

SOUTH RIVER HIGH SCHOOL

www.srivernj.org

PROGRAM OF STUDIES ***2026-2027***

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South River High School

Core Ethical Values

South River High School believes that strong character and social intelligence are at the core of all successful endeavors; noted below are the core ethical values that serve as the philosophical foundation of all school related functioning.

The goal is to “Strive for Five”

Respect

- Treat others as you would want to be treated and accept differences.
- Use appropriate language and manners.
- Honor the rights of others.
- Obey laws, school policies, rules, and authority.
- Cooperatively work with others to solve problems and maintain a positive attitude.

Responsibility

- Make informed and well thought out decisions by beginning with the end in mind and considering the consequences.
- Persevere and keep on trying when things become difficult by always doing your best.
- Be accountable for your actions.
- Serve as an active bystander by taking positive action against wrongdoing.
- Be punctual; arrive at school and class on time regularly.

Kindness

- Be compassionate, show you care, forgive others, and help those in need.
- Be patient.
- Be open-minded and listen to what others are trying to tell you.
- Deal peacefully with insults and disagreements; control your anger and frustrations by developing healthy coping strategies; use self-control and be self-disciplined.
- Consider others' feelings and communicate empathetically.

Service

- Volunteer and participate in the school and community.
- Take on positive leadership roles.
- Think win/win and constantly seek a mutual benefit in all human interactions.
- Be generous and give without expecting anything in return.
- Be dependable and reliable.

Honesty

- Be truthful at all times.
- When mistakes are made, admit them.
- Be proud of your own work.
- Model good citizenship.
- Use good judgment in difficult situations.





Ms. Jamie Kinard
Principal

South River High School
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Mr. Joel Nowicki
Assistant Principal

The program of studies is a reference guide for students, parents/guardians, and school personnel involved in curriculum planning at South River High School. The program of studies provides an overview of graduation requirements and details all course offerings. The courses offered at South River High School provide students with exciting opportunities to meet their educational needs and prepare for all future endeavors. Our courses are designed to foster curiosity and build the capacity to think critically. To this end, we are preparing students to succeed in a globally competitive and continuously changing world.

Planning an individual student's high school program of studies requires a cooperative effort between home and school. When selecting courses, students and parents/guardians should consider the impact of the schedule for the current year, as well as each subsequent year. We want our students to have a great high school experience and encourage students to select courses that will be academically stimulating and personally rewarding. The program of studies that a student pursues in high school should reflect his or her aptitudes, interests, and aspirations. In selecting particular courses, the following criteria should be considered:

Does the course...

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect an appropriate proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which you are interested?

Please note, we strongly encourage students to select challenging and rigorous courses.

Our outstanding Counseling Department is here to support students during this process and throughout the school year. Please reach out to our school counselors with any questions... We are here to help!

Please understand that final decisions regarding the actual offering of any particular course for the subsequent school year is dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year. Please also be aware that courses selected are not guaranteed.



Counseling Department Contact Information

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NJ High School Graduation Requirements

NJ Department of Education Required Assessments	See the following page for further information.
English/Language Arts Literacy	4 years/20 credits
Health & Physical Education	5 credits per year in physical education, health & safety during each year of enrollment, distributed as 150 minutes per week.
Mathematics	15 credits including: Algebra I or the content equivalent; Geometry or the content equivalent; and a third year of math that builds on the concepts and skills of algebra and/or geometry and prepares students for college and 21st century careers
Science	15 credits with at least 5 credits in each: Laboratory biology/life science or the content equivalent Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) Laboratory/inquiry-based science course
Social Studies	15 credits including: 5 credits in world history Integration of civics, economics, geography and global content in all course offerings N.J.S.A. 18A:35-1 and 18A:35-2
World Languages	5 credits
21st Century & Careers	5 credits
Financial, Economic, and Entrepreneurial Literacy	2.5 credits
Technology	Integrated throughout all courses
Visual and Performing Arts	5 credits
Total Credits Needed	120 Credits

It is recommended that students participate in coursework that goes well above and beyond the minimum requirements noted above. Some colleges have unique requirements, and it is strongly recommended that each college/university's website/online admissions page is reviewed carefully.

Class of 2025-2026 Graduation Testing Requirements

First Pathway

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall. A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

ELA

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- **Pathway 2:** By meeting the designated cut score on a substitute competency test (see below); or
- **Pathway 3:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following Pathways:

- **Pathway 2:** By meeting the designated cut score on a substitute competency test (see below); or
- **Pathway 3:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Second Pathway—Menu of Substitute Competency Tests

This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Reading ≥ 17 • Accuplacer WritePlacer ≥ 5 • Accuplacer WritePlacer English Second Language ≥ 4 • PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 • PSAT10 Reading ≥ 21 • PSAT/NMSQT EBRW ≥ 420 • PSAT/NMSQT Reading ≥ 21 • SAT EBRW ≥ 450 • SAT Reading ≥ 23 	<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Math ≥ 17 • Accuplacer Elementary Algebra ≥ 49 • Accuplacer Next-Generation QAS ≥ 250 • PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 • PSAT10 Math or PSAT/NMSQT Math ≥ 21 • SAT Math Section ≥ 440 • SAT Math Test ≥ 22

[**Graduation Testing Information**](#) - Click for DOE Document

Graduation Requirement - FAFSA

The Free Application for Federal Student Aid (also known as FAFSA) is a document students and their families complete to learn if you are eligible for grants, scholarships, work study programs and loans for college.

In the state of New Jersey, students graduating in the class of 2025, 2026 or 2027 must either:

- Complete the FAFSA or New Jersey Alternative Financial Aid Application **OR**
- Be exempted from the requirement in accordance with procedures outlined in the law.

A parent or guardian may waive the need to complete the FAFSA form as a graduation requirement. Please note that this does not prevent the student and their family from completing the form at a later time. If a student is under the age of 18, the student's counselor may authorize a waiver **if one cannot be reasonably obtained from the student's parent or guardian.**

For more information on the FAFSA requirement, [please click here](#).

Important General Information

Academic Support Intervention

ASI Initial/Continuing Eligibility: Students with an identified need for Academic Support Instruction, as evidenced by their performance on previously administered standardized assessments, and indication of academic deficiency as indicated by other measurable objective commercial assessment (such as the PSAT, NJSLA or other criterion or norm referenced tool). In cases where students have not demonstrated proficiency on two assessments, the secondary criteria such as final grades of D or F in Mathematics or Language Arts the preceding academic year and student work samples may be utilized. For English Language Learners (ELLs), the WIDA assessment data also serve as secondary criteria.

Transfer Students/New Enrollees: New students may be recommended for ASI in accordance with the school criteria for selection into the program.

Athletic Eligibility and Ineligibility

Eligibility: Incoming freshmen are automatically eligible to participate in athletics the first semester. This will be considered the first day of practice. To be eligible for participation in spring athletics, a student must be passing 15 credits at the end of the first and second marking periods or the first semester. In order for sophomores, juniors, and seniors to participate in fall and winter athletics, a student must pass a minimum of 30 credits at the end of the previous school year. This is a New Jersey State Interscholastic Athletic Association (NJSIAA) requirement. Special Education students will be eligible if the Child Study Team certifies that the youth is functioning in accordance with his/her ability.

Ineligibility: A student who receives an incomplete in any subject is ineligible until the work is completed and a final grade is reported to the Counseling office by the respective teacher. Additionally, any students wishing to participate in the extracurricular athletic programs offered at South River High School must also comply with residency, guardianship, fiscal obligation requirements, disciplinary requirements, and the attendance requirements of South River High School.

N.C.A.A. Eligibility

Many college athletic programs are regulated by the National Collegiate Athletic Association (N.C.A.A.), an organization founded in 1906 that has established rules on eligibility; recruiting; and financial aid. Students planning to enroll in college as freshmen and who wish to participate in Division I or Division II athletics **must** be certified by the NCAA Initial Eligibility Clearinghouse. Students must satisfy the requirements of NCAA Bylaw 14.3, commonly known as Proposition 48. In order to meet the core curriculum requirements, students must complete at least 16 academic courses for Division II or Division III schools. A core course is defined as a recognized academic course designated to prepare a student for college-level work (CP, H, or AP). **Students should contact their counselor and/or the athletic director to learn more about the eligibility process.**

Source: [NCAA Guide for the College Bound Athlete](#)

Academic Rigor

All colleges/universities are looking for candidates who have pursued the most rigorous program of studies that is available. Naturally, each college/university and each major has its own specific requirements, but the subjects listed below with the number of courses completed can be used as a base on which to plan. South River High School students should select a program of studies that exceeds local and state graduation requirements. Always consider taking higher level courses; additionally, students are encouraged to take four years of math and science and at least two years of a world language.

Class Placement Levels

This booklet contains a listing and brief description of the courses offered at South River High School. In addition, information is provided regarding the degree of course difficulty, credit value, prerequisites, and suggested grade levels. Each course has been designated with a College Prep (CP), Honors (H) or Advanced Placement (AP). These designations indicate the degree of course difficulty as outlined. Placement in an appropriate class level is based on a total overview of the student's needs and abilities. Decisions are based on scholastic record, teacher and counselor recommendations, and standardized tests. Consideration is also given to the amount of motivation the student expresses. Course designations are:

- **College Preparatory (CP):** This level is primarily for the college-bound student yet may be taken by any student in any curriculum who demonstrates ability.
- **Honors Courses (H):** Placement in an honors course is based upon prior evidence of superior academic achievement.
- **Advanced Placement (AP):** May carry college credit if College Board Exam is taken and successfully completed at a specific level. Students taking these courses are expected to take the AP Exam when offered.

Class Rank

In order for a student to be eligible for selection as valedictorian or salutatorian, the student must have attended South River High School continuously since September 30th of his/her sophomore year. Class rank is determined by adding together all quality points accumulated from his/her completed courses. To determine a student's total quality points for a course, the following formula is used: credits x quality points = total quality points. The following points are assigned for each level.

