course curriculum and is free to enrolled students. Students will have an opportunity to leave high school with internationally recognized Microsoft Certifications and authentic skills useful in increasing their marketability in all college and career paths. The Microsoft Office Specialist course provides focused instruction in word processing (Word),

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

spreadsheets (Excel), presentations (PowerPoint) and task management (Outlook). Computer aptitude or previous experience in basic keyboarding skills is required. File management, storage, and organization are also a focus.

**Microsoft Office Specialist Expert (21st), (Dual) 661**  
**Certification Course II**

Grades 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in 660 Microsoft Office Specialist Certification Course I and have a teacher recommendation.*

This course focuses on the application and integration of database management using Microsoft Access 2019. The established curriculum prepares students for industry recognized certification as a “Microsoft Office Specialist MASTER” as well as “Microsoft Office Specialist Expert” in Microsoft Word and Excel 2019. It is designed to provide students the opportunity to develop essential college and career-ready skills while earning advanced industry certification. Throughout the course of instruction, students will engage in hands-on learning to manage and enhance databases, spreadsheets, sources of data, and reports and documents within an authentic professional environment. File management, storage, and organization are also a focus requiring students to employ professional technology strategies and skills.

**Web Page Design (21st) 650**  
Grades 9, 10, 11, 12: 2.5 Credits

This course is designed for students who wish to learn the steps and techniques used to develop a solid web design plan. It will give students an in-depth understanding of web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining websites for both personal and business use. Students will utilize the World Wide Web as a repository of current information in an ever-changing discipline. An on-going case study approach will be used to create, edit and maintain a web design project.

**Sales and Marketing (21st) 670**  
Grades 9, 10, 11, 12: 2.5 Credits

During the 21<sup>st</sup> century, many of our students will begin their adult lives employed in the fastest growing industry in the United States and internationally, the service industry. This course offers students the opportunity to develop the skills and knowledge required in the field of sales and marketing as students pursue future employment and/or further their education.

**Investing and Finance (21st) 674**  
Grades 10, 11, 12: 2.5 Credits

*Prerequisite: Students who have successfully completed Accounting I or Financial Literacy*

Students will explore the financial markets and learn about economic indicators that influence investing decisions, such as retirement savings, 401k options and other long-term goals. By participating in The Stock Market Game, students will apply knowledge gained to buy and sell securities using various investment vehicles.

**DECA**  
**Distributive Education Clubs of America Leadership (21st) (Dual) 695**

Grades 10, 11, 12: 5 Credits

*Pre-requisite: Students must have taken or be currently enrolled in one other business class offered at the high school, excluding financial literacy.*

This is a leadership and communication training course as well as a co-curricular program that incorporates an industry-level communication certification and nationally recognized DECA competitive events. Students will utilize a variety of professional and educational scenarios while preparing for certification testing and be provided scholarship opportunities through DECA membership. The official Communication Skills for Business “CSB” Certification testing is embedded into the course curriculum and is free to enrolled students along with the DECA registration. Classroom instruction concentrates on developing critical thinking, collaboration and creativity skills through DECA activities, leadership, and other phases of career development. The DECA competitive events program is recognized nationally and directly supports skill development for

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being college and career ready upon graduation from high school. Students will also have an opportunity to leave high school with an internationally recognized certification and authentic skills useful in increasing their marketability in all college and career paths.

### **Introduction to Entrepreneurship (21st)**

**685**

Grades 9, 10, 11, 12: 2.5 Credits

This course is designed for students seeking knowledge of the necessary components required to manage a small business successfully. The course will cover topics related to creative problem solving, market research protocols, foundational elements of constructing a business plan as well as real-world applications via an online simulation platform. This course is open to all students interested in gaining skills and knowledge relevant to developing meaningful entrepreneurial practices.

### **Fashion Merchandising (21st)**

**690**

Grades 9, 10, 11, 12: 2.5 Credits

This course will introduce students to business marketing and merchandising as we explore the exciting world of fashion. The fashion industry represents billions of dollars in sales, is rapidly growing throughout the world, and is affected by local and global economies. Students will examine the wide variety of fashion businesses and careers available. Students will explore trend analysis, product development, visual merchandising, and inventory management. Through hands-on projects, students will learn to create effective marketing plans, develop compelling displays, and analyze consumer behavior. The course emphasizes the importance of sustainability and ethical practices in fashion, preparing students for diverse career opportunities in merchandising, retail management, and brand development.

### **Principles of Economics (21st)**

**656**

Grades 9, 10, 11, 12: 2.5 Credits

This course introduces students to the methodology and tools used by economists, for example, economic theory, policy and historical influences. Students focus on exploring contemporary economic issues, types of competition, market structures, and supply/demand market behaviors along with the role of government in the process of promoting economic efficiency and well-being. The market system(s) and various mechanisms for determining prices and meaningful resource allocations are also examined.

### **Sports and Entertainment Marketing/Management (21st)**

**671**

Grades 9, 10, 11, 12: 2.5 Credits

Sports and Entertainment Marketing is one of the most exciting and competitive businesses in the world. This course offers students a comprehensive overview of the sports and entertainment sectors, focusing on key concepts such as consumer behavior, branding, licensing, and innovative marketing strategies. Through interactive activities, students will gain practical experience in developing campaigns and managing events. Additionally, the course will highlight diverse career opportunities within these thriving industries, equipping students with the skills needed to excel in sports and entertainment marketing.

### **Social Media Marketing (SMM) I (21st)**

**691.1**

Grades 10, 11, 12 - 2.5 Credits

*Prerequisite: Students should have successfully completed any full or half-year business course excluding Financial Literacy.*

*This is a foundation course.*

As traditional forms of media continue to trend downwards, and technology continues to become more intertwined into our daily lives, businesses are challenged with getting their message in front of their desired customer base. Social Media Marketing is becoming increasingly utilized by companies to get their message to potential customers. SMM can be effective because it can be extremely specific and allow businesses to target customers who are more likely to have an interest in their products and services. Social Media advertising allows businesses to literally get their message into potential customers' hands.

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**Social Media Marketing (SMM) II (21st), (Dual)**

**691.2**

Grades 11, 12 - 2.5 Credits

Dual Enrollment Option: 3 College Credits

*Prerequisite: Students should have successfully completed Social Media Marketing I.*

Social Media Marketing II will build on the skills learned in Social Media Marketing I. SMM II is a dual enrollment course that provides students the opportunity to earn credits from Centenary University that can be transferred to many colleges upon graduation. SMM II students will work with local businesses to help increase their social media presence and visit Centenary University to learn more about their nation-leading Social Media Marketing degree program.

**BUSINESS COURSE SEQUENCES**

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Multimedia and Design 7	Business Exploration 8	No Requirement	Accounting I	Honors Accounting II		
			Microsoft Certification I	Microsoft Certification II		
			Full or ½ Year Business Course	Social Media Marketing I & II	Social Media Marketing I & II	Social Media Marketing I & II

**ELECTIVE COURSES**

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Accounting I Business Law Honors Business Administration Professional Portfolios in Career Pathways MOS Certification Course I Web Page Design AI: The Transformative Potential Sales and Marketing Intro to Entrepreneurship Fashion Merchandising Principles of Economics Sales and Marketing Sports and Entertainment Marketing/Mgmt.	Accounting I Business Law Honors Business Administration Investing & Finance Honors Accounting II Investing & Finance Professional Portfolios in Career Pathways MOS Certification Course I, II Web Page Design AI: The Transformative Potential Sales and Marketing Intro to Entrepreneurship Fashion Merchandising Principles of Economics Sales and Marketing Social Media Marketing I Sports and Entertainment Marketing/Mgmt. Distributive Education Clubs of America Leadership	Accounting I Business Law Honors Business Administration Investing & Finance Honors Accounting II Professional Portfolios in Career Pathways MOS Certification Course I, II Web Page Design AI: The Transformative Potential Financial Literacy Sales and Marketing Intro to Entrepreneurship Fashion Merchandising Principles of Economics Sales and Marketing Social Media Marketing I & II Sports and Entertainment Marketing/Mgmt. Distributive Education Clubs of America Leadership	Accounting I Business Law Honors Business Administration Honors Accounting II Professional Portfolios in Career Pathways MOS Certification Course I, II Web Page Design AI: The Transformative Potential Financial Literacy Sales and Marketing Investing & Finance Intro to Entrepreneurship Fashion Merchandising Principles of Economics Sales and Marketing Social Media Marketing I & II Sports and Entertainment Marketing/Mgmt. Distributive Education Clubs of America Leadership

**NOTE: Levels may change based on student performance.**

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# DEPARTMENT OF ENGLISH LANGUAGE ARTS

## COURSE DESCRIPTIONS

### **English I**

**101**

Grade 9: 5 Credits

English I is a comprehensive full-year study of literature, writing, and related skill areas such as vocabulary, grammar, reading, speaking, and listening, drawing from a broad range of literature, poetry, short stories, biography, and varied non-fiction. This course will emphasize the writing process approach to composition instruction; revising and editing skills will be stressed, along with usage, grammar, and sentence construction. Students are also instructed in research skills and research-based writing throughout the course. Areas of study also include test preparation for the New Jersey Student Learning Assessment given in Grade 9.

### **CP English I**

**102**

Grade 9: 5 Credits

This course parallels English I and is intended for college-bound students. The aim of the course is to improve students' communication skills: reading, writing, speaking, listening, and viewing. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. Students will be expected to engage in academic reading and writing daily.

### **Honors English I**

**103**

Grade 9: 5 Credits

*Prerequisite: To enter this course a Grade 8 student should have earned a final average of 90 or higher in English Language Arts 8, or have a teacher recommendation.*

This course parallels English I, is intended for college-bound students, and has a more rigorous curriculum than CP English I. Students work with more sophisticated literature and non-fiction texts in the units of study, and more sophisticated writing will be demanded of students more often. Outside readings are extensively assigned. Critical thinking, analytical skills, and literary scholarship are emphasized throughout this course.

### **English II**

**111**

Grade 10: 5 Credits

English II is a comprehensive full-year course that builds upon English I skills drawing on literature, poetry, short stories, biography, and various works of non-fiction from traditional and contemporary American authors. Selections blend exposure to canonical works and contemporary texts that are of high interest and relevant to the lives of adolescent students. This course expects and will demand that the student increases sophisticated reading and writing skills as compared to English I, and to continue to refine their proficiency in the skill areas of vocabulary, grammar, reading, speaking, and listening. Students also improve and refine their proficiency in research skills and research-based writing throughout the course, and build skills needed to successfully pass the New Jersey Graduation Proficiency Assessment given in Grade 11.

### **CP English II**

**112**

Grade 10: 5 Credits

This course parallels English II and is intended for college-bound students. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. Students will also be expected to exhibit more sophisticated reading and writing skills.

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**Honors English II****113**

Grade 10: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP English I, 80 or higher in Honors English I, or have a teacher recommendation.*

This course parallels English II, is intended for college-bound students, and has a more rigorous curriculum than CP English II. More sophisticated writing will be demanded of the student more often. Outside readings are extensively assigned. Critical thinking, analytical skills, and literary scholarship are emphasized throughout this course. This course prepares students for the rigor of an Advanced Placement course in English and is recommended to those students considering taking AP English courses while enrolled at Warren Hills Regional High School.

**English III****121**

Grade 11: 5 Credits

English III is a year-long comprehensive study of all aspects of the English language, drawing on literature, poetry, short stories, biography, and various works of non-fiction. Selections blend exposure to historic canonical works and contemporary texts that are of high interest and relevant to the lives of adolescent students. Selections come from societies and nations in which English is one of the predominant languages spoken by their inhabitants. Areas of study also include test preparation for the New Jersey Graduation Proficiency Assessment given in Grade 11. Reading, writing, speaking, listening, and language skills are emphasized, along with research writing.

**CP English III****122**

Grade 11: 5 Credits

This course parallels English III and is intended for college-bound students. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. All areas of communication skills are studied: reading, writing, speaking, listening, and language, along with research skills and strategies.

**Honors English III****123**

Grade 11: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in - CP English II, 80 or higher in Honors English II, or have a teacher recommendation.*

This course parallels English III, is intended for college-bound students, and has a more rigorous curriculum than CP English III. More sophisticated writing will be demanded of the student more often. Outside readings are extensively assigned. Critical thinking, analytical skills, and literary scholarship are emphasized throughout this course. This course prepares students for the rigor of an Advanced Placement course in English and is recommended to those students considering taking the AP Literature and Composition course in Grade 12.

**AP English: Language and Composition (Dual)****127**

Grade 11: Dual Enrollment Option: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP English II, 80 or higher in Honors English II or have a teacher recommendation.*

Advanced Placement English: Language and Composition is a course that focuses on effective writing, as well as critical reading. Students entering this course should be able to read and comprehend college level texts and apply the conventions of Standard Written English to their writing. The writing skills that students come to appreciate through attentive and continued analysis of a variety of prose texts can serve them in their own writing as they become increasingly aware of these skills and their pertinent uses. An AP Language and Composition course, will, therefore, emphasize the study of a variety of texts and writing tasks. Students will also acquire some knowledge of the evolution of English prose style since the Middle Ages, and they will develop an awareness of the expressive potential of language along with an ability to use this potential. This is a most rigorous course in language, and as such, critical thinking, analytical skills, and literary scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in Language and Composition after completing this course.

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**English IV****131**

Grade 12: 5 Credits

English IV is a year-long comprehensive study of all aspects of the English language, drawing on literature, poetry, short stories, biography, and various works of non-fiction from a wide range of cultures from across the world and through the eras of recorded human history. Selections blend exposure to canonical works and contemporary texts that are of high interest and are reflective of the complex and sophisticated types of reading that adults experience in their personal lives and in the course of their careers. Selections are drawn from a wide variety of cultures, societies, and nations. Reading, writing, speaking, listening, and language skills are emphasized, along with standardized test preparation. Students will continue application of research strategies. In addition, students will prepare their college essays, college/job interviews, and resume development.

**CP English IV****132**

Grade 12: 5 Credits

This course parallels English IV and is intended for college-bound students. Students will be engaged in becoming more skilled readers and writers who compose for a variety of purposes. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. Students will continue application of research strategies. In addition, students will prepare their college essays, college/job interviews, and resume development.

**Honors English IV****133**

Grade 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP English III, 80 or higher in Honors English III, or have a teacher recommendation.*

This course parallels English IV and is intended for college-bound students, and has a more rigorous curriculum than CP English IV. Some study of humanities is included and outside readings are extensively assigned. Expertise in composition is expected and grading standards are rigorous. Critical thinking, analytical skills, and literary scholarship are emphasized throughout this course.

**AP English: Literature and Composition (Dual)****137**

Grade 12: Dual Enrollment Option: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP English III, 80 or higher in Honors English III or AP English: Language and Composition, or have a teacher recommendation.*

The Advanced Placement English Literature and Composition course emphasizes the development of skills in careful reading and critical analysis of literature. Students entering this course should be able to read and comprehend college level texts and apply the conventions of Standard Written English to their writing. Reading will focus on works of recognized literary merit. Students are engaged in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style and themes as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works.

Critical thinking, analytical skills, and literary scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in Literature and Composition after completing this course.

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## ELECTIVE COURSE DESCRIPTIONS

### **ELA Workshop**

**136**

Grades 12: 2.5 Credits

*Prerequisite: Grade 12 students who took and did not pass the New Jersey Graduation Proficiency Assessment (NJGPA) or, do not have ELA testing requirements completed for graduation (Grade 12).*

This course is intended to give instructional and academic support to those students in need of meeting their high school graduation requirements in ELA proficiency. The course is designed to support Grade 12 students completing the NJ ELA Portfolio Appeal process, strengthen students' literacy skills, and focus on reading and writing strategies that prepare them for their post-secondary plans.

This course does not take the place of required ELA courses needed for graduation. *The needs of this course are subject to change as per the New Jersey Department of Education graduation requirements.*

### **Journalism I, II, III (21st)**

**140**

Grades 10, 11, 12: 5 Credits

These full year courses are intended for the student who wishes to learn all of the aspects of journalism. In addition to establishing a hands-on working knowledge of computers and desktop publishing techniques, students will also learn interviewing and concise news writing. Also, the journalism student will be able to create and write for the school newspaper, *The Streak*. Students who enroll in this course should possess a strong work ethic and above-average writing ability. This course has rigorous writing requirements in addition to duties related to newspaper production. Students may repeat participation in this course in grades 10, 11 and/or 12 for credit. This course does not take the place of the required English courses.

### **Introduction to Mythology**

**142**

Grades 9, 10, 11, 12: 2.5 Credits

Introduction to Mythology is an analytical study of Greek, Roman and Norse myths and their influence on Western culture, especially literature. Students will read and react to these ancient stories and relate them to modern issues. Students will also use their creative writing skills to update some myths and will research a variety of mythological topics to further their understanding. This course does not take the place of the required English courses.

### **Creative Writing I**

**143**

Grades 9, 10, 11, 12: 2.5 Credits

This course is for the student who wishes to increase his/her ability in the more artistic and creative modes of writing. Especially targeted by this course is the student who has already begun to write various forms of literature on his/her own. Students will be expected to write both prose and poetry. Selected readings are assigned and are part of the course requirements. This course does not take the place of the required English courses.

### **Introduction to Debate**

**144**

Grades 10, 11, 12: 2.5 Credits

This course is based on the philosophy that debate teaches skills applicable to all walks of life. It helps develop critical thinking, courage, organization, leadership, and investigative skills. A study of debate principles helps a student to think through an idea and develop arguments for or against the idea while anticipating arguments someone else might make. This course will deal with the different elements of debate and debate formats. Research skills are stressed. This course does not take the place of the required English courses.

### **Public Speaking**

**145**

Grades 9, 10, 11, 12: 2.5 Credits

Public Speaking is intended for those students who are considering a vocation or avocation in which formal training in speech may be beneficial. The course will be based upon the organization and presentation of explanatory, informative, and persuasive material. This course does not take the place of the required English courses.

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**Superheroes: Modern Mythology****146**

Grades 9, 10, 11, 12: 2.5 Credits

Like the ancient Greeks, Romans, and Norse we too have our set of pop-culture gods and heroes. In this course we will evaluate various heroic/villainous archetypes of ancient mythology by connecting them to today's superheroes. We will also analyze their cultural connections and themes within their own time period of publication. Students will need to be able to draw connections between archetypes, characters, themes, motifs and social context. The course is discussion-driven and requires regular outside reading, along with a research paper at the conclusion of the course. This course does not take the place of the required English courses.

**Advanced Creative Writing II****152**

Grades 10, 11, 12: 2.5 Credits

*Prerequisite: To enter this course a student must have passed Creative Writing I.*

This course is designed for students who, having successfully completed Creative Writing I, desire to hone their voice, style, and genre-of-choice within a community of other writers. This course offers a “real world” approach to the writing process. Students will be exposed to higher level writing critiques with the goal of submitting their work to a notable publication to reach a wider general audience. This course does not take the place of the required English courses.

**Video Games as Literature****153**

Grades 9, 10, 11, 12: 2.5 Credits

Video games have evolved into a powerful form of modern storytelling, akin to literature in its ability to captivate and convey intricate narratives. Just as in literature, video games employ various literary devices and figurative language techniques to enhance their storytelling prowess. The interplay between text, visuals, and player agency all contribute to a unique blend of storytelling elements. Through close examination, students will uncover how video game creators employ allegory and symbolism to convey deeper messages and explore complex themes. This course not only enables students to appreciate video games as a modern art form but also aims to develop their analytical and interpretative skills when observing the figurative language and literary elements embedded within these interactive narratives. Just as with traditional literature, the study of video games as literature allows for a richer understanding of storytelling in the digital age. This course does not take the place of the required English courses.

**ENGLISH LANGUAGE ARTS COURSE SEQUENCE**

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
ELA 7	ELA 8	English I OR CP English I OR Honors English I	English II OR CP English II OR Honors English II	English III OR CP English III OR Honors English III OR AP Language & Composition	English IV OR CP English IV OR Honors English IV OR AP Literature & Composition

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## ELECTIVE COURSES

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Introduction to Mythology Creative Writing I Public Speaking Superheroes Video Games as Literature	Journalism I Introduction to Mythology Creative Writing I Introduction to Debate Public Speaking Superheroes Advanced Creative Writing II Video Games as Literature	Journalism I, II Introduction to Mythology Creative Writing I Introduction to Debate Public Speaking Superheroes Advanced Creative Writing II Video Games as Literature	ELA Workshop Journalism I, II, III Introduction to Mythology Creative Writing I Introduction to Debate Public Speaking Superheroes Advanced Creative Writing II Video Games as Literature

NOTE: Levels may be changed based on student performance.

## DEPARTMENT OF FINE ARTS

Students may elect courses from the fine arts department to fulfill the 5 credit visual and performing arts graduation requirement. **To reach the Visual Art III or AP Studio Art level, Visual Art I must be successfully completed by grade 9.**

### COURSE DESCRIPTIONS

#### Visual Art I (VPA)

701

Grades 9, 10, 11, 12: 5 Credits

This course is planned to give training in the basic principles of art. This year of basic work may enable each individual to discover what areas of expression interest him/her most. The student in this course will work in the following areas: Drawing & Composition—emphasis on basic freehand perspective, light and shade, proportions, artistic arrangement, and basic elements of portrait and figure drawing; Elementary training in various techniques and media such as pencil, pen and ink, charcoal; Color & Painting—problems involving color mixing, painting techniques, and knowledge and care of materials and equipment.

#### Visual Art II

723

Grades 10, 11, 12: 5 Credits

*Prerequisite: 701 Visual Art I*

This course provides an in-depth study of the basic principles of art and serves as the beginning stage of college-level portfolio building. Units of learning will include drawing and painting. All projects completed in this course are most commonly required for portfolio review and application into art schools and colleges, in full detail and on large scales. Art school representatives begin to visit students at this level to discuss art majors and careers, portfolio recommendations, and scholarship information.

#### Honors Visual Art III

725

Grades 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in 723 Visual Art II, or have a teacher recommendation.*

This art course is designed for serious art students who are interested in art as a vocation/avocation. Focuses on portfolio development, Art School exploration, and juried Art Show participation.

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**AP Studio Art****731**

Grades 11, 12: 5 Credits

*Prerequisite:* To enter this course a student should have earned a final average of an 80 or higher in 725 Honors Visual Art III, or have a teacher recommendation.

AP Studio Art emphasizes the preparation and completion of a student work portfolio that includes various series of works in a variety of different media. The course focuses on student-selected theme projects and is computer oriented with an emphasis on problem solving, creativity, and series development. Students are strongly encouraged to submit their completed portfolio for the AP Review as requested by the Review Board to receive credits.

**Graphic Art & Design (VPA)****726**

Grades 9, 10, 11, 12: 5 Credits

This course is an entry-level course, which explores the fundamentals of desktop publishing, graphic design, and layout. The course introduces the various applications of current computer software, basic software tools, file formats, and color settings. Basic drawing tasks will be included.

**Honors Advanced Graphic Art & Design****730**

Grades 10, 11, 12: 5 Credits

*Prerequisite:* 726 Graphic Art & Design and Portfolio Submission, or have a teacher recommendation.

This course comprises a specialized program for students who have successfully completed the basic graphic arts curriculum. Emphasis will be placed on the application of acquired skills through interdisciplinary engagement. The students in the program will create graphic products to assist and support our journalism, music, theater, business and athletic departments.

**Adaptive Art and Art Appreciation****700**

Grades 10, 11, 12: 5 Credits

The adaptive art and art appreciation program has been designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full creative potential in spite of health, physical, social or emotional problems is the main goal of this course. Activities are geared to help students experience success and to enhance their self-esteem. Students are selected for this program by teacher or doctor recommendation. Students may repeat participation in this course in Grades 10, 11, and 12 for credit.

**Yearbook I, II, III****732**

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite:* Art teacher recommendation or middle school Yearbook Advisor recommendation

This is a year-long course in which students will learn many aspects of page layout, design, writing copy, photography, Adobe InDesign CS6, proofreading, publishing, sales, advertising, marketing and journalism as they create the Warren Hills Regional High School *Lamaton* yearbook. Students may repeat participation in this course in Grades 11 and/or 12 for credit.

**Mixed Media (VPA)****727**

Grades 9, 10, 11, 12: 5 Credits

The principles of art are emphasized and applied to the projects completed in this course. The course will have a more "hands-on" approach to a variety of materials and will introduce basic techniques and vocabulary. All projects will be approached in both a two-dimensional and three-dimensional fashion. Seniors in need of Fine Arts graduation credits will be given first priority to this class.

**Ceramics (VPA)****703**

Grades 11, 12: 2.5 Credits

This course provides advanced work in clay construction and focuses on hand building techniques with emphasis on professional results and basic decorative methods.

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**Advanced Ceramics (VPA)****705**

Grades 11, 12: 2.5 Credits

*Prerequisite: 703 Ceramics*

This course will emphasize the development of creativity, self-expression and professionalism with clay. It will seek a higher level of understanding for the hand building techniques and the potter's wheel. Advanced techniques and materials will be introduced.

**Film Design I (VPA)****715**

Grades 10, 11, 12: 5 Credits

In Film Design I, students will come to understand the power of film through multiple avenues of experience. The three main elements of this course will be examining the history of film, analyzing and critiquing film through written reviews, and producing short films using industry standard software. Through discussion, group projects, and guest speakers, students will acquire a better appreciation of film, one of society's most influential mediums.

**Film Design II****716**

Grades 11, 12: 5 Credits

*Prerequisite: 715 Film Design I and teacher recommendation.*

Film Design II will aid in the student's maturation as a filmmaker and foster his/her ability as an artist. Having completed the technical foundations of the class in level one, this will allow an opportunity for the student to focus more on their individual creative expression and application of those ideas within the medium. This course is designed to prepare students with an interest in film for the film industry.