	AP	HONORS	COLLEGE PREP
A+	5.83	5.33	4.83
A	5.50	5.00	4.50
A-	5.17	4.67	4.17
B+	4.83	4.33	3.83
B	4.50	4.00	3.50
B-	4.17	3.67	3.17
C+	3.83	3.33	2.83
C	3.50	3.0	2.50
C-	3.17	2.67	2.17
D	2.50	2.0	1.50
F	0	0	0

All students are ranked at the end of each school year. The final ranking for seniors is calculated at the end of the third marking period.

Early Release / Late Entry

Students eligible for an "Early Release" must complete the Early Release Contract which is signed by the student and a parent/guardian. This permits a student to leave South River High School and South River Public Schools' property immediately following the conclusion of the third block. Students must adhere to the following parameters:

- I understand that, if I am found on South River Public Schools property following the indicated time, I may be subject to disciplinary action by the South River High School Administration, the provisions of applicable laws by the South River Police Department, or both. Consequently, I am being advised, via this contract, that if I am scheduled for participation in an afterschool activity of any type, I am still required to leave school property and then return for the activity no earlier than ten minutes prior to the start of the activity.

- I understand that I will be considered absent if I come in tardy or leave early which could impact my daily attendance and credit award. Loss of credit could impact my ability to graduate as anticipated. South River High School reserves the right to discontinue the early release privilege if attendance/tardiness becomes a concern.

Middlesex County College Dual Enrollment (High School Scholars Program)

South River High School students may earn college credit (3 or 6 credits) through Middlesex College while taking certain pre-approved college-level courses at the high school. Only grades of 'C' or better (70-76) are accepted. A small non-refundable \$135 fee per course is collected. Upon completion of the course and credit being granted, students are encouraged to contact Middlesex College for their official transcripts indicating the college course they were awarded credit for. Students should contact their counselor if interested.

Grading Procedures (Full Year)

A+ 97-100	B+ 87-89	C+ 77-79	D 60-69
A 93-96	B 83-86	C 73-76	F 0-59
A- 90-92	B- 80-82	C- 70-72	

- The grades for each marking period shall be based upon a combined average of major assessments, minor assessments, participation and other measures of student progress. The weighting of a students' grade is established departmentally and is shared by the child's teacher.
- For the first and second marking periods only, a minimum failing grade shall be calculated as 45.
- A students' final grade will be calculated using the following formula:
 - Marking Period 1 = 22.5%
 - Marking Period 2 = 22.5%
 - Marking Period 3 = 22.5%
 - Marking Period 4 = 22.5%
 - Final Exam = 10%
 - Students' Grade = 100%
- Final grades for those students enrolled in semester classes will be calculated similarly.
- Both the marking period grades and final averages will be reported as letters.

Additionally, in order to pass for the year, the student must pass a minimum of two marking periods, one of which must be in the second half of the school year. Each student is required to take a minimum of 40 credits per year. A student may not drop a course if it reduces the number of credits to less than 40; this excludes the early release option for students entering their last year.

Grading Procedures for One Semester Courses (half-year class)

- For the first marking period, a minimum failing grade shall be calculated as a 45.
- Final average will be calculated by averaging the two marking period grades and the final exam for the course.
- A students' final grade will be calculated using the following formula:
 - Marking Period 1 = 45%
 - Marking Period 2 = 45%
 - Final Exam = 10%
 - Students' Grade = 100%
- Both the marking period grades and final averages will be reported as letters.

Additionally, in order to pass for the semester, the student must pass a minimum of one marking period, one of which is the second marking period grade.

Incompletes

If approved by the school principal, students will be given **ten** school days from the end of the first, second, or third marking period of the receipt of an incomplete grade to rectify the situation. If the incomplete work is not handed in, the grade for the incomplete test or assignment will become an "F" on the eleventh day (barring medical excuses) and that F would be averaged into the final grade for the marking period. One week prior to the end of the fourth marking period, students will be

informed of incomplete/outstanding assignments. During that final week, students will be afforded the opportunity to complete the work. If the work is not done, a zero will be averaged in for all incomplete assignments.

Lunch

All students at South River High School are required to have a scheduled lunch period.

Online/Virtual Learning

Eligible students will be enrolled into virtual courses that will be scheduled within the current forty credit course load and independent learning is expected during the school day within a computer laboratory as well as outside of the classroom. Students interested in this course option must seek out their respective school counselor to begin the eligibility and course selection process. Course offerings are subject to availability and District resources. A student may be responsible for fees associated with such coursework.

Summer School

South River High School offers a “credit completion for failure/makeup” program during the summer. Families wishing to take advantage of this opportunity need to complete the summer contract and the Permission Form prior to registering for a course. The courses are completely online with assignments and assessments given at various points during the class. **Students will have the opportunity to apply for up to 2 courses for credit completion at the conclusion of the school year. Students who earned a 45 or below in their class, or are in an “Attendance Failure” status, are not eligible for the summer program**. Enrollment in such programs is at the expense of the student/parent.

Students are eligible to take a summer recovery course if they failed it during the school year **and** remained in the course for the full year. Students who failed the course due to an attendance failure are unable to take the summer school course, and must repeat the courses during a future school year. Students who drop a course or are withdrawn from a course may not take it during the summer session.

Summer school will only provide credit for courses taken in the school year **without a passing grade**. If a student desires to go to summer school outside of South River Public Schools, the student and parent/guardian are responsible for researching available locations; South River High School does not provide this service. Good practice dictates consulting with the SRHS Counseling Department for the purpose of reviewing the selected course prior to taking/registering for the course to ascertain appropriateness and credit award. Some courses taught at SRHS are not offered in any other high school and other courses may not be substituted. If the student and parent/guardian identifies a summer school that teaches the courses in need and would be acceptable for transfer of credit at South River High School, all parties are reminded that fees and transportation are the responsibility of the student and parent/guardian.

Option II

The New Jersey Department of Education offers students an opportunity to meet the 120 credit graduation requirement through the completion of a variety of experiences. This is known as Option II and the goal is to enable students to pursue a variety of individualized learning experiences (6A:8-5.1).

South River High School encourages all students to participate in the Physical Education program. However, the district recognizes that the Dance Program at South River High School offers rigorous physical activity that meets the standards of physical education.

Option II provides Dance students with an opportunity to earn Physical Education credit for their course. Please be advised that students can only earn either the VPA OR Physical Education credit. They will not be able to earn both. Students will also be required to complete their Health course.

Students who want to participate in Option II must contact their counselor directly for the waiver form. Please be advised that the form must be completed and returned to the counseling department prior to the start of the school year.

Program of Studies

All readers are advised that the contents of this “Program of Studies” are subject to change, deletion, or addition based upon fiscal constraints, student enrollment, course availability, teacher availability or other mitigating factors as determined and agreed upon by the Superintendent of Schools and/or the Building Administration.

To help track your schedule for all four years of high school, check out [Appendix A](#) for a schedule matrix.

(F.L.)	Can fulfill the 2.5 credit Financial Literacy Graduation Requirement
(21st)	Can fulfill the 5 credit 21st Century Life and Careers Graduation Requirement
(VPA)	Can fulfill the 5 credit Visual and Performing Arts Graduation Requirement

Art Course Title	Grade Level				Credits
	9	10	11	12	
Advanced Placement Studio Art *(VPA)*			X	X	5
Art I *(VPA)*	X	X	X	X	5
Art II *(VPA)*		X	X	X	5
Ceramics *(VPA)*	X	X	X	X	5
Mixed Media Design *(VPA)*		X	X	X	5
Introduction to Fashion and Design Drawing *(VPA)*		X	X	X	5
Fashion and Design Drawing II*(VPA)*			X	X	5
Portfolio Art H *(VPA)*			X	X	5
Introduction to Dance*(VPA)* (Dance I)^	X	X	X	X	5
Intermediate Dance *(VPA)* (Dance II) ^		X	X	X	5
Advanced Dance & Composition *(VPA)* ^		X	X	X	5

^ Note - Dance can be applied towards VPA or Physical Education with Option II.

Business Course Title	Grade Level				Credits
	9	10	11	12	
Accounting I *(F.L., 21st)*	X	X	X	X	5
Financial Accounting Honors *(21st)*			X	X	5
Entrepreneurship Honors *(21st)*		X	X	X	5

Financial Literacy *(F.L.)*	X	X	X	X	2.5
Introduction to Business *(21st)*	X	X	X	X	5
Introduction to Marketing *(21st)*	X	X	X	X	5
Virtual Enterprise International Honors *(21st)*			X	X	5
Business Law *(21st)*	X	X	X	X	5
AP Business with Personal Finance		X	X	X	5
English as a Second Language	Grade Level				Credits
Course Title	9	10	11	12	
ESL I (Literacy / Comprehension)	X	X	X	X	10
ESL II (Literacy / Comprehension)	X	X	X	X	10
ESL III (Literacy / Comprehension)	X	X	X	X	10
ESL IV				X	5
English Language Arts	Grade Level				Credits
Course Title	9	10	11	12	
Academic Support Instruction				X	5
AP English Literature and Comp.				X	5
AP Language and Composition			X	X	5
College & Career Planning	X	X	X	X	2.5
Creative Writing and Publishing		X	X	X	5
English I (CP & H)	X				5
English II (CP & H)		X			5
English III (CP & H)			X		5
English IV (CP & H)				X	5
Film and Media Arts	X	X	X	X	2.5
Habits for Success	X	X	X	X	2.5
Journalism	X	X	X	X	5
Learning Strategies	X	X	X	X	2.5
Podcasting	X	X	X	X	2.5
Public Speaking	X	X	X	X	2.5
Theatrical Lit and Performance	X	X	X	X	2.5
Mathematics	Grade Level				Credits
Course Title	9	10	11	12	Credits
Academic Support Instruction	X	X	X	X	5
Advanced Algebra			X	X	5
Advanced Placement Calculus				X	5
Advanced Placement Pre-Calculus			X	X	5

Algebra I (CP & H)	X	X	X	X	5
Algebra II (CP & H)		X	X	X	5
Calculus (H)				X	5
Consumer Math *(F.L.)*	X	X	X	X	2.5
Geometry (CP & H)	X	X	X	X	5
Intermediate Algebra		X	X	X	5
Pre-Calculus (CP)			X	X	5
Probability and Statistics (CP)			X	X	2.5

Music	Grade Level				Credits
Course Title	9	10	11	12	
Advanced Placement Music Theory (VPA)				X	5
Concert Chorus (VPA)	X	X	X	X	5
Instrumental Band (VPA)	X	X	X	X	5
Introduction to Music Technology (VPA)	X	X	X	X	2.5
Rock History and Pop Culture (VPA)	X	X	X	X	2.5

Physical Education	Grade Level				Credits
Course Title	9	10	11	12	
Physical Education	X	X	X	X	5
Adaptive Physical Education	X	X	X	X	
Introduction to Dance (Dance I)	X	X	X	X	5
Intermediate Dance (Dance II)		X	X	X	5
Advanced Dance & Composition (Dance III)		X	X	X	5

^ Note - Dance can be applied towards VPA or Physical Education with Option II.