**Honors Film Design III****717**

Grade 12: 5 Credits

*Prerequisite: 716 Film Design II and teacher recommendation.*

Students will build upon their previous knowledge as filmmakers in both practice and theory while striving to exhibit their work publicly. By the end of this course, students will have a fully functional film portfolio. This portfolio will give students the opportunity to display his/her work for college placement and/or employment.

**Concert Choir (VPA)****735**

Grades 9, 10, 11, 12: 5 Credits

Concert Choir is a regularly scheduled high school class open to all students. Students in Concert Choir study and practice quality vocal production skills and learn the art of choral singing. Students apply vocal performance skills and techniques to various representative styles of choral music and perform in two evening concerts during the school year. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

**Honors Advanced Concert Choir (VPA)****736**

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: Students will be identified through auditions held in January or have previous select ensemble experience needed for participation in the Advanced Concert Choir class.*

Honors Advanced Concert Choir is open to experienced vocalists in choral singing. Students in Honors Advanced Concert Choir class study and practice advanced vocal techniques, skills, and practice complex choral music repertoire. Students apply advanced vocal skills to various representative styles of choral music and perform in two evening concerts during the school year. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

**Honors Music Theory and Technology (VPA), (Dual)****737**

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: Students must be able to read music in standard notation.*

Instruction is provided in basic technical and theoretical aspects of music and music composition. This course is essential for those who plan careers in music and of great interest to anyone who wishes to better understand vocal and instrumental music. The ability to play the piano is not

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required, but may be of value. All students will learn to use a digital notation software to generate printouts of their compositions. This course is offered in alternating years, with its next offering this year 2025-2026.

**Introduction to Music Technology and Sound Engineering (VPA) 739**

Grades 9, 10, 11, 12: 2.5 Credits

*Prerequisite: Any semester or full year music course at the high school or middle school.*

Students will study various equipment and computer software that are used in the music industry. Additionally, they will develop skills with music notation software, music recording, editing and sequencing software, microphones, amps, speakers and soundboards. This course is offered in alternating years, with its next offering this year in two years, 2026-2027.

**Theatre Arts (VPA) 741**

Grades 9, 10, 11, 12: 5 Credits

Theatre Arts is a beginning theatre course. No previous experience is needed for this course. The course is designed to stimulate students' creative abilities and imaginations. The course will concentrate on exploring the student's inner resources; emphasizing believable actions, observation, strengthening sense recall, imagination, and emotional response. Character and vocal development, as well as basic stage movement are also incorporated into this program.

**Honors Advanced Theatre Arts (VPA) 742**

Grades 10, 11, 12: 5 Credits

*Prerequisite: 741 Theatre Arts or equivalent experience and teacher recommendation with performance interview*

The Honors Advanced Theatre Arts course is a specialized program for the serious theatre arts student. It will focus on the student's ability to perform monologues and scenes. This course will also explore the use of imagination in character development and the communication of emotion in stage characterization. In addition, students will be responsible for and required to read full-length scripts independently. Each student will be provided with knowledge of a variety of different playwrights' styles. The annually changing repertoire provides new, diverse content to develop and practice skills, and to reach the highest levels of performance. Students may repeat participation in this course in Grades 11 and 12 for credit.

**Technical Theatre (VPA), (21st) 743**

Grades 9, 10, 11, 12: 5 Credits

The focus of this course will be aimed at the behind the scenes work necessary for the production of a play. Students will develop an understanding of how artistic collaboration is necessary for the success of any production. Students will examine the roles of the director, set designer, costume designer, props department, lighting technician, and stage manager. The students will gain a practical knowledge of set design, costume design, sound and lighting board operation and stage make-up application.

**Introduction to Band (VPA) 744**

Grades 9, 10, 11, 12: 2.5 Credits

Intro to Band is an entry level class where students can learn beginning skills on a band instrument. Instruments offered include flute, oboe, bassoon, clarinet, alto saxophone, tenor saxophone, trumpet, french horn, trombone, euphonium, tuba, and percussion. This class would be well suited for any student who would like to learn a band instrument for the first time, any student who would like to get back to playing a band instrument after years of not playing, or any student already enrolled in band who would like to learn a secondary instrument. The course will cover entry level instrumental technique, tone production, and ensemble playing as well as how to read music. Successful completion of this course could serve as a pathway for students to take the Concert Band course and/or participate in band co-curricular activities such as Marching Band, Jazz Ensemble, and Pit Orchestra. Information on instrument rental will be provided at the start of the course. Instruments, rented or owned, are to be provided by the student at their expense.

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**Concert Band (VPA)****745**

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: Teacher recommendation. High School Band or Middle School Band.*

Concert Band is open to all players of band instruments. The concert band presents three mandatory evening concerts per school year. Members of the Concert Band form the nucleus of the Blue Streak Marching Band, Jazz Ensemble, and Pit Orchestra. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

**Honors Wind Ensemble (VPA)****756**

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: Students eligible will be identified through auditions held in January.*

Honors Wind Ensemble is open to advanced woodwind, brass, and percussion instrumentalists. Students in Wind Ensemble study and practice advanced instrumental techniques, skills, and complex music from the traditional and contemporary band repertoire. Members of the Wind Ensemble form the nucleus of the Blue Streaks Marching Band, Jazz Ensemble, and Pit Orchestra. The wind ensemble presents three mandatory evening concerts per year. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students selected may repeat participation in this course in Grades 10, 11 and 12 for credit.

**Piano/Keyboard (VPA)****738**

Grades 9, 10, 11, 12: 2.5 Credits

This course is designed for students who have the desire to learn to read music and play the piano keyboard. Throughout the semester, the students will learn the basic elements of music notation and piano playing techniques. Students will play right and left hand melodies as well as learning basic chords for harmonic accompaniment. Piano keyboards are provided for class members.

**Beginning Classical Guitar (VPA)****755**

Grades 9, 10, 11, 12: 2.5 Credits

The Beginning Classical Guitar class is designed for students who have the desire to learn to play classical guitar and to learn to read music. Throughout the semester, students will learn the basic elements of music notation and basic guitar techniques. By the end of the semester, students will be able to perform duets with other class members, as well as perform as a guitar ensemble. Classical guitars will be provided for class members.

**Adaptive Music (VPA)****750**

Grades 9, 10, 11, 12: 5 credits

The adaptive music and music appreciation program has been designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full potential in listening critically to sound and creating music in a multi-sensory environment in spite of health, physical, social or emotional problems is the main goal of this course. Activities are geared to help students practice and develop motor skills for playing instruments independently and develop social and behavioral skills for rehearsing and performing music in an ensemble setting. Opportunities to perform successfully will build confidence and enhance their self-esteem. Students are selected for this program by teacher, case manager, or doctor recommendation. Students may repeat participation in this course in Grades 10, 11, and 12 for credit.

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# FINE ARTS COURSE SEQUENCES

## ART ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Visual Art I Graphic Art & Design Mixed Media Adaptive Art & Art Appreciation Yearbook I	Visual Art I Visual Art II Graphic Art & Design Honors Adv. Graphic Art & Design Mixed Media Yearbook I, II Film Design I Adaptive Art & Art Appreciation	Visual Art I Visual Art II Honors Visual Art III AP Studio Art Graphic Art & Design Honors Adv. Graphic Art & Design Mixed Media Yearbook I, II, III Ceramics Advanced Ceramics Film Design I Film Design II Adaptive Art & Art Appreciation	Visual Art I Visual Art II Honors Visual Art III AP Studio Art Graphic Art & Design Honors Adv. Graphic Art & Design Mixed Media Yearbook I, II, III Ceramics Advanced Ceramics Film Design I Film Design II Honors Film Design III Adaptive Art & Art Appreciation

## MUSIC ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Adaptive Music* Concert Choir* Honors Advanced Concert Choir* Music Theory and Tech. Theatre Arts Technical Theatre Intro. to Band Concert Band* Honors Wind Ensemble*	Adaptive Music* Concert Choir* Honors Advanced Concert Choir* Honors Music Theory and Tech. Theatre Arts Honors Advanced Theatre Arts* Technical Theatre Intro. to Band Concert Band* Honors Wind Ensemble*	Adaptive Music* Concert Choir* Honors Advanced Concert Choir* Honors Music Theory and Tech. Theatre Arts Honors Advanced Theatre Arts* Technical Theatre Intro. to Band Concert Band* Honors Wind Ensemble*	Adaptive Music* Concert Choir* Honors Advanced Concert Choir* Honors Music Theory and Tech. Theatre Arts Honors Advanced Theatre Arts* Technical Theatre Intro. to Band Concert Band* Honors Wind Ensemble*

Note: Levels may change based on student performance.

\*Students may repeat participation in this course for credit.

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## DEPARTMENT OF HEALTH & PHYSICAL EDUCATION

### COURSE DESCRIPTIONS

#### **Physical Education 9**

**901**

Grade 9: 2.5 Credits

Students in Grade 9 will experience instruction in a variety of activities, which may include floor hockey, goal-focused walking, tennis, aerobics/weight training, badminton or other net games, volleyball, basketball, and fitness. Instruction is directed toward the refinement of skills and techniques previously learned as well as an introduction to some advanced skills, concepts and strategies. Students will be assessed on participation, attire, written tests and skill tests.

#### **Health 9**

**902**

Grade 9: 2.5 Credits

The health program is based on a total wellness approach and skills for living in our multicultural society. The leading cause of death in the United States is cardiovascular disease. A healthy lifestyle can help to prevent heart disease. The importance of total well-being in the areas of physical, mental, and social health for an increased quality of life and longevity is emphasized. The course will also focus on developing responsible decision-making skills that will enhance quality of life and relationships with others. The units of study are peer relationships (with a focus on bullying and peer pressure), wellness and healthy choices, mental health, heart disease, circulatory system, and substance abuse, alcohol and tobacco, and Safe Dates.

#### **Physical Education 10**

**903**

Grade 10: 2.5 Credits

Instruction is directed toward refinement of skills and techniques previously learned in various activities coupled with the introduction of advanced skills and techniques. The curriculum also offers lifetime activities which focus on the components of fitness. Activities offered in Grade 10 may include the following: cooperative game units, dance, badminton, lifetime activities, and personal wellness. Students will be assessed on participation, attire, written tests and skill tests.

#### **Health 10 and Driver Education**

**906**

Grade 10: 2.5 Credits

Theoretical aspects of safe teen driving include but are not limited to organ donation, hands-on CPR and AED protocols, understanding GDL, and preparing for the road test. Also, there is a focus on driving responsibility, safe driving rules and regulations, defensive driving, awareness of texting and other distractions, drinking, drugs, driving privileges and penalties, sharing the road with others, vehicle information, and road signs.

#### **Physical Education 11**

**910**

Grade 11: 2.5 Credits

Students in Grade 11 will experience instruction for one marking period in ropes education. This course is designed to teach trust, communication, decision-making, problem solving and social/personal responsibility activities. Students will participate in our belay school, which will serve to teach all students about the belay system and belay technique. Our indoor activities may include: archery, basketball or lacrosse, volleyball, and weight training. Instruction is directed toward the refinement of skills and techniques previously learned as well as introduction to some advanced skills, concepts and strategies. Students will be assessed on participation, attire, written tests and skill tests.

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**Health 11****912**

Grade 11: 2.5 Credits

Health instruction includes family life and substance abuse education. Major areas of study include: love, male and female reproductive systems, human development, abstinence, pregnancy, lactation, parenting skills, abortion, sexually transmitted diseases/infections, AIDS, masturbation, homosexuality, contraception, intelligent choice of sexual lifestyle, decision-making process, healthy relationships, abusive relationships, violence, cost of living (budget), wellness, death and dying, public health resources, heart disease, cancer and substance abuse. An alternative course is also offered for students whose parents/guardians do not want them to take the Family Life unit.

**Alternative Health 11****957**

Grade 11: 2.5 Credits

Students are trained in current life-saving skills and techniques used for assisting in emergency situations. Skills presented in this course include current CPR guidelines, foreign body airway obstructions (FBAO) by receiving training in the Heimlich maneuver. They will also be instructed in using the Automated External Defibrillator (AED) for cardiac arrest victims. Students will learn disaster preparedness. First responder care or first aid is discussed for the most common illnesses and injuries. Students will be certified in these techniques to meet future college and/or employer requirements. Other topics of discussion will be health insurance and the health care system, community health resources, and substance abuse. This course is offered in alternating years, with its next offering in 2025-2026.

**Physical Education 12****920**

Grade 12: 2.5 Credits

Students in Grade 12 will receive instruction in a variety of activities, which may include: soccer, softball, flag football, basketball, volleyball, floor hockey, pickleball and other ball games. Instruction is directed toward the refinement of skills and techniques previously learned, as well as introduction to some advanced skills, concepts and strategies. Students will be assessed on participation, attire, written tests and skill tests.

**Health 12****922**

Grade 12: 2.5 Credits

Grade 12 instruction focuses on developing a variety of skills for living in our multicultural society. The course stresses making healthy choices that will enhance our quality of life and our relationships with others. The major areas of instruction are nutrition, college nutrition, substance abuse, emergency preparedness, disease prevention, and health care.

**Adaptive Health and Physical Education****926**

Grades 9, 10, 11, 12: 5 Credits

The adaptive health and physical education program is designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full physical potential in spite of health, mobility, physical, social or emotional problems is the main goal of this course. Activities are geared to help students experience success and to enhance their self-esteem. Students are selected for this program by teacher or doctor recommendation.

**Performance Training I****935**

Grades 9, 10, 11, 12: 2.5 Credits

The objective of this semester, comprehensive physical fitness program is to provide students with the fundamental knowledge and physical skills to develop and maintain good lifetime fitness habits. Students will receive advanced instruction in strength training, conditioning, nutrition and health related fitness.

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**Performance Training II****936**

Grades 9, 10, 11, 12: 2.5 Credits

*Prerequisite: 935 Performance Training I*

The main objective of this semester course is to provide students with advanced knowledge and physical skills necessary to develop good lifetime fitness habits. The students will receive advanced and varied instruction in weight training styles and conditioning. Students will know how to apply all of these principles to lifetime fitness.

**Performance Training III****937**

Grades 10, 11, 12: 5 Credits

*Prerequisite: 936 Performance Training II*

The main objective of this course is to continue to further the knowledge and skills necessary to develop excellent lifetime fitness habits students learned in Performance Training II. The students will continue to receive detailed instruction in weight-training styles and conditioning, and can apply all of the principles from the two previous courses.

**Basic Self-Defense****955**

Grades 9, 10, 11, 12: Female Students: 2.5 Credits

This course will integrate low-impact cardiovascular conditioning and low intensity strength with realistic self-defense techniques. Emphasis will be learning hands-on progressive defense training. This self-defense component will include educational information that begins with awareness and prevention. The weapons defense system training unit pertains to defensive strategies against edged weapons and firearms. The keychain defense options unit will be taught with realistic concepts, light impact, fluid transitions and simulation training exercises. This course does not fulfill grade level health or physical education requirements.

*Note: Title IX (1989) states, "In some instances, all female courses or programs may be justified when they exist to remedy the effects of past discrimination and they are appropriately tailored to justify the all-female program or course." Title IX also provides for the separation of students by sex in physical education classes, during which the major activity involves bodily contact. This elective course will provide scheduling priority to seniors.*

**Advanced Self-Defense & Beyond for Females****956**

Grades 9, 10, 11, 12: Female Students: 2.5 Credits

*Prerequisite: 955 R.A.D. Basic Self-Defense for Females*

This R.A.D. Advanced Self-Defense class builds on techniques and strategies from the R.A.D. Basic Self-Defense class. This program also covers more prone defense strategies, multiple subject encounters, and even low, diffused light simulation exercises. The course utilizes the R.A.D. Advanced Self-Defense for Women Curriculum to build levels of confidence, protection, and discipline.

*Note: Title IX (1989) states, "In some instances, all female courses or programs may be justified when they exist to remedy the effects of past discrimination and they are appropriately tailored to justify the all-female program or course." Title IX also provides for the separation of students by sex in physical education classes, during which the major activity involves bodily contact.*

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## HEALTH AND PHYSICAL EDUCATION COURSE SEQUENCES

GRADE 7	GRADE 8		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Health 7 Physical Education 7-8	Health 8 or Alt. Health 8 Physical Education 7-8		Health 9 Physical Education 9	Health 10 Physical Education 10	Health 11 Physical Education 11 Alternative Health 11 Physical Education 11	Health 12 Physical Education 12

### ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Performance Training I Performance Training II Basic Self-Defense for Women Advanced Self-Defense for Women	Performance Training I Performance Training II Performance Training III Basic Self-Defense for Women Advanced Self-Defense for Women	Performance Training I Performance Training II Performance Training III Basic Self-Defense for Women Advanced Self-Defense for Women	Performance Training I Performance Training II Performance Training III Basic Self-Defense for Women Advanced Self-Defense for Women

NOTE: Levels may change based on student performance.

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# DEPARTMENT OF MATHEMATICS

## PLACEMENT LEVEL IN MATHEMATICS

To ensure student growth and successful progression in the high school math program, mastery of the content at each appropriate level is a necessity. Please be reminded that placement is determined by student performance. Students in College Preparatory courses must have a minimum of 90 to enroll in an Honors or AP course, or have a teacher recommendation. Students must have a minimum grade of 80 to maintain Honors/AP level sequencing. Students must have a minimum grade of 73 to maintain college preparatory level sequencing.

## COURSE DESCRIPTIONS

### Algebra I

301

Grade 9: 5 Credits, 10, 11, 12: 5 Credits

This is a standard course in Algebra I and is designed for students who may need concepts presented in a more concrete manner. Topics to be studied include number operations, properties, linear equations and inequalities, powers and exponents, exponential equations, quadratic equations, polynomials, proportions, and rational expressions. Emphasis will be placed on modeling and reasoning problem solving strategies.

### CP Algebra I

303

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in Pre-Algebra (Grade 8) and/or have a teacher recommendation.*

This course is a rigorous college preparatory course and bridges the gap between the concrete ideas of arithmetic and the abstract ideas of higher mathematics. Topics to be studied include equations and inequalities, operations with real numbers, algebraic expressions, functions and relations, quadratic equations, and irrational expressions. Modeling and reasoning problem solving strategies will be incorporated throughout the course and graphing calculators will be used.

### Algebra II

304

Grades 11, 12: 5 Credits

*Prerequisite: Algebra I and Geometry*

This course incorporates the study of the real and complex number systems. It is an extension of Algebra I consisting of more advanced and abstract material. This course will offer the student additional time to grasp the concepts through the use of concrete examples of mathematical methods to solve various problems.

### CP Algebra II

305

Grades 10, 11, 12: 5 Credits

*Prerequisite: CP Algebra I and CP Geometry*

*Students may take CP Algebra II concurrently with CP Geometry with a teacher recommendation.*

This course is an extension of CP Algebra I consisting of more advanced and abstract material including fundamental operations, functions, exponents, radicals, and quadratic equations. New topics, such as complex numbers, logarithms, and polynomial functions are also taught. CP Algebra II expands the student's understanding of the power of mathematics by providing sophisticated mathematical models for studying and solving difficult problems.

### Honors Algebra II (Dual)

306

Grades: 10, 11: 5 Credits

*Prerequisite: Honors Geometry 317*

*Students may take Honors Algebra II concurrently with CP or Honors Geometry with a teacher recommendation.*

This course is the rigorous study of the real and complex number systems. Some areas to be studied include inequalities and applications, functions and variation, complex numbers, trigonometry, second-degree curves and quadratic systems. This course will be fast paced and enrichment topics will be discussed throughout the year. Graphing calculators will be used frequently.

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**Geometry****311**

Grades 10, 11, 12: 5 Credits

*Prerequisite: Algebra I*

This course is designed to help students who have successfully completed Algebra I explore and discover key geometric properties using a hands-on, visual approach. Various geometric concepts, for example, parallel lines, conditions for congruence and transformations will be taught in both plane and coordinate geometry. This course will offer the student additional time to grasp the concepts through the use of concrete examples and informal methods.

**CP Geometry****313**

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: CP Algebra I*

This course is the study of basic geometric figures and their associated properties. Other topics to be studied are parallel lines, congruence, transformations, deductive reasoning, ratios and proportions, Pythagorean theorem, trigonometric ratios, spatial reasoning, and surface area/volume of solid figures. The students must employ Algebra skills throughout the study of Geometry.

**Honors Geometry****317**

Grades 9, 10: 5 Credits

*Prerequisite: To enter this course a student should have earned a grade of 90 or higher in Algebra I (Grade 8), 90 or higher in CP Algebra I, and/or have a teacher recommendation.*

This course will allow a rigorous, in-depth study of geometry and geometric figures with an emphasis on problem solving strategies. Topics to be discussed include the triangle and circle using constructions and theorem proofs, congruent and similar polygons, trigonometric ratios, parallel lines and types of quadrilaterals, and methods of inductive and deductive reasoning. Enrichment material will be provided throughout the course.

**Mathematical Investigations****318**

Grades 11, 12: 5 Credits

*Prerequisite: Algebra I and Geometry*

Mathematical Investigations is intended for students who have taken Algebra I and Geometry and are not yet ready for Algebra II. The content provides a solid foundation of concepts and skills to serve as an appropriate bridge course to Algebra II. This course provides students with tools to represent and solve real-life problems in a variety of ways. Mathematical Investigations will build on algebra and geometry skills as well as explore/apply the concepts of problem solving, number systems, statistics, and financial management.

**CP Pre-Calculus****320**

Grades 11, 12: 5 Credits

*Prerequisite: CP Algebra II**Students may take CP Pre-Calculus concurrently with Probability & Statistics with a teacher recommendation. NOTE: CP Algebra II MUST be taken directly before CP Pre-Calculus.*

This course is designed to prepare students for a first course in Calculus. It combines analytical geometry and advanced trigonometric topics. Students will study conic sections, graphing, and linear, quadratic, polynomial, rational, exponential and logarithmic functions. In addition, students will solve problems using triangles and trigonometric identities.

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**AP Pre-Calculus (Dual)****324**

Grades 11, 12: 5 Credits

*Prerequisite: Honors Algebra II*

AP Precalculus centers on functions modeling dynamic phenomena. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts.

**Calculus****322**

Grade 12: 5 Credits

*Prerequisite: CP Pre-Calculus*

This course is offered to those students with a special interest in math. It is designed to be equivalent to the first semester of college calculus, covering the theory of limits, continuity, differentiation, and basic integration.

**AP Calculus (Dual)****326**

Grade 12: 5 Credits

*Prerequisite: Honors Pre-Calculus with a teacher recommendation*

This course covers the rate of change of 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 Advanced Placement Calculus AB Exam. Students are strongly encouraged to take this exam. This course also includes a demanding summer assignment.

**CP Probability & Statistics****334**

Grades 11, 12: 5 Credits

*Prerequisite: CP Algebra II*

*Students may take CP Probability & Statistics concurrently with CP Pre-Calculus with a teacher recommendation. NOTE: This course is not to be taken directly before CP Pre-Calculus.*

Probability & Statistics provides students with an introduction to important topics in statistics by focusing on the statistical thinking behind data collection and analysis. It helps students be more discerning consumers of statistics, teaching them to interpret the numbers in real life settings. Topics include measures of central tendency, standard deviation, organizing data, probability, and various distributions. Computers and graphing calculators will be used throughout the course.

**AP Statistics (Dual)****335**

Grades 10, 11, 12: 5 Credits

*Prerequisite: Honors Algebra II or CP Algebra II (with teacher recommendation)**Students may take AP Statistics concurrently with Honors Algebra 2 with a teacher recommendation.*

Advanced Placement Statistics is a challenging course for the serious student who has strong math and analytic reasoning skills. Students will investigate various topics in the areas of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will research and develop statistical problems as they relate to numerous disciplines including, but not limited to, mathematics, psychology, sociology, science, and health and physical education. Students in this course are strongly encouraged to take the Advanced Placement Statistics Exam.

**CP Discrete Mathematics****365**

Grades 11, 12: 5 Credits

*Prerequisite: Algebra II or CP Algebra II*

This course is designed for the liberal arts student who desires a college preparatory math course. Logic and problem solving applications using discrete structures such as matrices, sequences, recurrence relations, probability, linear programming, and data analysis will be emphasized.

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## Mathematics Workshop

367

Grades 9, 10, 11, 12: 2.5 Credits

The intention of this course is to give additional instructional and academic support for those students who may be considered at-risk in meeting the cut-off score of the NJGPA (New Jersey Graduation Proficiency Assessment) in Math. Meeting math proficiency is a requirement for graduation. The NJGPA is administered during the spring of a student's junior year. Math workshop will be taken concurrently with the student's grade-level math course and is designed to strengthen the student's mastery of algebraic and geometric content needed for the NJGPA assessment. Students will be placed in this course based on standardized testing, student performance, and teacher recommendations leading up to the NJGPA administration date.

**This course does not take the place of the required math courses needed for graduation. Students taking this course may repeat participation for credit in the future if they meet the entrance criteria. The needs of this course may change as per the current NJDOE graduation requirements.**

## COMPUTER SCIENCE COURSE DESCRIPTIONS

### Introduction to Cybersecurity (21st)

341

Grades 9, 10, 11, 12: 2.5 Credits

*Prerequisite: Algebra 1 or a teacher recommendation from the middle school Computer Science teacher.*

This half year class will introduce students to key concepts in cybersecurity, the history of cyber threats and methods of data protection. The students will also explore cyber careers and current events in cyber security. Much of the course will center on student presentations, discussions and virtual labs. \*Ethics agreement must be signed by all students and parents during the first 2 weeks of class.

### Cybersecurity II (21st)

342

Grades 9, 10, 11, 12: 2.5 Credits

*Prerequisite: Introduction to Cybersecurity*

This half year course expands upon the key concepts learned in Introduction to Cybersecurity (341) to help inspire interest in cybersecurity careers. Instruction will focus on vulnerabilities found in digital systems and methods to implement defense. Students will apply tools to identify vectors of attack and ways to mitigate vulnerabilities. Advanced forms of cryptography will be explored along with the role they play in securing remote transactions. Hands-on labs executed in a cyber range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events with cyber ethics and law. \*Ethics agreement must be signed by all students and parents during the first 2 weeks of class.