Science	Grade Level				Credits
Course Title	9	10	11	12	
Advanced Placement Biology			X	X	5
Advanced Placement Chemistry		X	X	X	5
Advanced Placement Environmental Science			X	X	5
Anatomy & Physiology CP		X	X	X	2.5
Anatomy & Physiology Honors		X	X	X	5
Biology (CP & H)	X	X	X	X	5
Chemistry (CP & H)		X	X	X	5
Environmental Science (CP & H)		X	X	X	5
Forensics			X	X	2.5

Physics (CP & H)			X	X	5
Capstone - Scientific Inquiry and Applications				X	5
Social Studies	Grade Level				Credits
Course Title	9	10	11	12	
Advanced Placement Gov't & Politics				X	5
Advanced Placement US History II		X	X	X	5
Advanced Placement World History		X	X	X	5
Advanced Placement Psychology				X	5
Criminology and Law			X	X	2.5
Economics *(F.L.)*	X	X	X	X	2.5
Global Studies			X	X	2.5
Personality and Clinical Psychology (H)			X	X	5
Prejudice and Intolerance**			X	X	2.5
Psychology (H)		X	X	X	5
US History I (CP & H)	X				5
US History II (CP & H)		X		X	5
World History (CP & H)			X		5
Social Justice*		X	X	X	2.5
*This course will run in odd number years					
** This course will run in even number years					
S.T.E.M.	Grade Level				Credits
Course Title	9	10	11	12	
Intro. To Programming, App & Game Design *(21st)*		X	X	X	2.5
Drone Piloting *(21st)*			X	X	2.5
Virtual Reality *(21st)*		X	X	X	2.5
AP Comp Sci Principles *(21st)*		X	X	X	5
Teaching & Learning	Grade Level				Credits
Course Title	9	10	11	12	
Peer Leadership Honors			X	X	5
Tomorrow's Teachers Honors *(21st)*				X	5
Technology Education	Grade Level				Credits
Course Title	9	10	11	12	

Digital and Media Literacy *(21st)*	X	X	X	X	2.5
Graphic Communications *(21st)*	X	X	X	X	5
Engineering & Technology *(21st)*	X	X	X	X	5
Fundamentals of Woodworking I *(21st)*	X	X	X	X	2.5
Intermediate Woodworking II *(21st)*		X	X	X	5
Advanced Woodworking & Struct Design III *(21st)*			X	X	5
Production Graphics *(21st)*		X	X	X	5
World Languages	Grade Level				Credits
Course Title	9	10	11	12	
American Sign Language I	X	X	X	X	5
American Sign Language II		X	X	X	5
American Sign Language III			X	X	5
American Sign Language IV				X	5
French I	X	X	X	X	5
French II		X	X	X	5
French III			X	X	5
French IV Honors				X	5
Spanish I	X	X	X	X	5
Spanish II		X	X	X	5
Spanish III			X	X	5
Advanced Placement Spanish				X	5
Spanish for Native Speakers	X	X	X	X	5

The course descriptions are intended to assist students and parents/guardians in the selection of courses. Each student's program of studies should be thoughtfully planned, giving careful consideration to individual interests, abilities, and career goals. Students are advised that while this list of course descriptions strives to illustrate all of what is offered at the high school, it must also be understood that there will be times when certain courses cannot be offered due to lack of adequate enrollment, lack of available space, or lack of teachers to teach the course. Courses denoted as having 2.5 credits are offered as half-year classes, meeting only for 2 successive marking periods. A second half-year course needs to be selected for each 2.5 course.

ART

Advanced Placement Studio Art: 2-D Design (5 credits) **Grade(s): 11, 12**

Prerequisite: "A-" in Art 1 and Art 2; Portfolio Art

Course Description: Students will increase in proficiency in concept, composition, and execution of their artistic expression. Students will be given the opportunity to compare their work to other high school students on a national scale. AP Studio Art is based solely upon the development of a portfolio which is submitted for evaluation at the end of the school year. Over the course of the year, students will focus on the three elements of the AP portfolio which are quality, concentration, and breadth as outlined by The College Board. The first half of the course will focus mainly on the creation of a body of work that familiarizes and reviews concepts, techniques, and principles utilized in previous art courses. In the second half of the course, students will develop and finalize a collection of pieces that relate and/or respond to a topic of personal interest. Due to the advanced nature of this course, students will be expected to spend a considerable amount of time outside of class completing assignments and exploring idea development within their sketchbook.

Art I CP (5 credits) **Grade(s): 9 - 12**

Prerequisite: None

Course Description: Students will develop skills and techniques in the following units of study: drawing, color and design, painting (watercolor and tempera), ceramics, and three-dimensional sculptures. All students will maintain a sketchbook throughout the year and participate in weekly critique sessions.

Art II CP (5 credits) **Grade(s): 10 - 12**

Prerequisite: Art I

Course Description: Students will develop knowledge, understanding, and techniques in the following units of study: advanced drawing, color and design, painting (watercolor, tempera, and acrylics), advanced ceramics, and three-dimensional sculptures. All students will maintain a sketchbook throughout the year and participate in weekly critique sessions.

Ceramics (5 credits) **Grade(s): 9 - 12**

Prerequisite: None

Course Description: In this course, the students will explore three-dimensional design concepts in transforming raw clay into functional and decorative ceramic pieces. Construction methods will include hand built methods of pinch, slab and coil, and the pottery wheel. Emphasis will be placed on clay's three dimensional qualities, the firing process, and effects of glaze, color, and texture. Skills in making aesthetic judgments, creative thinking, and problem solving will also be developed throughout the class.

Introduction to Fashion and Design Drawing (5 credits) **Grade(s): 10 - 12**

Prerequisite: None

Course Description: In this full year course, students will learn to develop and draw fundamental fashion figures including figure proportion, movement, fashion attitude and garment details through analysis of photographs and figure research as a basis for the creation of fashion design sketches. Accurate rendering of fabrics and technical flat drawings of garments in correct proportion will further enhance their drawing communication skills. Students will develop a collection of designs from conception rendering and presentation of a 2D capsule collection for a season from day to evening wear.

Fashion and Design Drawing II (5 credits) **Grade(s): 11 - 12**

Prerequisite: Students must earn a B- or higher in Introduction to Fashion and Design Drawing

Course Description: In this full year course, students expand on their knowledge base and skills from Introduction to Fashion. Students will apply their knowledge of fashion figures, garment construction and pattern-making details to the creation of a garment through the use of the sewing machines.

Mixed-Media Design CP (5 Credits) **Grade(s): 10 - 12**

Prerequisite: Art 1

Course Description: Mixed-Media Design is intended to provide students with a variety of alternative fine-arts experiences where they can apply basic skills previously acquired. Students will engage in varied art experiences and explore the elements of art and principles of design. They will creatively plan, execute and produce original artworks and learn skills

and techniques associated with a variety of art media. Students will gain hands-on experience within the mediums of printmaking, batik, textile design, collage, fiber arts, paper design/treatment, and more. Additionally, students will be introduced to various career opportunities that require the expertise of each presented medium.

Portfolio Art H (5 credits)

Grade(s): 11, 12

Prerequisite: Art II

Course Description: Students will apply their knowledge of art concepts and refine techniques of various mediums. Students are challenged with more advanced problems in painting, sculpture, three-dimensional media, drawing, color and design, and ceramics. This course will enable students to refine and perfect skills already acquired. Advanced studies in painting, sculpture, three-dimensional media, drawing, color and design, and ceramics will challenge the serious artist resulting in a portfolio of work representative of their skill and creativity. All students will maintain a sketchbook throughout the year and participate in weekly critique sessions. Not all materials used by the students in the compilation of their portfolio are provided by the school. There will be times when the individual student may be required to procure the materials they need based on a project of choice.

BUSINESS

Accounting I CP (5 credits)**Grade(s)** 9 - 12**Prerequisite:** None

Course Description: This is the first in a sequence of three courses that are a must for those who intend to pursue careers in business. Accounting is the language of business and will be required of anyone pursuing a major or minor in business in college. This course provides a good foundation for future success at the college level. Course coverage includes mastery of the concepts of the accounting cycle focusing on debit and credit rules, interpretation of accounting records, financial reports, banking, preparation of worksheets, and the use of special ledgers and journals.

Financial Accounting Honors (5 credits)**Grade(s):** 11, 12**Prerequisite:** Accounting II

Course Description: This advanced course covers the entire accounting cycle. Students will learn to record, analyze, and summarize procedures within accounting. Students will also learn about the preparation and purpose of accounting, and financial statements, with an introduction to accounting for corporations.

Introduction to Business Law (5 credits)**Grade(s):** 10 - 12**Prerequisite:** None**Course Description:**

This course is designed to offer the students an introductory view of our legal system and its laws. The course will introduce the fundamentals of business law as they apply to federal, state, and local levels. Students will gain an understanding of contract law, their rights and responsibilities as citizens, the utilization of financial transactions, domestic and international sales law, employment and agency relationships, discrimination law, and the regulations governing different types of business organizations. Emphasis is also placed on the following topics: business ethics and social responsibility, the US legal system and alternative dispute resolution, administrative law, constitution law, criminal law, tort law, real, personal, and intellectual property, bankruptcy law, and consumer law.

Business Law (5 credits)**Grade(s):** 10,11,12**Prerequisite:** None

Course Description: This course is designed to offer the students an introductory view of our legal system and its laws. The course will introduce the fundamentals of business law as they apply to federal, state, and local levels. Students will gain an understanding of contract law, their rights and responsibilities as citizens, the utilization of financial transactions, domestic and international sales law, employment and agency relationships, discrimination law, and the regulations governing different types of business organizations. Emphasis is also placed on the following topics: business ethics and social responsibility, the US legal system and alternative dispute resolution, administrative law, constitution law, criminal law, tort law, real, personal, and intellectual property, bankruptcy law, and consumer law.

Entrepreneurship Honors (Dual Enrollment) (5 credits)**Grade(s):** 10 - 11**Prerequisite:** A grade of a "B" or higher in Introduction to Business

Course Description: Entrepreneurship provides a hands-on approach to learning the entrepreneurial skills of idea generation, creative problem-solving, leadership, evidence-based decision-making, resilience, teamwork, and persuasive communication. Through first-hand experience with the entrepreneurial process, students build the mindset needed to create, capture, and deliver value for new ideas in any sector. With opportunities to connect with like-minded peers across the state and throughout the world, this course serves as an empowering opportunity to turn ideas into action. Students enrolled in this course can elect to earn college credit through the Dual Enrollment program with the University of Delaware. Students interested in earning both high school and college credit for the course will be required to complete an application in the Fall and pay a nominal fee.

Financial Accounting Honors (5 credits)**Grade(s):** 11, 12**Prerequisite:** Accounting II

Course Description: This advanced course covers the entire accounting cycle. Students will learn recording, analyzing, and summarizing procedures within accounting. Students will also learn about the preparation and purpose of accounting, financial statements, with an introduction of accounting for corporations.

Financial Literacy (2.5 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: Financial Literacy Class is a dynamic and essential course designed to empower high school students with the knowledge and skills necessary to navigate the complex world of personal finance. In this course, students will embark on a journey to develop a strong foundation in financial management, enabling them to make informed and responsible decisions about their money. Topics that will be covered are Budgeting and Money Management; Banking Basics; Credit and Debt Management; Investing Fundamentals; Taxes and Government Benefits; Risk Management and Insurance. This course will use a variety of engaging teaching methods, including real-life case studies, interactive simulations, guest speakers from the financial industry, and hands-on activities to reinforce key concepts.

Introduction to Business (5 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: Course Description: This full-year course will introduce students to the world of business. The Introduction to Business course is designed to provide high school students with a comprehensive overview of the fundamental concepts and principles that drive the business world. Students will explore various aspects of business, gaining insights into entrepreneurship, marketing, management, finance, Business ethics, Global Business Perspectives, Technology, and Innovation in business. This course employs a variety of engaging teaching methods, including case studies, guest speakers from the business world, hands-on projects, and interactive simulations to provide students with a practical understanding of business concepts.

Introduction to Marketing (5.0 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: This course is designed to introduce students to the functions and principles of marketing and social media marketing. Using real-world business examples, students will see how a product or service is introduced into the marketplace as they learn how to implement the seven functions of marketing: Market Planning, Product Service and Management, Distribution, Pricing, Promotion, Selling and Marketing-Information Management. This course employs a variety of engaging teaching methods, including case studies, hands-on projects, and interactive simulations to provide students with a practical understanding of marketing concepts.

Virtual Enterprise International Honors (5 credits)**Grade(s): 12****Prerequisites: Successful completion of Entrepreneurship with a B or with the recommendation of a Business Teacher**

Course Description: This course provides students with the opportunity to launch and manage the growth of a company in a digital international economy of 7,000+ student-run businesses in 40+ countries. By managing the day-to-day operations of a company, students not only develop business skills and an entrepreneurial mindset, they also identify career pathways that align with their interests, talents, and aspirations. Students conduct market research, develop business plans and have the opportunity to experience real world competition, network with students from other high schools and connect with real-world business partners.

AP Business with Personal Finance (5 credits)**Grade(s): 10,11,12****Prerequisites: Successful completion of Introduction to Marketing OR Introduction to Business with a B or with the recommendation of a Business teacher**

Course Description: AP Business with Personal Finance is an introductory, college-level business and personal finance course providing students with the opportunity to explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. Students will learn work-force ready skills that will give them the opportunity to earn employer endorsed credentials and college credit when they earn a qualifying grade on the AP exam.

ESL I CP (5 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: ESL is an introduction to the English language for the 'non-English speaker' or 'port of entry' student. This course is designed to instruct students in basic English vocabulary, language structure, correct pronunciation, and intonation and to develop listening and comprehension skills. ESL students will acquire the four skill developments of listening, speaking, reading and writing to the extent that the student can best function in the mainstream English-speaking classrooms at the earliest possible opportunity. Everyday conversational expressions are emphasized. Content area support is also provided.

ESL II CP (5 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: ESL II is for the Beginning or Developing 'English language learner who has mastered the basic English vocabulary and language structure principles. The purpose of this course is to continue to instruct the student in the written English language through reading and writing skills. Pronunciation, intonation, and speech habits are further developed. Culture and career awareness discussions take place as part of this course. Content area support is also provided.

ESL III CP (5 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: ESL III is for the advanced English language learner student who is at the Developing or Expanding Level of language acquisition. The purpose of this course is to perfect writing, reading, listening, and speaking skills to prepare students for mainstream English classes. Pronunciation, intonation, and speech habits continue to be developed through debates and presentations. Students will also be required to read novels and write research papers on a similar level to their native English-speaking peers. Content area support is also provided.

ESL IV CP (5 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: ESL IV is designed to strengthen students' understanding of English grammar and language structure while supporting their overall academic language development. The course focuses on sentence structure, verb tenses, academic vocabulary, and writing conventions, and is paired with English 2 to reinforce skills taught in the general education setting. Through targeted instruction and practice, students build the language proficiency needed to better access grade-level literature, writing tasks, and classroom discussions.

ENGLISH LANGUAGE ARTS

Academic Support Instruction - ASI (5 credits)**Grade(s): 12****Prerequisite: By Placement Only**

Course Description: Students will be provided ongoing instruction and support to improve reading and writing skills needed to meet the expectations of the New Jersey Student Learning Standards. This remedial class prepares students to read with understanding and express ideas clearly in writing. Course instructors will review specific reading and writing skills and strategies, terms, and test-taking skills. In addition, students practice reading and writing skills using texts as well as networked computer programs. Reading content includes a variety of fiction, poetry, and informational text. Writing tasks include completing constructed responses to prompts, applying multimedia information to essays, and argumentative essays. Placement in this course is determined based upon multiple criteria including, but not limited to, academic history in the content area, student work samples, assessment data, and anecdotal records.

Advanced Placement English Literature & Composition (5 credits)**Grade: 12****Prerequisite: "A-" or better in English III CP OR "B-" or better in English III H**

Course Description: This demanding reading and writing intensive course is designed to prepare students for the College Board Advanced Placement examination in English Literature and Composition. The literature contains a wide variety of classic and contemporary works, the study of which includes the experience, interpretation, and evaluation of literature. Approximately 20 major works will be covered during the school year. Students will consider the artistry of the works as well as the social and historical contexts of them. Writing assignments will focus on the critical analysis of the literature as well as the stylistic development of the writing skills of the students. Additional assignments may be assigned for the summer prior to the start of the course.

Advanced Placement Language and Composition (5 credits)**Grade(s): 11, 12****Prerequisite: "A-" or better in English II CP OR "B-" or better in English II H**

Course Description: AP Language and Composition is a full year course that offers students an opportunity to read challenging texts and respond to them with a variety of writing assignments. The course is constructed with an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments."

College and Career Planning (2.5 Credits) CP**Grade(s): 9 - 12****Prerequisite: None**

Course Description: The focus of this semester course is to encourage students to think about their educational, career, and personal goals for the future, how they can reach them, and why college may be an important step for them to take. Students will also learn about incentives to attend college as well as the myths about financial aid. They will identify college options and be exposed to some of the resources available for college research. Students will begin to maximize their potential for admission to the appropriate colleges by learning about the types of standardized tests they should consider taking. They will learn about the ways that extracurricular activities and other factors might impact their decisions about colleges. Students will build momentum for their college planning that will carry them through the selection and process of applying to colleges. Students will be encouraged to think about the resources upon which they may draw over their high school years.

Creative Writing and Publishing (5 credits)**Grade(s): 10-12****Pre-Requisites:** Passing grade in English 1

Course Description: This full-year course explores writing across several types of genres, including short stories, poetry, plays, memoirs, comics, and novellas. Students will use pop culture, personal experiences, contemporary literature, classic literature, nonfiction, and film as models and inspirations for their creative writing pieces. This course draws on prior knowledge from English 1/English 1H, in which students must be familiar with the Hero's Journey and be able to apply it. This course also adheres to the NJSLA English Standards for Reading, Writing, Speaking, and Listening. Life Literacies, & Key Skills, and Career Awareness. The second half of this course is geared towards honing, editing, and revising student work to explore publishing their work in anthologies, writing contests, magazines, and other available publications. During the second semester, students will focus on pieces of work that they wrote during the first half of the year and will work on

improving a selected piece or pieces of writing to submit these pieces to prospective publishing companies. Writing pieces will also be submitted to academic and art competitions throughout the state and country.