### Introduction to Computer Science (21st), (Dual)

331

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have successfully completed an Algebra I course or have a teacher recommendation from the middle school Computer Science teacher. This course does not satisfy the graduation requirement in mathematics.*

In this course, the students will learn about computer science and its applications in the world around us. The course will emphasize developing problem solving skills through student-produced programs in Java and/or Python. The course will also focus on career opportunities, computer ethics, computer history, and computer architecture. This course does not satisfy the graduation requirement in mathematics.

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**AP Computer Science Principles (21st), (Dual)****356**

Grades 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a grade of 90 or higher in CP Algebra I, a 90 or higher in CP Geometry, 80 or higher in Honors Geometry, and/or a teacher recommendation. This course does not satisfy the graduation requirement in mathematics.*

AP Computer Science Principles is the equivalent to a college-level computer science class for non-majors. This class is not language based and has a large focus on computers in society which requires a lot of reading, writing, and discussion.

Students will develop an understanding of the fundamental concepts of computing, its breadth of application and its potential for transforming our world. Students will also be introduced to programming as a means by which to develop valuable problem-solving skills. The AP Computer Science Principles course may satisfy a part of either mathematics or science credits required for graduation. A student may take Advanced Placement Computer Science and Advanced Placement Computer Science Principles concurrently if the student has successfully completed Introduction to Computer Science prior.

**AP Computer Science A (21st), (Dual)****355**

Grades 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in AP Computer Science Principles, 80 or higher in Intro to Computer Science, and/or teacher recommendation.*

This course is designed as a preparatory course for the Advanced Placement Computer Science **A** Exam. AP Computer Science **A** is equivalent to a first year college computer science class for engineers and computer science majors (CS1). This class focuses on the Java programming language and emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. It also includes the introductory study of data structures and abstraction as well as career opportunities and computer ethics. Students are strongly encouraged to take the AP Computer Science **A** Exam. The AP Computer Science **A** course may satisfy a part of mathematics credits required for graduation. A student may take Advanced Placement Computer Science **A** and Advanced Placement Computer Science Principles concurrently if the student has successfully completed Introduction to Computer Science prior.

*This course may satisfy the third year of math graduation requirement.*

**Honors Advanced Topics in Computer Science (Dual)****332**

Grades 11, 12: 5 Credits

*Prerequisite: Teacher recommendation or a grade of 80 or higher in AP Computer Science A: This course does not satisfy the graduation requirement in mathematics.*

This course will give students the opportunity to explore advanced computer science topics such as game development, app development, physical computing, cybersecurity, robotics, programming languages, and electronic circuits. Much of the class will be portfolio based with students working within groups to set independent goals for each learning module for which they will be used to present their findings.

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## MATHEMATICS COURSE SEQUENCES

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Math 7	Pre-Algebra 8	No Requirement	CP Algebra I	CP Geometry	CP Algebra II	CP Pre-Calculus
						CP Prob. and Stat
						CP Discrete Math
		No Requirement	Algebra I	Geometry	Math Investigations	Algebra II

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Accelerated Math 7	Algebra I	No Requirement	CP Algebra I	CP Geometry	CP Algebra II	CP Pre-Calculus
						CP Prob. And Stat.
						CP Discrete Math
		No Requirement	CP Geometry	CP Algebra II	CP Pre-Calculus	Calculus
						CP Prob. and Stat
						CP Discrete Math AP Statistics
		90 or higher	Honors Geometry	Honors Algebra II	AP Pre-Calculus	AP Calculus AP Statistics

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## ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Intro to Computer Science Intro to Cybersecurity	Intro to Computer Science Intro to Cybersecurity AP Computer Science Principles AP Computer Science A Honors Computer Science	Intro to Computer Science Intro to Cybersecurity Cybersecurity II AP Computer Science Principles AP Computer Science A Honors Advanced Topics in Computer Science Honors Computer Science Advanced Topics	Intro to Computer Science Intro to Cybersecurity Cybersecurity II AP Computer Science Principles AP Computer Science A Honors Advanced Topics in Computer Science Honors Computer Science Advanced Topics

NOTE: Levels may change based on student performance.

## DEPARTMENT OF SCIENCE

*Note: Colleges require two years of extended lab courses. Extended lab courses include all 6 credit courses.*

### COURSE DESCRIPTIONS

#### AP Environmental Science (Dual)

**403**

Grades 11, 12: 6 Credits

*Prerequisite: Honors Biology or CP Biology; Honors Chemistry or Technical Chemistry*

*To enter this course, a student should have earned a grade of 80 or higher in Honors Biology or a grade of 90 or higher CP Biology, or have a teacher recommendation.*

AP Environmental Science is a lab/inquiry-based course that is designed to immerse students in the physical, biological, and earth systems sciences that shape our environment. Scientific concepts, principles, and modern science practices allow students to analyze environmental issues and engage in evidence-based decision making in real world contexts. AP Environmental Science is an extended time course to accommodate the laboratory requirements. Students are strongly encouraged to take the AP examination in Environmental Science after completing this course.

#### Biology

**410**

Grades 9, 10, 11, 12: 5 Credits

Biology is a lab/inquiry-based course where students will cultivate their understanding of biology as they explore the following topics: cytology, biochemistry, cellular processes, homeostasis and transport, cellular energy, reproduction, genetics, evolution, information transfer, ecology, and interactions.

#### CP Biology

**412**

Grades 9, 10, 11, 12: 6 Credits

CP Biology is a lab/inquiry-based course where students will cultivate their understanding of biology through complex investigations as they explore the following topics: cytology, biochemistry, cellular processes, homeostasis and transport, cellular energy, reproduction, genetics, evolution, information transfer, ecology and interactions. CP Biology is an extended time course to accommodate the lab requirements.

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**Honors Biology (Dual)****400**

Grades 9, 10: 6 Credits

*Prerequisite: To enter this course a student should have earned a grade of 90 or higher in Science 8.*

Honors Biology is a lab/inquiry-based accelerated course where students will cultivate their understanding of biology through rigorous investigations as they explore the following topics: cytology, biochemistry, cellular processes, homeostasis and transport, cellular energy, reproduction, genetics, evolution, information transfer, ecology, and interactions. Honors Biology is an extended time course to accommodate the laboratory requirements.

**AP Biology (Dual)****413**

Grades 11, 12: 6 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in both Honors Biology and Honors Chemistry courses or have a grade of 90 or higher in both CP Biology and Technical Chemistry courses, or have a teacher recommendation.**It is highly recommended that students taking this course have a strong foundation in Algebra II and statistical concepts.*

Advanced Placement Biology is a lab/inquiry-based course where students cultivate their understanding of biology through rigorous investigations as they explore the following topics: chemistry of life, cell structure & function, cellular energetics, cell communication & cell cycle, heredity, genes expression & regulation, natural selection, and ecology. AP Biology is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Biology after completing this course.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.***Conceptual Chemistry****414**

Grades 10, 11, 12: 5 Credits

Conceptual Chemistry is a lab/inquiry-based chemistry course where through discussions and activities, students will explore the following topics: matter and change, measurements, atoms and subatomic particles, the periodic table, chemical bonding, formulas and compounds, chemical equations and reactions, stoichiometry, and acids and bases. Environmental Science standards will be infused within this course to show real-world connections. Conceptual Chemistry covers similar concepts as the CP Chemistry T [Technical] course described below, but requires less emphasis on mathematical skills and it is not an extended time course.

**CP Chemistry T [Technical]****415**

Grades 10, 11, 12: 6 Credits

CP Chemistry T [Technical] is a lab/inquiry-based college prep chemistry course. Through discussion and activities, students will explore the following topics: matter and change, measurements, atoms and subatomic particles, the periodic table, chemical bonding, formulas and compounds, chemical equations and reactions, stoichiometry, and acids and bases. Environmental Science standards will be infused within this course to show real-world connections. CP Chemistry T [Technical] is an extended time course to accommodate the lab requirements.

**Honors Chemistry (Dual)****417**

Grades 10, 11, 12: 6 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in Honors Biology, or 90 or higher in CP Biology, and an 80 or higher in previous Honors math course, or 90 or higher in previous CP math course, or have a teacher recommendation.*

Honors Chemistry is a lab/inquiry-based, accelerated, comprehensive course. Students will cultivate their understanding of chemistry through rigorous investigations and will explore the following topics: matter and change, measurements, atoms and subatomic particles, the periodic table, chemical bonding, formulas and compounds, chemical equations and reactions, stoichiometry, and acids and bases. Environmental Science standards will be infused within this course to show real-world connections. Conceptual Chemistry. Honors Chemistry is an extended time course to accommodate the lab requirements.

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**AP Chemistry (Dual)****419**

Grades 11, 12: 6 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in Honors Chemistry or 90 or higher in CP Chemistry T[Technical] and an 80 or higher in a previous Honors math course, or 90 or higher in previous CP math course, or have a teacher recommendation.*

Advanced Placement Chemistry is a lab/inquiry-based course where students will explore the following topics: structure of matter, states of matter, types of chemical reactions, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. Students will be expected to acquire skills performing laboratory manipulations, making observations, recording data, and calculating and interpreting results. An emphasis will be placed on the design of experiments and adherence to proper experimental procedures. AP Chemistry is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Chemistry after completing this course.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**CP Physics****421**

Grades 11, 12: 6 Credits

CP Physics is a lab/inquiry-based course where students will study motion, energy, sound, light, heat, and electromagnetic and nuclear radiation. Practical applications to daily life will be explored. CP Physics is an extended time course to accommodate the lab requirements.

**AP Physics I: Algebra-Based (Dual)****451**

Grades 11, 12: 6 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in previous Honors math and science courses, or 90 or higher in previous CP math and science courses, or have a teacher recommendation.*

This course enables students to develop a deep understanding of the content and focuses on applying knowledge through inquiry labs. Topics include Newtonian mechanics, including rotational dynamics and angular momentum; work, energy, and power; and mechanical waves and sound, along with introducing electric circuits. AP Physics I is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Physics I after completing this course.

**AP Physics II: Algebra-Based (Dual)****452**

Grade 12: 6 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in AP Physics I or have a teacher recommendation.*

This course is a continuation of AP Physics I and it enables students to develop a deep understanding of the content and to focus on applying their knowledge through inquiry labs. Topics include fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. AP Physics II is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Physics II after completing this course.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Integrated Science****480**

Grades 11, 12: 5 Credits

Integrated Science is a lab/inquiry-based course that focuses on the interconnectedness of science, enhances students' knowledge of physical science, and introduces students to human anatomy and physiology. Topics include mechanics and energy, the dynamic earth, the impacts of climate change, and an introduction to human anatomy and physiology.

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**Honors Anatomy and Physiology****425**

Grades 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in Honors Biology or a grade of 90 or higher in CP Biology, or have a teacher recommendation.*

Honors Anatomy & Physiology is an inquiry/lab-based study of the human body that highlights the integration of structure and function through clinical applications, critical thinking approaches, laboratory experiments, etc. This course is for students interested in pursuing a career in medical fields, biological fields, or who are interested in understanding the human body. Working with live and preserved specimens is an integral part of this course.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Floral Design (21st)****436**

Grades 10, 11, 12: 2.5 Credits

Floral Design introduces students to career possibilities in the floral industry and provides basic instruction in the techniques of floral design and merchandising. Students will learn to identify and use cut flowers, cut foliage, and dried materials to investigate the importance to the floral industry. National FFA membership is an integral part of this course.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Introduction to Agriculture, Food, & Natural Resources CASE (AFNR) (21st)****460**

Grades 9, 10: 5 credits

Introduction to AFNR introduces students to agricultural opportunities and the pathways of studies in agriculture. Science, mathematics, reading, and writing components are woven in the context of agriculture. Students will experience hands-on activities in communication, the science of agriculture, plants, animals, and natural resources. In addition, students will understand specific connections between their lessons, the National FFA Organization, and the Supervised Agricultural Experience Program.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Principles of Agricultural Sciences - Plant CASE (ASP) (21st) (Art)****464**

Grades 10, 11, 12: 5 Credits

*If you are following the AgriScience Pathway, Introduction to Agriculture, Food, and Natural Resources (AFNR) must be taken as a prerequisite.*

Students will experience various plant science concepts through exciting hands-on activities, projects, and problems in our school greenhouse. In this lab/inquiry-based course, experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agronomic, forestry, and horticultural industries. Students will work on major projects and problems similar to those that plant science specialists such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists face in their respective careers. The National FFA Association and the Supervised Agricultural Experience are an integral part of this course.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Principles of Agricultural Sciences - Animal CASE (ASA) (21st) (Art)****468**

Grades 10, 11, 12: 5 Credits

*If you are following the AgriScience Pathway, Introduction to Agriculture, Food, and Natural Resources (AFNR) must be taken as a prerequisite.*

Students will experience various animal science concepts through exciting hands-on activities, projects, and problems in our school animal program. There will be a lot of time spent working with and caring for our live animals. Through this lab/inquiry-based course, students' experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. The National FFA Association and the Supervised Agricultural Experience are an integral part of this course.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

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**Food Science and Safety CASE (21st) (ART)****461**

Grades 11, 12: 5 Credits

*Prerequisite: Chemistry*

*If you are following the AgriScience Pathway, Introduction to Agriculture, Food, and Natural Resources (AFNR), and ASP or ASA must be taken as prerequisite courses. Otherwise, AFNR, ASP, or ASA is a prerequisite.*

Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**CASE Agricultural Business Foundations (ABF) (21st)****465**

Grades 11, 12: 2.5 Credits

*If you are following the AgriScience Pathway, Introduction to Agriculture, Food, and Natural Resources (AFNR), and ASP or ASA must be taken as prerequisite courses. Otherwise, AFNR, ASP, or ASA is a prerequisite.*

*Agricultural Business Foundations (ABF)* introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout subsequent CASE courses. The *Agricultural Business Foundations* course includes: starting a business, financial documents, risk management, and writing a business plan

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**CASE Animal Health and Veterinary Science (AHVS) (21st)****466**

Grades 11, 12: 2.5 Credits

*If you are following the AgriScience Pathway, Introduction to Agriculture, Food, and Natural Resources (AFNR), and ASP or ASA must be taken as prerequisite courses. Otherwise, AFNR, ASP, or ASA is a prerequisite.*

*Animal Health and Veterinary Science (AHVS)* is a semester-long program emphasizing inquiry-based learning and technical skill development. This course provides an in-depth examination of veterinary science, focusing on the interplay of factors affecting animal health. Through structured inquiry activities, projects, and problems, students address practical challenges, fostering critical thinking and an understanding of the intricate relationships between animal health and care.

The central focus of the curriculum is to cultivate technical skills crucial for effective animal health care. Proficiency in prevention, diagnosis, and treatment techniques will be achieved through hands-on skill practice. Integrating knowledge into CASE Study Problems will further develop problem-solving abilities and provide insight into the practical implications of veterinary science across diverse contexts.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Forensic Science (21st) (Dual)****422**

Grades 11, 12: 2.5 Credits

This college-preparatory course will require students to apply their basic understanding of biology, chemistry, math, and physics to explore the range of topics surveyed. Forensics builds upon many interdisciplinary connections. This allows students to practice what they have learned throughout their academic journey at WHHS while learning about new topics such as: crime scene investigations, evidence collection, hair analysis, fibers and textiles, botany, fingerprinting, DNA profiling, Blood and blood spatter analysis, toxicology, handwriting analysis, entomology,

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manner and mechanisms of death, forensic anthropology, glass evidence, casts and impressions, and ballistics. This course may be taken by students that are curious about careers in forensics, science, and criminal justice.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Introduction to Health Sciences (21st)**

**423**

Grades 11,12: 5 Credits

*If you are following the Healthcare Pathway, it is recommended that Honors Anatomy and Physiology be taken prior to Introduction to Health Sciences.*

Upon completion of this college-preparatory course, a proficient student will be able to explain careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

**Intro to Pathology (21st)**

**424**

Grades 11, 12: 2.5 Credits

Pathology is the branch of medical science that focuses on the cause, origin, and nature of disease. This college-preparatory course examines how abnormalities, both at the molecular and cellular level, manifest as pathologies and how parasites affect the overall structure and function of human tissues, organs, and organs systems. Students will be provided with a broad overview of human disease, including multiple considerations for career paths in biology, medicine, and health studies.

*This course is a science elective and does not embed the standards needed to be considered for science graduation credit.*

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## SCIENCE COURSE SEQUENCES

Science courses must encompass all NJSLS-Science to meet the NJDOE graduation requirements. Biology/CP Biology/Honors Biology, Conceptual Chemistry/Technical Chemistry/Honors Chemistry, and Integrated Science/CP Physics/AP Physics I/APES meet these requirements.

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Science 7	Science 8	No Requirement	*Biology	*Conceptual Chemistry	*Integrated Science	Science Elective
		No Requirement	*CP Biology	*CP Chemistry T	AP Science Course Elective	AP Science Course Elective
					*CP Physics	Science Elective
					Science Elective	
		90 or Higher	*Honors Biology	*Honors Chemistry	*AP Physics 1	* AP Environmental Science
					*AP Environmental Science	AP Science Course Elective
Science Elective	Science Elective					
AP Science Course Elective	Science Elective					

*\* science graduation requirement*

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## ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Introduction to Agriculture, Food, and Natural Resources	Introduction to Agriculture, Food, and Natural Resources Floral Design Principles of Agricultural Sciences – Plant Principles of Agricultural Sciences - Animal	Honors Anatomy Floral Design Food Science and Safety Forensic Science Introduction to Health Sciences Intro to Pathology Principles of Agricultural Sciences – Plant Principles of Agricultural Sciences - Animal Animal Health and Veterinary Science Agricultural Business Foundation	Honors Anatomy Floral Design Food Science and Safety Forensic Science Introduction to Health Sciences Intro to Pathology Principles of Agricultural Sciences – Plant Principles of Agricultural Sciences - Animal Animal Health and Veterinary Science Agricultural Business Foundation

NOTE: Levels may change based on student performance.

## DEPARTMENT OF SOCIAL STUDIES

### COURSE DESCRIPTIONS

#### World History

231

Grade 9: 5 Credits

World History aims to develop an understanding and appreciation of the complexities that have created and continue to affect human society. The curriculum focuses upon the social, political, economic, and cultural phenomena that have influenced human settlement and interaction since the end of the Middle Ages. Topics studied include the ages of global encounters, revolutions, Imperialism, global conflicts, and contemporary times. A balance of materials from many diverse world cultures and civilizations will be employed in the course. Students will develop an appreciation of how and why societies change; why political and social conflict exists; how religion influences the development of societies; how individuals affect change; how social institutions and groups failed to function in beneficial ways when people have behaved in cruel or inhumane ways; and how people have worked to combat instances of prejudice, cruelty, and discrimination.

#### CP World History

232

Grade 9: 5 Credits

This course parallels the curriculum of World History. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis will be placed on independent practice and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

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**Honors World History****233**

Grade 9: 5 Credits

*Prerequisite: To enter this course a Grade 8 student should have earned a final average of 90 or higher in Civics 8, or have a teacher recommendation.*

This course parallels the curriculum of World History, but will require extensive additional reading and writing. A greater emphasis will be placed on primary source material and document based questions. It is designed to prepare students who wish to take AP courses in social studies. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course.

**United States History I****210**

Grade 10: 5 Credits

United States History I focuses on political, diplomatic, societal, cultural, and economic forces that have shaped the history of the United States and New Jersey. This course covers the era of colonization of the Americas through the Progressive era of the early twentieth century. Students will be asked to make connections between events being studied to similar occurrences at different times in history and to present events. The course is intended to develop a broad appreciation for our American heritage, as well as for the rights and responsibilities of American citizens.

**CP United States History I****211**

Grade 10: 5 Credits

This course parallels the curriculum of United States History I. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis is placed on research and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

**Honors United States History I****212**

Grade 10: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP World History, or have a teacher recommendation.*

This course parallels the curriculum of United States History I, and covers the first portion of material assessed on the AP U.S. History exam. It should be considered the first half of the AP U.S. History course. Students will engage in frequent and rigorous reading and writing exercises, including primary source analysis and document based questions. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. Outside readings are extensively assigned. This course prepares students for the rigor of Advanced Placement courses in social studies, and is recommended to those students considering taking AP social studies courses while enrolled at Warren Hills Regional High School.

**United States History II****213**

Grade 11: 5 Credits

United States History II focuses on political, diplomatic, societal, cultural, and economic forces that have shaped the history of the United States and New Jersey. This course covers the era of World War I through contemporary times. Students will be asked to make connections between events being studied to similar occurrences at different times in history and to present events. The course is intended to continue the development of a broad appreciation for our American heritage, as well as to understand the evolution of our rights and responsibilities as American citizens.

**CP United States History II****214**

Grade 11: 5 Credits

This course parallels the curriculum of U.S History II. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis is placed on research and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

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**Honors United States History II****215**

Grade 11: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP U.S. History I, 80 or higher in a previous Honors course, or have a teacher recommendation.*

This course parallels the curriculum of United States History II and is open to students who commit to additional reading and writing throughout the course. A greater emphasis will be placed on primary source material and document based questions. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course prepares students for the rigor of an Advanced Placement course in social studies, and is recommended to those students considering taking AP social studies courses while enrolled at Warren Hills Regional School District.

**AP United States History II (Dual)****216**

Grades 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP U.S. History I, 80 or higher in Honors U.S. History I, or have a teacher recommendation.*

This course parallels the curriculum of United States History II, and covers the second portion of material assessed on the AP United States History examination and should be considered the second half of the AP United States History course. Students will engage in frequent and rigorous reading and writing exercises, including primary source analysis and document based questions. Critical thinking, analytic skills, and historical scholarship are emphasized throughout this course. Outside readings are extensively assigned. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in United States History after completing this course.

**ELECTIVE COURSE DESCRIPTIONS****Sociology (Dual)****203**

Grades 10, 11, 12: 5 Credits

Sociology is the study of human relationships. It enables us to view human society as various social interactions and provides us with a better understanding of ourselves, of groups, and of our cultural and social worlds. Students will analyze how behaviors of individuals are largely shaped by groups they belong to, and by their culture and society. This course does not take the place of the required social studies courses.

**Introduction to the Social Sciences****205**

Grades 10, 11, 12: 2.5 Credits

This course is designed to familiarize students with social science subjects such as anthropology, psychology, economics, and political science. Students will have the opportunity to evaluate the social science disciplines for potential careers and will be systematically introduced to processes that promote effective thinking and study habits. This course does not take the place of the required social studies courses.

**Genocide: Betrayal of Humanity****207**

Grades 11, 12: 2.5 Credits

This course is designed to encourage tolerance in our culturally diverse state society. Students will analyze the occurrence of genocide as the consequences of prejudice and discrimination. Students will learn that each citizen bears personal responsibility to fight racism and hatred wherever and whenever it happens. This course will delve into the study of genocides through various primary sources from the Holocaust, Darfur, Native Americans, Bosnia, Rwanda, and other human rights atrocities. This course does not take the place of the required social studies courses.

**Criminal Justice (Dual)****208**

Grades 10, 11, 12: 2.5 Credits

This course is designed to acquaint students with knowledge of our legal and penal system in regard to its political, social and economic impact on the lives of each of us. The American judicial system will be examined through the lenses of varying types of statutes, court decisions, and of the penal system. Students will examine the delicate balance between the rights of the accused against the needs of the state to enforce its laws and punish those who violate them. Critical thinking, researching, reading, writing, listening, and oral presentations will be stressed. This course does not take the place of the required social studies courses.

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**AP African American Studies****219**

Grades 10, 11, 12: 5 Credits

*No prerequisite. All eligible students are encouraged to register for this course; students needing reading and writing support are encouraged to use Resource Teachers.*

This course is an interdisciplinary course that examines the diversity of African American experiences through district encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This course does not take the place of the required social studies courses.

**AP World History: Modern (Dual)****237**

Grades 10, 11, 12: 5 Credits

Course offered in the 2025-2026 &amp; 2027-2028 school years

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.*

This course is open to those who have successfully completed the required core course in World History. The study of civilizations from approximately 1200 C.E. up through the current era occurs through a structured approach developed by the College Board. Students are expected to attain much of the content through out of class readings, in-class investigations, and in-class discussions and evaluations of pertinent, often controversial issues. Critical thinking, analytical skills, sophisticated writing for different types of tasks, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in World History: Modern after completing this course. This course does not take the place of the required social studies courses.

**AP European History (Dual)****235**

Grades 10, 11, 12: 5 Credits

Course offered in the 2026-2027 &amp; 2028-2029 school years

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.*

This course concentrates upon the principle themes of modern European history by exposing participants to a factual, chronological development of events which marked the course of the Western world and its global influences from the end of the Medieval era to the present. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in European History after completing this course. This course does not take the place of the required social studies courses.

**AP United States Government and Politics (Dual)****244**

Grades 10, 11, 12: 5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.*

By examining the structure, process, and function of their government and politics students will come to understand the formal and informal ways in which the American government functions to serve the needs of its citizens. Students will critically explore historical materials and current political events through research and discussions in order to critique and evaluate the current state of the American democracy. Students will understand how individuals interact with their government through political parties and the media, and how those in government use political parties and the media to interact with individuals. Further, students will come to understand why individuals engage in political behavior and

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what they hope to gain from it. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in United States Government and Politics after completing this course. This course does not take the place of the required social studies courses.

## SOCIAL STUDIES COURSE SEQUENCE

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Geography & Culture	Civics	World History <b>OR</b> CP World History <b>OR</b> Honors World History	U.S. History I <b>OR</b> CP U.S. History I <b>OR</b> Honors U.S. History I	U.S. History II <b>OR</b> CP U.S. History II <b>OR</b> Honors U.S. History II <b>OR</b> AP U.S. History II	There is no required social studies course for Grade 12 students, unless a student is repeating a Grade 9, 10, or 11 required course that failed.