English I CP (5 credits)

Grade: 9

Prerequisite: None

Course Description: This class is designed to equip students with the language arts skills needed for high school and college. Students will be instructed on appropriate research techniques, note-taking, study strategies, and utilization of textual information for written assignments and class discussions. Critical reading, writing, and vocabulary skills will be developed through the use of a wide variety of literary works. Students will engage in writing assignments and projects including at least one formal research paper/project and will periodically work in cooperative learning groups for literature circles and presentations. Students will be expected to complete a summer reading assignment.

English I H (5 credits)

Grade: 9

Prerequisite: Final average of A- or better in eighth grade English Language Arts

Course Description: Reading and writing intensive, this course covers critical reading and analysis, refinement of writing skills, and vocabulary development. Students will read a wide variety of genres (including short fiction, novels, drama, poetry, and nonfiction) and learn to utilize text appropriately in preparing written assignments and engaging in class discussions. There is an emphasis on multiple forms of learning strategies and students will engage in cooperative learning activities such as literature circles and group presentations as well as independent activities including at least one formal research paper. Students will be assigned summer reading pertinent to the course content which is to be completed by the start of the school year.

English II CP (5 credits)

Grade: 10

Prerequisite: Successful completion of English I CP or English I H

Course Description: This course will assist students in developing their skills for critical and analytical reading, logical thinking, writing, and speaking. Students will read a variety of American Literature including major literary works (novels and plays), several pieces of short fiction, nonfiction, and poetry exemplary of particular periods/movements in American Literature. They will write both impromptu and process essays employing the following modes: persuasive, narrative, expository, and literary analysis. In both small group and whole-class discussions, they will annotate selected texts. The students will engage in grammar, usage, and vocabulary development activities. Students will be assigned summer reading selections to be completed by the start of the school year.

English II H (5 credits)

Grade: 10

Prerequisite: English I H students: a "B-" final average. English I CP: an "A-" or better final average

Course Description: This second year honors course is a writing intensive course that uses American Literature as a basis for its critical analysis papers. Students study a variety of challenging works and genres in developing their critical thinking/analysis skills and students are required to read several works independently as well as utilize the information in the classroom for projects. Students will extend their vocabulary, composition, and writing skills; research skills will also be expanded. Students will be assigned summer reading selections to be completed by the start of the school year.

English III CP (5 credits)

Grade: 11

Prerequisite: Successful completion of English II CP or English II H

Course Description: British literature is studied and used as a vehicle to promote the refinement of students' reading and writing skills. The students will also further develop their abilities to write appropriate research-based thesis papers and engage in critical analyses of the literature read in whole class and group discussions, as well as, complete a variety of projects. Requirements of the course include various presentations with a focus on public speaking and writing about literature. Students will be assigned summer reading selections to be completed by the start of the school year.

English III H (5 credits)

Grade: 11

Prerequisite: English II H students: a "B-" final average. English II CP: an "A-" final average in English 2 CP

Course Description: Students in this course will study challenging British and world literature written by a variety of authors. The selected pieces, both fiction and nonfiction, novels, short stories, poems, plays, and essays represent significant works, many of which have been included on AP exams; thus students in this course will also be preparing themselves for the opportunity to subsequently take the AP English IV course. Students will be expected to read critically and analytically, to understand the nuances and techniques involved in writing, and to prepare scholarly pieces of writing related, in a variety of ways, to the literature. Students may expect to work in small, collaborative groups, independently, and as a whole class. Numerous scholarly writing opportunities will be provided to the students. Students will be assigned summer reading selections to be completed by the start of the school year.

English IV CP (5 credits)**Grade: 12****Prerequisite: Successful completion of English III CP or English III H**

Course Description: This course features a study of world literature and scholarly writing assignments to help students prepare for the rigors of college work. An emphasis is placed on developing the critical and analytical reading/writing skills of the students. Students will be assigned summer reading work in preparation for this course.

English IV H (5 credits)**Grade: 12****Prerequisite: English III H students: a "B-" final average. English III CP students: an "A-" final average in English 3 CP**

Course Description: English IV Honors is a course that focuses primarily on reading, responding to, and analyzing British and world literature. This is a rigorous academic course in which the students should expect to write at least one essay a week; essays may be out of class assignments or timed, in-class assignments. Furthermore, a mandatory extensive research paper is assigned. In terms of reading, students should plan to read at least three longer, challenging works of literature per marking period. This is a class designed to gradually introduce students to what will be expected of them in a four-year university setting. Students will be assigned summer reading work in preparation for this course.

Film and Media Arts (2.5 Credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: This semester course will focus on the history of film and digital media. Students will watch and discuss seminal works of film as well as the impact of modern media on today's society. Students will learn to critique not only the text but the art and technical aspects of filming.

Habits for Success (2.5 Credits)**Grade(s): 9 - 11****Prerequisite: None**

Course Description: The focus of this semester course is to provide students with the tools required to be successful in high school and life. The course will teach students the 7 Habits for Highly Effective Teens by author Sean Covey which include positive behaviors like: being proactive, beginning with the end in mind, putting first things first, thinking win/win, seeking first to understand and then to be understood, synergize, and to hone one's skills.

Journalism (5 Credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: Students will study various topics including the history of American Journalism, key figures in journalism, the impact of journalism, and advertising as well as the specifics of various types of journalistic writing. Students will apply their writing skills in producing news, feature, and sports articles as well as editorials. Each style of journalistic writing requires investigation/research, interviewing, note-taking and copy editing - all of which are developed in this course. In addition, students will learn about journalistic ethics through case studies and review of modern media. They will also gain hands-on experience in newspaper layout and design. Working together with the Newspaper Club, students will produce multiple editions of the school's newspaper, *The Ram*.

Learning Strategies (2.5 Credits)**Grade(s): 9-12****Prerequisite: None**

Course Description: The course will provide students with a collection of strategies and skills to support their school success. These begin with critical information and support for self-advocacy, equitable access, developing a growth mindset, managing stress, and reflection/self-assessment. Students will then explore and practice skills for organization/preparation, class participation, study habits, note taking, managing time, preparing for & taking tests, conducting effective research, and using technology tools. Finally, they will take ownership of their course learning to plan actions for overcoming identified obstacles to school success.

Podcasting (2.5 Credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: This half-year course will focus on student voice and applying voice in a multitude of ways, including student-selected podcast shows and a school-oriented podcast. Students will draw from their areas of expertise, hobbies, and interests to create individual or group-led podcasts. The students in this course will also work together to create a school-focused podcast that will create episodes based on school news, events, and achievements throughout the school year, similar to Journalism. This course adheres to the NJSLA English Standards for Reading, Writing, Speaking, and Listening. Career Readiness, Life Literacies, and Key Skills.

Public Speaking (2.5 Credits)**Grade(s): 10 - 12****Prerequisite: Passing grade in English I**

Course Description: This semester course is designed to facilitate effective public speaking tactics. The course will challenge students to present ideas in a variety of formats including expository speech writing and performing, monologue, persuasive speaking and writing, argument, rhetoric, and debate. While focused primarily on public speaking, the course will simultaneously explore the many different forms of writing required to supplement the speeches the students will perform. These writing styles will include expository research writing for debate and creative writing for speeches and monologues

Theatrical Literature and Performance (2.5 Credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: This semester class will familiarize the students with the specific literary genre of drama. Students will read, discuss, and analyze a variety of works from Ancient Greece to Modern times and learn the evolution of theater in the western world. Students will also write their own one-act plays. As this is a "hands-on" course, students will also learn and practice the nuances of performance through improvisation and monologues as well as a variety of other activities. In addition, students will learn about set design and stagecraft. The culminating activity is a live performance before a student audience.

Advanced Placement Calculus AB (5 credits)

Grade: 12

Prerequisite: “B-“ or higher in Pre-Calculus H OR A- or higher in Pre-Calculus CP

Course Description: This rigorous Calculus course is intended to prepare students for the College Board Advanced Placement examination in Calculus at the AB level. Students will learn both differential and integral Calculus, work with functions represented in a variety of ways, model a written description of a physical situation with a function, differential equation, or an integral, use technology to help solve problems, experiment, interpret results, and verify conclusions. Students will be expected to communicate mathematics both orally and in well-written sentences and to explain solutions to problems. The material covered will be of the depth and difficulty of the problems typically found on the AP exam. The pace of this class will be more demanding than that of Calculus Honors as this course will prepare students very well for the AP exam which is given in May. Additional assignments may be assigned for the summer prior to the start of the course. *It is recommended that the student purchases his/her own graphing calculator for use on independent reinforcement as well as standardized testing outside of high school.* Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College. Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

Next course required in sequence: None

AP Pre-Calculus (5 credits)

Grade(s): 11, 12

Prerequisite: “B-“ or higher in Algebra II H OR “A-“ or higher in Algebra II CP

Course Description: This course is aligned to cover all of the topics covered through College Board. Topics learned include polar coordinates, complex numbers, and limits. Problems will be complex and a theoretical approach will be utilized. This course is designed for the student who has previously demonstrated his/her exceptional ability and interest in the study of mathematics. *It is recommended that the student purchases his/her own graphing calculator for use on independent reinforcement as well as standardized testing outside of high school.* Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College. Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

Next course required in sequence: Calculus H, AP Calculus

Advanced Algebra CP (5 credits)

Grade(s): 11, 12

Prerequisite: Successful completion of Algebra II or Intermediate Algebra

Course Description: This course extends the topics covered in Intermediate Algebra and Algebra II including polynomial and rational functions, with extensions into exponential and logarithmic functions. Additional topics include matrices, trigonometry, probability and statistics. *It is recommended that the student purchases his/her own graphing calculator for use on independent reinforcement as well as standardized testing outside of high school.*

Next course required in sequence: None

Algebra I CP (5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: This course serves as a gateway to all other branches of mathematics. It is a subject which deals with quantity and the relations of numbers in the abstract and in which calculations are performed by means of letters and symbols. The four major components of Algebra 1 are patterns and relationships, functions, modeling, and mathematical procedures.