## ELECTIVE COURSES

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
	Sociology Introduction to Social Sciences Criminal Justice AP World History AP European History AP U.S. Government & Politics AP African American Studies	Sociology Introduction to Social Sciences Genocide: Betrayal of Humanity Criminal Justice AP World History AP European History AP U.S. Government & Politics AP African American Studies	Sociology Introduction to Social Sciences Genocide: Betrayal of Humanity Criminal Justice AP World History AP European History AP U.S. Government & Politics AP African American Studies

NOTE: Levels may change based on student performance.

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# DEPARTMENT OF SPECIAL EDUCATION

It is the goal of the Warren Hills Regional School District to place students, to the maximum extent possible, in the least restrictive environment. Educational schedules for students receiving special education and related services are varied and individualized. Special education course selections are made in conjunction with the teacher, parent, and child study team input. For more information, please contact the child study team office or your child's case manager.

## INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Students formally identified with special needs receive an Individualized Educational Program (IEP) developed by the child study team (CST), parents, and professionals related to each student's individual case circumstances. For more information, confer with your case manager, or the Supervisor of Special Education.

There are several distinct special education placement and program offerings for Grades 9-12:

- General Education Supplemented (GES)
- In-Class Support (ICS)
- In-Class Resource (ICR)
- Language/Learning Disabilities (LLD); Emotional Regulation Impairment Classroom (ERIC); (MD/AU) Multiple Disabilities /Autism Program
- English Language Arts Literacy (LAL)
- Vocational Training
- Work Based Learning (WBL)
- Life Skills/Independent Living
- World Language and Cultural Awareness

## COURSE AND/OR PROGRAM DESCRIPTIONS

### General Education Supplemental (GES)

Grades 9, 10, 11, 12

This placement provides learners with supplementary aids and services in the general education setting to enable students with disabilities access to the general education curriculum in a least restrictive setting. This educational placement affords learners with disabilities to be educated to the maximum extent possible with non-disabled peers (N.J.A.C 6A: 14-4.5).

Within the GES setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with minimal academic support and assistance.

### In-Class Support (ICS) Program

Grades 9, 10, 11, 12

This placement provides a collaborative/co-teaching framework at the high school. Learners are supported with a team teaching partnership that combines a general and a special educator who work as a team in a designated content area.

This arrangement affords learners with disabilities an opportunity to receive supported instruction in a regular education setting with non-learning disabled peers, a content specialist and a special education practitioner who is able to provide modifications and adjustments to meet the needs of learners with disabilities.

Within the ICS setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with modifications and support that maintain the course goals and objectives.

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### **In-Class Resource (ICR) Program**

Grades 9, 10, 11, 12

This placement provides learners with resource program instruction in an integrated format with grade level peers at the high school in accordance with N.J.A.C. 14-14.6 and 6A:26-6.

Within the ICR setting, learners with disabilities are exposed to the regular curriculum standards which are modified to meet their academic needs based on their Individualized Educational Program (IEP) goals. Students who are assigned to this placement are expected to master curriculum goals and objectives and to participate in classroom educational activities.

### **Language/Learning Disabilities (LLD) Program**

Grades 9, 10 11, 12: 5 Credits Per Class

This is a comprehensive program placement that provides learners with disabilities instruction in core academics. The emphasis is on developing areas where learners may have educational deficits in order to build and scaffold academic skills and transition learners to a less restrictive setting.

### **English Language Arts Literacy Lab**

**970.1**

Grades 9, 10, 11, 12: 5 Credits

This course provides direct instruction in a sequential and systematic manner through the employment of curriculum that uses a multi-sensory approach in developing reading skills. The class curriculum focuses on practical reading and writing skills; decoding, encoding, and comprehension strategies in an effort to more effectively and independently respond to fiction and non-fiction works. Enrollment in this course is based on teacher, case manager, parent, and student input.

### **Emotional Regulation Impairment Classroom (ERIC) Program**

Grades 9, 10, 11, 12: 5 Credits Per Class

This program placement provides learners who meet the federal criteria with academic instruction in the core subjects as well as pro-social skills so as to assist students in developing critical social and emotional abilities. The class curriculum focuses on the development of personal responsibility, academic skills, social and emotional development within the context of school, home/family, and community. Students eligible for the ERIC program will spend half of their day at the EXCEL building where they will receive their Core Academic classes as well as structured counseling services. The other half of their day will be at the WHRHS for elective courses and Health/Physical Education.

### **Emotional Regulation Impairment Classroom (ERIC) Health & Physical Education**

Grades 9, 10, 11, 12: 5 Credits Per Class

ERIC health and physical education is designed for students who struggle socially, emotionally and behaviorally in a larger classroom setting. The smaller setting assists students to realize their full physical potential in a safe environment with staff familiar to their needs. Lessons and activities are geared to help students experience success and enhance their self-esteem. Students are selected for this program by their case manager based on their social and emotional needs.

### **Multiple Disabilities/Autism Programs**

Grades 9, 10, 11, 12: 5 Credits Per Class

This program placement emphasizes the development of life skills necessary for transition to adult life. Instruction is provided in a more restrictive setting where learners with diverse abilities are able to benefit from a systematic educational approach that is centered on individualized programming and skill development.

Students who are enrolled in this program benefit from an instructional setting that incorporates specific educational goals, life skills, community involvement, functional academic and living skills. Instructional development and practices will be supported by a qualified Behaviorist or Board Certified Behavior Analyst (BCBA) as needed.

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**Pre-Vocational Training****996.am4**

Grades 9, 10: 5 Credits

Pre-Vocational is focused on teaching students skills that are necessary in the workplace. The students will be learning skills such as copying, printing, laminating, and poster making. Aside from the hands-on-experience they will receive in the classroom, they will be learning important soft skills that are relevant to the employment world.

**Vocational Training****996.am5**

Grades 11, 12; 5 Credits

*Prerequisite: Pre-Vocational Training*

Vocational Training is focused on providing acquisition, maintenance, and generalization of employment skills that can be utilized in future work settings while instilling self-confidence in each student.

**Work Based Learning (WBL)****994.155**

Grades 11, 12: 15 Credits

*Prerequisite: Pre-Vocational and Vocational Training*

This placement introduces learners to the requirements of employment. Learners who participate in this program are placed in several employment/job settings throughout the academic year where learners are exposed to different skill sets necessary for independent living through internships or job shadowing.

These placements are within Warren Hills Regional High School or in the Warren Hills community. The WBL program offers an extension to the learning experience for learners with disabilities as they are able to further develop independence, social skills, self-reliance, time management, self-esteem, positive work attitudes, motivation, decision-making, interviewing skills, safety skills, completing job applications, career exploration and career preparation. According to the State of New Jersey Work Based Learning (WBL) Guidelines, students are not permitted to attend school and work more than 40 hours a week/8 hours a day. Students who are enrolled in this program and have already met all of their high school credits are exempt from this rule.

**Life Skills****996.3m**

Grades 9,10: 5 Credits

Life Skills is designed to increase student knowledge and skills necessary for everyday living. The course emphasizes goal-setting, decision making, problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship and consumerism.

**Independent Living****997.4A**

Grades 11+: 5 Credits

*Prerequisite: Life Skills*

Independent Living is designed to provide naturally occurring life experiences for students with special needs. Transitional and life skills instruction is provided in the classroom as well as in the community. This small group instructional setting is designed to promote independence for students.

**World Language and Cultural Awareness****997.50A**

Grades 9, 10, 11 and 12+

World Language and Cultural Awareness is offered to the MD/AU program as an alternative to the World Language requirement. World Language and Cultural Awareness focuses on understanding the differences in cultures around the world. Students will explore various countries while learning about their traditions, foods, clothing, music and language.

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# DEPARTMENT OF TECHNOLOGY EDUCATION

Students may elect courses from the department to fulfill graduation requirements in 21<sup>st</sup> century life and careers/career-technical education. Student safety in machine-based and tool-based environments is of paramount importance. Any student failing to adhere to the department's zero tolerance safety contract will be immediately and permanently removed from participation in that course.

## COURSE DESCRIPTIONS

### **Foundations of Structural Engineering (21st)**

**804**

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It is designed for students to gain a better understanding of how forces, loads and material and design components impact our daily lives. Students will design, construct, and test structures that are represented in our modern society, such as our roads, bridges, towers, structures and other infrastructures. Students will explore the given career paths that civil engineering has to offer.

### **Foundations of Electronics (21st)**

**802**

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It is designed for students who wish to further understand how their world is shaped by electricity and the electronic devices that surround them. The course blends electronic concepts and theory with practical hands-on activities. Students will learn about safe practices concerning electronics, basic circuits and components, reading and interpretation of schematic diagrams, testing of electronic circuits and devices, construction of analog and digital electronic circuits as well as possible career direction.

### **Foundations of Energy and Power Engineering (21st)**

**803**

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It will cover the renewable, non-renewable, technical, economic and social difficulties of alternative and modern energy and power generation. Experimenting with green methods for extracting energy from the sun, wind, tides and currents will be discussed and evaluated. Other topics may include the impact of energy production on the environment, application and sustainable practices. Students will explore given career paths in green energy and alternative resources.

### **Foundations of Mechanical Engineering (21st)**

**805**

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It will introduce students to the integration of simple machines and other mechanisms. In addition, students will develop an understanding of the basic dynamics of mechanical devices and their operation. Students will have the opportunity to fabricate and test their own mechanical devices as well as explore the given career path that mechanical engineering has to offer.

### **Foundations of Robotics (21st)**

**801**

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course based on the engineering design process and problem solving approach. It is designed for students to experience and explore the opportunity of how robotics technology is applied to our modern industrial world. Through the use of various instructional materials, including hands-on model assemblies, students will gain a clear understanding of basic robotics technology systems, applications, and modern implementation of Robotics in manufacturing and related careers.

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**Essentials in Construction & Carpentry (21st)****855**

Grades 9,10, 11, 12: 5 Credits

This full year course introduces students to the fundamental concepts of construction & carpentry. It provides students with an operational knowledge of home construction, principles of carpentry, electricity, plumbing, and roofing; and an introduction to the tools associated with diverse home maintenance and blue print interpretation/design. Basic construction math will be incorporated into real-life applications. This course also serves as the first level of the Pathway to Construction Pathway.

**Foundations of Architecture (21st)****870**

Grades 9, 10, 11, 12: 5 Credits

This full year course will provide students with an introduction to the world of mechanical drawing and architectural design. Areas of study will include house types, styles, influencing factors, residential design, basic components of house construction, and plan reading and drawing. Students will ultimately design a house, develop the plans, details and working drawings necessary to build it. Throughout the course students will utilize AutoDesk to meet the required challenges. Students will begin portfolios reflecting the body of their work. Basic construction math will be incorporated into real-life applications.

**Principles of Construction & Design (21st)****872**

Grades 10, 11, 12: 5 Credits

*Prerequisite: Essentials in Construction & Carpentry or Woods Manufacturing 1 or Woods Manufacturing 2*

This full year course will continue the education of construction by furthering the students knowledge in machine and tool safety, the construction of a house from laying foundations to crafting roofs, you'll gain a comprehensive understanding of various construction disciplines like plumbing, HVAC, electrical and landscaping. This course will also teach students the art of welding, as well as furthering the skills learned in the prerequisite classes to construction and build real-life projects for the school and the community.

**Woods Manufacturing I (21st)****890**

Grades 9, 10, 11, 12: 5 Credits

This full year course introduces students to the world of Woodworking. It addresses shop safety and standard operating procedure. The utility of hand tools and stationary power tools is also addressed. In addition, instruction is provided in the areas of wood selection, joint construction, sanding, gluing, fastening, and finishing. Students are required to create working drawings, material lists, material cost analyses and fine finished products. As approved by the instructor, independent projects may utilize materials provided by the student. Basic construction math will be incorporated into real-life applications.

**Woods Manufacturing II (21st)****893**

Grades 10, 11, 12: 5 Credits

*Prerequisite: Woods Manufacturing I*

This full year course allows students to further develop skill sets introduced in Woods Manufacturing I. Students will learn the safe basic operation of such machinery as the table saw, jointer, surfacer, and router. The opportunity for lathe work is also available. In addition, students are required to create working drawings, materials lists, and material cost analyses. Each student is required to produce finished projects based upon his or her plans. As approved by the instructor, independent projects may utilize materials provided by the student. Basic construction math will be incorporated into real-life applications. Additionally, flexibility is provided for the introduction of manufacturing theory and skills, for the purpose of preparing students for Advanced Topics in Woods Manufacturing & Design.

**Advanced Topics in Woods Manufacturing & Design (21st)****894**

Grades 11, 12: 5 Credits

*Prerequisite: Woods Manufacturing II; or have a teacher recommendation.*

This full year course is for the student who wishes to develop, enhance and solidify skills and techniques used in woodworking fabrication and design. This would include, but not be limited to, advanced joinery techniques, manufacturing theory and skills, carpentry skills and more. In addition, students are required to create working drawings, materials lists, and material cost analyses. Each student is required to produce finished projects based upon his or her plans. As approved by the instructor, independent projects may utilize materials provided by the student, and work towards integrating manufacturing principles. This course will allow opportunities for implementing teamwork with an emphasis on production and manufacturing.

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**Woodcarving (21st)****886**

Grades 10, 11, 12: 2.5 Credits

*Prerequisite: Woods Manufacturing I or have a teacher recommendation.*

This half year course is open to students who have successfully completed Woods Manufacturing I. Advanced detail and painting is a core component of this course. Specific areas of instruction include: history of woodcarving; tool safety and maintenance; types of carving and finishing techniques. Independent projects may utilize materials provided by the student.

**Principles of Engineering (21st)****865**

Grades 10, 11, 12: 5 Credits

*Prerequisite: Successful completion of Foundations of Civil/Structural Engineering, Foundations of Mechanical Engineering, Foundations of Robotics, Foundations of Green Energy/Foundations of Energy and Power Engineering, and/or Foundations of Electronics, or have a teacher recommendation.*

This full year intermediate level course will be based on the engineering design process and problem solving approach. Students will be instructed in the various areas of engineering and then be asked to solve problems based on the skills and knowledge they have acquired. For example, students will participate in the in class robotics competition, where they will design and construct a robot based on electronic, mechanical and material processing skills. This will give them the opportunity to experience practical problem solving under the pressure of competition. Also, students will further their knowledge of Computer Aided Design (CAD) by using Inventor and other programs from the AutoDesk Suite, as well as advancing on the 3D printer.

**Computer Animation (21st)****841**

Grades 9, 10, 11, 12: 2.5 Credits

This half year course includes a brief history of animation, sketching and storyboards, and three-dimensional animation design utilizing a software program used by major television and movie companies. While using the computer software, students will create 3D objects, add materials and lighting, and finally give their objects life by animating them in a 30 second animation.

**Honors Advanced Topics in Engineering (21st)****892**

Grades 11, 12: 5 Credits

*Prerequisite: A grade of 85 or higher in Principles of Engineering, or have a teacher recommendation.*

This full year advanced level course is the capstone of the Warren Hills engineering program. Students will conduct real-life case studies and refine their skills for solving problems by using the design process. Students will be required to conduct in-depth research, develop solutions, and construct working prototypes that solve complex problems. Students will use computer-drafting software to demonstrate and explain gear ratio, material stability, and stress analysis. Students will design and develop a comprehensive electronic and print design portfolio to present the results of their research and solution.

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## TECHNOLOGY EDUCATION COURSE SEQUENCES

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Robotics 7  Computer Science 7	STEM 8  Computer Science 8	No Requirement	Foundations of Architecture Computer Animation	Principles of Computer Animation	Advanced Topics in Architectural Design	
			Woods Manufacturing I	Woods Manufacturing II	Advanced Topics in Woods Manufacturing & Design	Advanced Topics in Architecture Design
			Woods Manufacturing I Essentials in Construction & Carpentry	Wood Manufacturing II Woodcarving Essentials in Construction & Carpentry		
			Foundations Courses	Foundations Courses Principles of Engineering	Foundations Courses Honors Advanced Topics in Engineering	Foundations Courses Honors Advanced Topics in Engineering

## ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Foundations of Architecture Essentials in Construction & Carpentry Woods Manufacturing I Computer Animation	Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Essentials in Construction & Carpentry Foundations of Architecture Principles of Construction & Design Woods Manufacturing I Woods Manufacturing II Woodcarving Principles of Engineering Computer Animation	Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Essentials in Construction & Carpentry Foundations of Architecture Principles of Construction & Design Woods Manufacturing I Woods Manufacturing II Woodcarving Principles of Engineering Honors Advanced Topics in Engineering Computer Animation Advanced Topics on Woods Manufacturing and Design	Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Essentials in Construction & Carpentry Foundations of Architecture Principles of Construction & Design Woods Manufacturing Woods Manufacturing II Advanced Topics in Woods Manufacturing & Design Advanced Topics in Architecture Design Woodcarving Principles of Engineering Honors Advanced Topics in Engineering Computer Animation

OTE: Levels may change based on student performance.

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# DEPARTMENT OF WORLD LANGUAGES/ESL

While the state and school requirement is one year of a world language, students are reminded that most colleges and universities require a minimum of two to three years of the same world language. Students are encouraged to speak with their guidance counselors and/or their case managers to ensure they make sound scheduling decisions. Students should contemplate the increased rigor involved when choosing a course that builds on previous courses, recognizing that prior performance impacts the ability to achieve at the same level in subsequent courses.

The New Jersey Department of Education (NJDOE) has established the *State Seal of Biliteracy* to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. For more information, contact your guidance counselor or case manager. Additional information can be found at NJDOE *State Seal of Biliteracy* [website](#).

## COURSE DESCRIPTIONS

### Level I

5 Credits

**501 French**

**521 Spanish**

The novice level of formal world language study introduces the student to the fundamental principles of the language and begins to develop the language skills of listening, speaking, reading, and writing. Using a variety of teacher-made, commercial and authentic materials, the student will be afforded ample opportunity to become actively involved with the language and culture. Although the novice level of world language study concentrates on the student's understanding and recognition of basic grammatical functions, equal emphasis is placed upon the student's ability to use the language in familiar everyday situations.

### Level II

5 Credits

*Prerequisite: Successful completion of Level I of the language. Any student who has successfully completed Level I of the language in Grade 8 is eligible to take Level II in Grade 9.*

**503 French**

**523 Spanish**

The second level of world language study further develops the fundamental language skills. As in the first level, the second level of world language study utilizes various materials that encourage the student to become an active participant in the classroom activities. The novice level continues to concentrate on the student's understanding and recognition of the grammatical principles of the language, and the student's ability to develop and utilize these concepts in a variety of topics while increasing exposure to the cultural aspects of the languages.

### Level III

5 Credits

*Prerequisite: Level II of the language.*

**505 French (Dual)**

**525 Spanish (Dual)**

The third level of foreign language study provides more in-depth consideration of the complex grammatical structures of the language and is designed to improve the student's efficiency in the four language skills. The third year can be thought of as the intermediate level, which begins to prepare the student for foreign language study at the advanced level and for study on the college, or university level. Major emphasis is placed upon the conversational proficiency of the student. Contemporary literature is introduced and used as the basis for discussion about the intricacies of the respective cultures.

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## Honors Level IV

5 Credits

*Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in the Level III World Language course, or have a teacher recommendation.*

**507 French (Dual)**

**527 Spanish (Dual)**

The fourth level of world language study refines all four of the language skills –listening, speaking, reading, and writing, with special emphasis on creative conversation and exposition. The fourth year begins world language study at the college and university level. Increased exposure to the cultural aspects of the languages and their respective countries is presented through a variety of materials and discussions.

## AP Level V

5 Credits

*Prerequisite: To enter this course a student should have earned a final average of an 80 or higher in the Level IV World Language course, or have a teacher recommendation.*

**510 French**

**529 Spanish (Dual)**

AP World Language study further refines language abilities through the use of advanced materials. The AP World Language level is intended for those who have chosen to develop their proficiency in world language without special emphasis on literature. The courses stress oral skills, composition, and culture. The courses emphasize the use of world language for active communication. Students are strongly encouraged to take the AP examination in World Language after completing this course.

## Fundamentals of Spanish

**520**

Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: Teacher recommendation. May be recommended by a guidance counselor or case manager.*

This course is a basic level Spanish with a focus on verbal and aural skills and project based assessments that will cover traditional topics such as culture, self, home, and school at an accommodating pace. Vocabulary and grammatical structure will be introduced in the context as they support communicative processes. This course will enable students to develop proficiency in Spanish and make it possible for students to experience success in the study of a world language to enhance their opportunities for potential future study in the target language. This course will satisfy graduation requirements; however, it may not be recognized for college acceptance. Subsequent World Language study would continue with Spanish I, if desired. This is a Pass/Fail course.

## English as a Second Language (ESL)

**500**

Grades 9, 10, 11, 12: 5 credits

Students enrolled in English as a Second Language (ESL) come to Warren Hills from a variety of cultural backgrounds and with varied levels of English skills. Instruction must therefore be individualized. The curriculum appropriate for any given student is modified through varying techniques, strategies, and materials. The program is designed to encourage students to maintain their identity, language and cultural heritage, while learning a new language and adapting to a new cultural environment. The principal goal is to prepare the ESL students to be as functional as possible, as soon as possible, in the English-speaking classroom. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

## ESL Supplemental

**550**

Grades 9, 10, 11, 12: 5 Credits

This course is for those students that are currently enrolled or, in transition from, an ESL program. This course is designed to monitor the progress of the ESL student in their core subjects. Students will continue to work on their English skills in conjunction with their other subject areas. Projects will be assigned accordingly. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

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**ESL English****500.3**

Grades 9, 10, 11, 12: 5 Credits

ESL English is a full year course for Grades 9 - 12. This course is geared toward those students in ESL. Students will study literature, writing and related skills such as vocabulary, grammar, reading and listening. This course meets the English requirements towards graduation. Students may repeat participation in this course in Grades 10, 11, and 12 for credit.

**WORLD LANGUAGES COURSE SEQUENCES**

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Exploratory French or Spanish	Level 8 - Spanish only	No Requirement	Level I	Level II	Level III	
			Level II	Level III	Level IV Honors	Level V AP
	Level I	No Requirement	Level II	Level III	Level IV Honors	Level V AP

**NOTE:** Levels may change based on student performance**ADDITIONAL EDUCATIONAL PROGRAMS**

Interested students and their parents/guardians should speak to the guidance counselor or case manager about any of these options.

**COURSE AND/OR PROGRAM DESCRIPTIONS****Alternative Learning Community**

Grades 9, 10, 11, 12

The Alternative Learning Community (ALC) is designed to assist students who have academic and/or social needs that may affect their chances for successful transitioning into the high school setting. Class sizes are limited. When sufficient progress is made, students are placed out of the ALC and mainstreamed.

**Character Development & Leadership Program****025**

Grade 11: 5 Credits

*This course is open to all students.*

As a prelude to the Peer Leadership Program for seniors, this course is designed to challenge students intellectually, emotionally, and behaviorally as it focuses on several role models that describe character and leadership. Examples of topics include effective ways to handle peer pressure—courage; showing respect to others—respect; building positive communication skills—empathy; and addressing bullying in your school—compassion.

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## Peer Leadership

050

Grade 12: 5 Credits

Peer leadership is a full year training course and co-curricular program for students interested in serving as peer leaders during their senior year. Participants will study models designed to promote positive influence on the behavior, ideas, attitudes, and decisions of students in our school community. The course will be taught by trained faculty, with significant portions of the class dedicated to actual group work experience. Acceptance into the course is dependent upon the selection process by a faculty committee. The criteria are: academics; leadership qualities or potential for leadership; dynamism; respect of teachers and peers; disciplinary record; demonstrated willingness to work with all members of the school community regardless of gender, sexual orientation, race, ethnicity, socio-economic class, clique, or cultural sub-group; evidence of high moral character. To be considered for acceptance to the program, students must register for the class with their guidance counselor or case manager. Under normal circumstances, students will be notified about their acceptance into the program no later than the last day of school. All students selected for this program will be required to attend mandatory 2-day summer training at the high school from 9:00 a.m. until 3:00 p.m. Students accepted to the program will receive more information in their acceptance letters at the end of June. Dates will be determined.

## Independent Study

Grades 11, 12

The wide variety of students' interests, motivation, and responses to school make clear that no single approach to learning will work for all students. Learning takes place in a variety of ways under a variety of circumstances – it is a highly individual process. The manner and techniques by which something has been learned can vary considerably. Independent study provides students with an opportunity to design individual projects and enter into a contract for completion of the project activities. Students should realize that Independent Study requires a great deal of personal initiative and responsibility. A student cannot complete an Independent Study for a course already offered in our Program of Studies. However, an exception may be made if a course required for graduation is not available. Additionally, credit earned through an Independent Study cannot count towards the 120 credits required for graduation unless it is an exception and required for graduation.

Independent Study projects can be designed for either a semester or a full year and are limited to 5 credits per year. Students interested in developing an Independent Study project should first discuss their ideas with an appropriate Warren Hills teacher who is willing to serve as the student's facilitator. Specific guidelines, as well as application forms, are available in the Guidance Office. *NOTE: Independent Study may only be done before school, during lunch, or after school.*

## Horizons Program

Grades 9, 10, 11, 12

The Horizons Program of Warren Hills may include identified Gifted and Talented Students; however, it is available to all students who have an interest in developing and challenging original ideas, especially as solutions to problems.

Warren Hills is a member of the Warren County Consortium for Student Enrichment, which sponsors many opportunities for students. The Horizons Program also participates in the high school Warren-Hunterdon Academic Meet (WHAM). In addition to participation in county and state activities, the Horizons Program sponsors *extra-curricular* opportunities such as writing conferences and arts symposiums for both the middle and high school students. All the activities are designed to stimulate high levels of thinking, promote creative and critical problem solving, and developing leadership skills.

**Edited - 12/1/2024**

**Edited - 12/4/2024**

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)