Next course required in sequence: Geometry, Geometry H

Algebra I H (5 credits)

Grade: 9

Prerequisite: An “A-“ or higher in Grade 8 Math

Course Description: Algebra serves as a gateway course to all other branches of mathematics. Algebra I Honors covers the same topics as Algebra I CP and additional topics such as radical equations, the quadratic formula, the discriminant, properties of roots of an equation, and rational equations and functions. The pace will be demanding and there will be an in-depth study of the topics; complex problems will be covered and a theoretical approach will be utilized. This course is designed for students who have previously demonstrated an exceptional ability and interest in the study of mathematics.

Next course required in sequence: Geometry, Geometry H

Algebra II CP (5 credits)

Grade(s): 10 - 12

Prerequisite: "C in Algebra I and Geometry"

Course Description: This course extends the topics covered in Algebra 1 plus presents additional topics such as complex numbers, logarithms, permutations and combinations, and different types of functions. *It is recommended that the student purchases his/her own graphing calculator for use on independent reinforcement as well as standardized testing outside of high school.*

Next course required in sequence: CP Precalculus, AP Precalculus, Advanced Algebra

Students who have completed Algebra II CP may not take Intermediate Algebra as their next course of sequence

Algebra II H (5 credits)

Grade(s): 10 - 12

Prerequisites: "B-" or higher in Geometry H and Algebra 1 H or an "A-" or higher in Geometry CP and Algebra I CP

Course Description: This course highlights the same topics as Algebra 2 CP plus additional topics such as sequences, series and conic sections, and problems will be more complex. A theoretical approach will be utilized and the pace will be demanding; an in-depth study of the topics will be conducted. This course is designed for the student who has previously demonstrated his/her exceptional ability and interest in the study of mathematics. *It is recommended that the student purchases his/her own graphing calculator for use on independent reinforcement as well as standardized testing outside of high school.*

Next course required in sequence: CP Precalculus, AP Precalculus, Advanced Algebra

Students who have completed Algebra II H may not take Intermediate Algebra as their next course of sequence

Calculus H (5 credits)

Grade: 12

Prerequisite: "B-" or higher in Pre-Calculus Honors OR "A-" or higher in Pre-Calculus CP

Course Description: Students will learn differential and integral calculus in depth, including such topics as linear approximations, differentials, differentiation, and integration of a variety of functions, L'Hôpital's Rule, The Mean Value Theorem, Newton's Method, related rates in applications, initial value problems, indefinite and definite integrals, Fundamental Theorem of Calculus, different methods of integration including by substitution, numerical, tabular and integration by parts, techniques for solving differential equations used in mathematical modeling, concepts of the area between curves and volumes of solids by revolution. *It is recommended that the student purchases his/her own graphing calculator for use on independent reinforcement as well as standardized testing outside of high school.* Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College. Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

Next course required in sequence: None

Consumer Math CP (2.5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: In this semester course, students will discover important information about buying, saving, and spending. Additionally, students will learn how to read a paycheck stub, taxes, and how to make wise purchases when shopping.. They will also learn specific details regarding mortgage vs rent and checking vs savings accounts.

Geometry CP (5 credits)

Grade(s): 9 - 12

Prerequisite: Passing grade in Algebra I or successful completion of Grade 8 Accelerated Math

Course Description: This course covers the basics of plane and solid geometry, including properties and relationships of geometric objects, transforming shapes, coordinate geometry, units of measurement, and measuring geometric objects.

Next course required in sequence: Intermediate Algebra, Algebra II CP, Algebra II H

Geometry H (5 credits)

Grade(s): 9 - 12

Prerequisite: A "B-" or higher in Grade 8 Accelerated Math, "B-" in Algebra 1 H, OR "A-" or higher in Algebra I CP

Course Description: This course presents the same topics as Geometry CP plus additional topics such as two-column proofs, coordinate geometry, and trigonometry. Problems are complex and a theoretical approach is utilized; the pace is demanding and there is an in-depth study of the topics. This course is designed for the college-bound 9th or 10th grade honors student who has previously demonstrated his/her exceptional ability and interest in the study of mathematics.

Next course required in sequence: Intermediate Algebra, Algebra II CP, Algebra II H

Intermediate Algebra CP (5 credits)**Grade(s): 10 - 12****Prerequisite: Successful completion of Algebra I CP and Geometry CP**

Course Description: This course is designed for the college or career bound students by providing a deeper understanding of concepts explored in previous high school math courses including the algebra of functions, graphs and characteristics of functions, and the geometry of right angles. It is intended for students who struggle in math and need extra practice for proficiency before moving forward. In addition, one of the primary goals of this course is to prepare the students for the expectations of college placement tests such as the Accuplacer.

Next course required in sequence: Algebra II CP, Advanced Algebra**Pre-Calculus CP (5 credits)****Grade(s): 11, 12****Prerequisite: Algebra II CP or Advanced Algebra**

Course Description: This course is the foundation course for the study of Calculus and content consists of trigonometry and mathematical analysis. Students will learn concepts associated with the trigonometric functions of angles, simplifying trigonometric expressions, solving trigonometric equations, as well as solving right and oblique triangles and inverse trigonometric functions. In analysis, students will learn different categories of functions, techniques for graphing, finite and infinite sequences and series, and exponential and logarithmic functions. *It is recommended that the student purchases his/her own graphing calculator for use on independent reinforcement as well as standardized testing outside of high school.* Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College. Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

Next course required in sequence: Calculus H, AP Calculus**Probability & Statistics CP (2.5 credits)****Grade(s): 11, 12****Prerequisite: Grade of "C" or better in Algebra II or Advanced Algebra**

Course Description: The semester course is designed for the college or career bound student who has demonstrated success in math by meeting the prerequisite and wishes to explore a large range of topics with an emphasis on "real world" applications. This course deals with topics of probability and statistics. Students will develop and understand the use of statistical surveys, simple probability, conditional probability, binomial expansions, progressions, permutations and combinations. Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College. Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

MUSIC

Advanced Placement Music Theory Musicianship (5 Credits)

Grade(s): 12

Prerequisite: Completion of 3 years of chorus or instrumental music with an "A-" or higher

Course Description: The AP Music Theory course is designed to be the equivalent of a two-semester college level entry course, usually taken by music majors during their freshman year of college. The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This goal will be achieved via integrated approaches to the student's development of aural skills, sight-singing skills, written skills, compositional skills, and analytical skills. The course will also address the mastery of the rudiments of the terminology of music, including hearing and notating pitches, intervals, scales and keys, chords, metric organization, and rhythmic patterns. Upon completion of the course the student should be in possession of all knowledge and skills required for successful participation in the AP Examination.

Concert Chorus CP (5 credits)

Grade(s): 9 - 12

Prerequisite: Basic vocal experience and/or the desire to improve one's musical ability through vocal performance.

Course Description: This course provides students the opportunity to perform vocally in a large concert chorus setting. Proper vocal technique, tone production, music reading, theory, and technology are all part of this musical experience. Three concert performances per year are required. Class participation, attendance, and musical growth are factors in determining the student's grade for this course.

Instrumental Band CP (5 credits)

Grade(s): 9 - 12

Prerequisite: Basic playing ability on brass, woodwind, or percussion instruments of the band

Course Description: This course affords students the opportunity to perform in a large concert band setting. Students will experience many different styles of music throughout the course. Three concert performances per year are required. In addition, Marching Band is offered in the fall as an extracurricular activity. The Band performs at football games, parades, and more. Students will gain an aesthetic awareness and appreciation of music.

Introduction to Music Technology (2.5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: In this semester course, the students will be introduced to the technology utilized in the music industry. This course is designed for students who wish to explore the digital and electronic applications in music. Areas of study include digital audio, MIDI, sequencing, digital music composition, music note processing, recording, synthesis and sound reinforcement using the computer and/or synthesizer as the mode of instruction.

Rock History and Pop Culture (2.5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: This semester course is a study of Rock and Pop Music from Chuck Berry, to the Beatles, to present-day bands and performers. The cultural relationship among great rock musicians, their music and media. In addition, we will discuss musical trends and connections in culture and society, along with the evolution of music.

Physical Education/Health CP (5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: Students participate in a variety of physical activities such as volleyball, pickleball, tennis, soccer, archery, badminton, basketball and softball. Physical fitness, increased strength, endurance, and the development of fine and gross-motor skills are vital components of the course; desirable habits of conduct, sportsmanship, teamwork and cooperation are also highlighted.

Health Education, offered in conjunction with Physical Education for one quarter of the ninth, eleventh, and twelfth years, encourages students to examine their lifestyles, select short as well as long-term goals, and make plans to achieve and maintain good health. Students will become aware of the responsibility they have for their own health and wellbeing. Facts in the areas of mental health, nutrition, substance abuse, emergency care, family life, HIV/AIDS, stress management, depression, suicide prevention, family violence, rape and assault preventions, disabilities, chemical dependence in the family, and sexually transmitted diseases as well as the nature, importance, and skills of relationships, gender issues, love, marriage, childbirth, parenting, substance abuse, teen dating violence, and health careers are discussed. This course will give students the opportunity to differentiate between healthy and harmful behaviors in order to understand the effects of a single healthy/harmful behavior on the health of the whole person. Furthermore, students practice the basic problem-solving approach by recognizing health problems, identifying ways to “deal” with the problem, and applying information obtained from various sources. Health provides students with the opportunity to gain skills necessary to cope with health problems in a world that is constantly changing. Students will understand that they have a responsibility to others as well as to themselves and they will develop an understanding of the value of interpersonal relationships.

Drivers' Education, offered in conjunction with Physical Education for one quarter of the tenth grade year, acquaints the student with state and federal laws in the operation of a motor vehicle. In addition, the student is taught about the automobile itself, its working parts, the philosophy of driving an automobile, courtesy of the road, and required insurance coverage. Mandated substance abuse awareness and the relation between chemical abuse problems and driving are included.

Adaptive Physical Education/Health CP (5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: Adaptive Physical Education is available in all grade levels, and is designed for students with special needs. Students participate in a variety of physical activities that focus on the development of muscle strength, stamina, and a holistic understanding of a healthy lifestyle.

Introduction to Dance (Dance I) (5 Credits)

Grade(s): 9,10,11,12

Prerequisite: None

Course Description: Dance Appreciation is an introduction to dance as an art form, wherein students study the historical, cultural, social, and performative contexts of diverse dance forms. Students explore the ways in which dance both reflects and comments upon contemporary society. Students develop fundamental dance literacy through critical analysis of dance in live and recorded formats; identify aesthetic concepts and ideas through written and visual media; demonstrate comprehension in their utilization of dance vocabulary and terminology; discuss influential choreographers and genres of dance; and articulate critical conclusions about the reciprocal relationship between dance, the arts, and societal concerns.

Intermediate Dance Techniques & Composition (Dance II) (5 Credits)

Grade(s): 10, 11,12

Prerequisite: Introductory Dance; Exceptions can be made by the instructor.

Course Description: Development in dance technique and composition skills through a structured space for students have surpassed the introductory level but are not ready for the Advanced Dance Level. Students will continue to develop skills from Introduction to Dance with a focus on deepening understanding of the curriculum.

Advanced Dance & Composition (Dance III) (5 Credits)

Grade(s): 10,11,12

Prerequisite:- Introduction to Dance; Exceptions can be made by the instructor.

Course Description:Introduce students to composition concepts for dance making. Concepts will be introduced and developed through exercises and assignments that include research, exploration, application, articulation, and identification of the concepts in their own choreography and the choreography of peers. Concepts covered will provide and help students develop tools for generating movement for larger choreographic projects. There will also be continued development of solo and group choreographic processes with emphasis on movement invention and experimental forms.

Advanced Placement Biology (5 credits)**Grade(s): 11, 12**

Prerequisite: Biology CP or H with Chemistry CP or H recommended; previous grade of "B-" or higher in a science honors course or an "A-" or higher in the previous CP science course.

Course Description: The course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal with constantly, and quickly changing science of biology. The major themes of the course include Science as a Process, Evolution, Energy Transfer, Continuity and Change, the relationship of Structure to Function, Regulation, Interdependence in Nature and Science, Technology, and Society. These themes are broken up into units that include: Molecules and Cells, Heredity and Evolution, and Organisms and Population. The above themes are covered in a methodology to fully prepare the student for success on the Advanced Placement Test in Biology. Additional assignments may be assigned for the summer prior to the start of the course.

Advanced Placement Chemistry (5 Credits)**Grade(s): 10, 11, 12**

Prerequisites: B- or better in Chemistry H or A- or better in Chemistry CP and being enrolled or having completed Algebra II

Course Description: Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The importance of the theoretical aspects of chemistry has brought about an increasing emphasis on these aspects of the content of general chemistry courses. Topics such as the structure of matter, kinetic theory of gasses, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics will be presented in depth. The major topics covered during this class include atomic theory and atomic structure, chemical bonding, nuclear chemistry, gasses, liquids and solids, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, and organic chemistry. The above topics are covered in a methodology to fully prepare the student for success on the Advanced Placement Test in Chemistry. Additional assignments may be assigned for the summer prior to the start of the course. Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College. Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

Advanced Placement Environmental Science (5 credits)**Grade(s): 11, 12**

Prerequisites: "B-" or better in Biology and Chemistry

Course Description: In this course students will explore and investigate the interrelationship between earth's systems to analyze the impact of both natural and human made actions on the biosphere. Students will take part in laboratory investigations and field work to gain enhanced knowledge of ecosystem functioning and resilience. The skills students will learn are, explaining environmental concepts and processes, analyzing data and visual presentations, applying quantitative methods in solving problems, proposing a solution for an environmental problem and supporting ideas with evidence and analyzing a research study to identify a hypothesis.

Anatomy & Physiology CP (2.5 credits)**Grade(s): 10 - 12**

Prerequisites: Biology

Course Description: Anatomy and Physiology is a hands-on science semester course focusing on the structure and function of the human body. Students will learn the names of the various parts of the body systems (anatomy) as well as their functions (physiology). A survey of each organ system is presented with initial emphasis upon its anatomy, followed by a study of its physiology. This course is lab-oriented and teaches proper lab techniques as well as various physiological phenomena.

Anatomy & Physiology H (5 credits)**Grade(s): 10 - 12**

Prerequisites: B- or better in Biology H or A- or better in Biology CP

Course Description: Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an in depth study of all the body systems. Emphasis is placed on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include study of cells and tissues, as well as, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also included. This is a laboratory oriented course designed for students who are considering health and laboratory related careers. It contains a study of the human body and the related areas of health and disease.

Biology CP (5 credits)**Grade: 9****Prerequisites: None**

Course Description: Laboratory activities are stressed and occupy a large portion of the class time. These activities include microscope work, dissections, experiments, and projects. The subject matter entails studies on subatomic particles, cell structure, tissue, organs, organ systems, populations, societies, communities, genetics, taxonomy, and animal behavior. Students will be required to perform a variety of experiments including dissection, and complete laboratory reports on each. Course highlights include the structural/behavioral similarities and differences between various organisms, the mechanics of genetics, the cell theory, atomic theory, gene theory, and the theory of evolution. Students will be afforded the opportunity to express ideas by writing up labs, listening, taking notes during lectures, and undertaking independent research.

Biology H (5 credits)**Grade: 9****Prerequisites: An "A-" or higher in Grade 8 Science**

Course Description: The course focuses on nine basic themes: science inquiry, history of biological concepts, complementarity of structure and function, diversity of type and unity of pattern, change of organisms through time evolution, genetic continuity, complementarity of organism and environment, regulation and homeostasis. They are interwoven with the study of various organisms and levels of organization. Laboratory work is stressed and occupies a large portion of the class time. Activities include microscope work, genetic investigations, dissections, physiological and behavioral studies. This course places emphasis on biochemistry, various biological theories and abstract ideas. The student will be required to perform a variety of experiments including dissections. These experiments will be written up in a laboratory format. Homework will be required and various types of tests on each unit studied will be given. To encourage independent thinking, students will be assigned a special project or research paper each marking period. Course highlights include the nature of scientific inquiry with the idea that biology is an open-ended changing intellectual activity, the importance of theories and hypotheses as building blocks of biology, the cell theory, gene theory, theory of evolution, atomic theory, the mechanisms of the human body and the mechanics of genetics.

Chemistry CP (5 credits)**Grade(s): 10 - 12****Prerequisites: Passing grade in Biology**

Course Description: The course concentrates on the practical applications of chemistry. Topics of study include properties of matter, structure of the atom, the periodic table and periodic law, bonding, chemical reactions, stoichiometry and states of matter. This is a laboratory science with extra time provided for an emphasis on experimentation (hands on learning) and space science will be discussed.

Chemistry H (5 credits)**Grade(s): 10 - 12****Prerequisites: Algebra I, "B-" or better in Biology H or "A-" or better in Biology CP**

Course Description: A basic chemistry intended for those who have a strong interest in science and possess strong math skills. Topics studied include the properties and composition of matter, atomic structure, quantum theory, the periodic table and periodic law, reactions, chemical bonding, and behavior of gasses. A strong emphasis is placed on performing and analyzing laboratory experiments. The theoretical and mathematical application of chemistry is studied along with the practical application of chemistry in our daily lives. Computer research and computer assigned instruction will be utilized and space science will be discussed.

Environmental Science CP (5 credits)**Grade(s): 10 - 12****Prerequisites: Biology**

Course Description: This course involves the study of many sciences related to the Earth including astronomy, geology, meteorology, and oceanography. Current environmental issues will be studied including climate change, human impact, and sustainability, as well as current geological events and Earth's place in the Universe, including chemical and physical components.

Environmental Science H (5 credits)**Grade(s): 10 - 12****Prerequisites: "B-" or better in Biology H; A- or better in Biology CP**

Course Description: This course will provide the student with a thorough knowledge of scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will be able to discuss, identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Inquiry-based lab techniques will challenge both critical thinking and problem-solving skills. The curriculum will include topics such as: an introduction to Earth processes, ecology, population, land, air and water quality and pollution, climate change, biodiversity and endangered species, mineral and energy resources, and Earth's place in the Universe.

Forensics (2.5 credits)**Grade(s): 11, 12****Prerequisites: Biology and Chemistry**

Course Description: This semester course is designed to incorporate science into real world applications. This introductory course focuses on the analysis of physical evidence found at crime scenes. The fundamental objective is to teach the basic processes and principles of scientific thinking and apply them to solve crimes. Throughout the course, students will implement critical thinking skills necessary to problem solve. Topics such as forensic toxicology, forensic serology, DNA, trace evidence, fire investigation, explosives, firearms, document examination, fingerprints and computer forensics will be explored. This class is taught through a variety of instructional techniques including demonstrations, group discussions, hands-on activities, experimentation and cooperative groups to reinforce concepts.

Physics CP (5 credits)**Grade(s): 11, 12****Prerequisites: "C-" or better in Biology CP AND Chemistry CP, Algebra II taken concurrently is recommended**

Course Description: Physics is the study of matter, energy, and the interactions between them. In Physics, students will analyze and understand the natural phenomena of the universe. Topics include kinematics, dynamics, energy, fundamental forces, Kepler's Laws, and electromagnetism/waves. Problem solving and laboratory discovery are the major activities of this course. The class will include an array of inquiries and computer modeling.

Physics H (5 credits)**Grade(s): 11, 12****Prerequisites: "B-" or better in Chemistry H or "A-" or better in Chemistry CP. Taking Pre-Calculus concurrently is also recommended.**

Course Description: Physics is the study of the physical world, the ways in which matter, time, space, and energy interact. In Physics H students will study the development of our current physical concepts and the impact physics and other sciences have on our society. There is in-depth study of physics concepts and requires a much greater use of advanced math skills. Work will be conducted in small collaborative lab groups or in some cases by oneself. Problem solving and laboratory discovery are the major activities of the course. The class will include a wide variety of experiments, videos, films, publication articles and other activities. Laboratory experimentation, periodical articles reading, computer modeling, will be performed in class and require written reports; there is an expectation to demonstrate an advanced ability to solve problems and an in-depth understanding of physics concepts.

Capstone - Scientific Inquiry and Applications (5 credits)**Grade(s): 12****Prerequisites: None**

Course Description: Science and Society is a capstone course that focuses on real world applications of science in modern society. Topics such as genetics, climate change and the global health crisis would be explored and debated in a real world context. In this course, students have an opportunity to refine their science literacy and through an engaging and relatable context.

SOCIAL STUDIES

Advanced Placement Government and Politics: US (5 Credits)

Grade: 12

Prerequisite: “B-” or higher in US History II Honors, “C” in US II AP, or “A-” or higher in US History II CP

Course Description: This year long college level course will prepare the students to take the AP exam in United States Government and Politics. The course is designed to teach students to understand and be able to critically analyze important concepts in U.S. Politics through an intense study of the U. S. Government from its founding to its present day state. As a college level course, it requires that students put forth their best effort on a daily basis, both in class and in reading and listening to news outside of the class. At the conclusion of the school year, students will not only be prepared for the exam, but will have gained a thorough knowledge and appreciation for the rights, liberties, and freedoms that Americans derive from the guarantees that reside within the founding documents of the nation. Students will appreciate the basic civic duties and responsibilities we have as Americans and they will understand the complexities of the U.S. Government with all its challenges and resiliency. The units of study will include: Foundations of American Government, Civil Liberties and Civil Rights, People and Politics, Institutions of National Government, Federal Bureaucracy and the Budget, The Judiciary and Public Policy. This class will provide the students with needed education in the areas of civics, government and politics. Additional assignments may be assigned for the summer prior to the start of the course.

Advanced Placement United States History II (5 credits)

Grade(s): 11, 12

Prerequisite: “B-” or higher in US History I H OR an “A-” or better in US History I CP

Course Description: This course is designed for juniors whose reading level is above average. The course covers the development of the United States from the late 19th Century to the present at greater depth. This course will provide opportunities to study a variety of historical interpretations of events through the analysis of primary and secondary sources. The emphasis will be on the critical examination of sources, interpretation, and methods of historical analysis. Students will be expected to complete at least one research paper a semester. Additional assignments will be assigned for the summer prior to the start of the course. Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College. Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

Advanced Placement World History (5 credits)

Grade(s): 10 - 12

Prerequisite: “B-” or higher in World History H OR an “A-” or better in World History CP

Course Description: This is a challenging full-year course that is structured around the investigation of selected themes woven into key concepts covering distinct chronological periods; it is the equivalent to an introductory college survey course. The course is designed for students to develop skills of analysis and thinking in order to prepare students for success in the twenty-first century. Students will be able to show mastery in the course goals by taking part in the College Board AP World History Exam in May.

Advanced Placement Psychology (5 credits)

Grade(s): 11 - 12

Prerequisite: “B” or higher in English I and II

Course Description: This is a challenging full-year course that introduces the systematic and scientific study of human behavior and mental processes. Students will apply psychological concepts and utilize research methods and data interpretation to evaluate claims, consider evidence and effectively communicate their ideas. Students will be able to show mastery in the course goals by taking part in the College Board AP Psychology exam in May.

Criminology and Law (2.5 credits)

Grade(s): 11, 12

Prerequisites: Completion of US History I

Course Description: In this semester course, students will explore practical legal theories and issues associated with the causes and results of crime through an interdisciplinary study of sociology. Issues such as types of crimes, the consequences of criminal behavior, investigative techniques and the legal system will be analyzed.

Economics CP (2.5 Credits)

Grade(s): 9 - 12

Prerequisites: None

Course Description: In this semester course, students will study human behavior in relation to scarce and limited resources. People compete for these resources and set priorities and behaviors on how to use them. During this semester course, students will gain an understanding of many issues that will improve their financial literacy and prepare them for the future when they will need to make many important decisions related to money, spending, consumption and investment. Students, after taking this class will be able to analyze and evaluate the impact of economic choices. They will understand

why and how costs of goods and services change. They will be able to describe the three main areas of study: Macro, Micro and Consumer Economics. They will develop an understanding and appreciation of various investment strategies that are available to meet personal and business goals. They will learn about the various economic systems that exist throughout the world and gain an understanding of political, social and historical events that relate to economic knowledge. As our world continues to face economic challenges, it is more important than ever to prepare High School Students with a level of knowledge that helps them face these challenges. This course counts towards the financial literacy graduation requirement.

Global Studies (2.5 credits)

Grade(s): 11, 12

Prerequisites: Completion of US History I

Course Description: In this semester course, Students will consider the challenges facing humankind in an increasingly interdependent and ever-changing world. Topics include the environment, political organizations, cultural patterns, and human relations. This course encourages students to actively participate in discovering solutions to problems that threaten human progress.

Personality and Clinical Psychology (H) (5 credits)

Grade(s): 11, 12

Prerequisites: A "B" or higher in Psychology

Course Description: This Psychology course builds upon the concepts and theories we studied in Psychology. We will concentrate on theories of personality of the Neo-Freudians like A. Adler, C. Jung and K. Horney. We will then dive deep into the humanistic psychology of Maslow and Rodgers, the trait theory and the five-factor model, and then conclude with Social Cognitive and Biological perspectives. The second part of the school year will be dedicated to understanding psychological disorders and therapies. Since our modern, fast paced lives are marked by high levels of stress in many people, we will end the school year with various topics in cognitive and health psychology.

Prejudice and Intolerance (2.5 credits)

Grade(s): 11, 12

Prerequisites: Completion of US History I

Course Description: In this semester course, students will explore the nature of human behavior and social and moral responsibility. The Holocaust and other genocides, human rights, race relations and ethical behavior in society will be examined.

Psychology Honors (5 credits)

Grade(s): 10, 11, 12

Prerequisite: B in English

Course Description: Have you ever wondered why people turn out the way they are? Why do we behave, think, or love the way we do? Why do some people struggle in life while others seem to sail through every storm with ease? This Psychology course will provide students the opportunity to learn psychological terms and concepts that help answer questions like these. The course concentrates on human development and learning, motivation and ethical behavior, and various personality theories and personality tests. In addition, we will explore gender roles and social interaction. Students will discuss theories, experiments and cases. They will also create psychological scenarios and evaluate psychological challenges that exist in the current world.

Social Justice (2.5 credits)

Grade(s): 10, 11, 12

Prerequisites: Completion of World History

Course Description: This semester course will address the four components of social justice: identity, diversity, justice, and action. In today's diverse world, students need knowledge and skills related to both prejudice and collective action. Together these domains represent a continuum of engagement in anti-bias, multicultural and social justice education.

United States History I CP (5 credits)

Grade: 9

Prerequisite: Successful completion of World History

Course Description: The class follows the inquiry method with students experiencing many varied interpretations in order to help students determine and understand the reasons why certain events took place in our nation's development. The topics studied include discovering, exploration, colonization, the American Revolution, federalism, the Constitution, expansion, social reform, the Civil War, and Reconstruction periods. There will be an emphasis on the role that New Jersey has played in our nation's history along with the structure and operation of the government of our state.

United States History I H (5 credits)

Grade: 9

Prerequisite: "B-" or higher in World History H or "A-" in World History CP

Course Description: This course is available to students oriented towards the study of history. Students who take this advanced course should have an above average reading level and competent writing skills. Besides the regular classroom

demands, research assignments along with additional readings will be required for each marking period. The topics studied include discovery, exploration, colonization, the American Revolution, federalism, the Constitution, expansion, social reform, the Civil War, and Reconstruction periods. There will be an emphasis on the role that New Jersey has played in our nation's history along with the structure and operation of the government of our state.

United States History II CP (5 credits)

Grade(s): 10,11, 12

Prerequisite: Successful completion of U.S. History I

Course Description: This course covers the development of the United States from the late 19th Century through the present. The inquiry method will be used to allow students to study various interpretations of the nation's history, with emphasis on relationships of the present to the past. Events covered include imperialism, labor movement, populists, Great Depression, major wars, Civil Rights, and the Cold War era through the modern day.

United States History II H (5 credits)

Grade(s): 10,11, 12

Prerequisite: "B-" or higher in US History I H OR an "A-" or higher in US History I CP

Course Description: This course is designed for juniors whose reading level is above average. The course covers the development of the United States from the late 19th Century to the present at greater depth. This course will offer students opportunities to study a variety of historical interpretations of events through the analysis of primary and secondary sources. The emphasis will be on the critical examination of sources, interpretation, and methods of historical analysis. Students will be expected to complete at least one research paper a semester.

World History CP (5 credits)

Grade: 11,12

Prerequisite: None

Course Description: This course traces the rise and development of this planet's many diverse civilizations. Emphasis will be directed towards gaining an understanding of the social, political, and economic forces that have contributed to what we were and what we are as a world community. The major focus of study will be from the Renaissance and Reformation to our contemporary world. The purpose of the course is to allow the student to become familiar with the roots of modern civilization and the diversity of cultures in our world.

World History H (5 credits)

Grade: 11,12

Prerequisite: An "A-" or higher in Grade 8 Social Studies

Course Description: This course examines the development of diverse cultures. This course will offer the opportunity for long and short-term research projects and greater opportunities for cooperative group learning and the major emphasis of study will be from the Renaissance and Reformation to our contemporary world. Additionally, this course will afford an opportunity to become familiar with the roots of modern civilization and the diversity of cultures in our world.

Introduction to Programming, App and Game Design (2.5 Credits) Grade(s): 10 - 12

Prerequisites: Successful Completion of Algebra

Course Description: This course will be an introduction to programming and will serve to familiarize students with computer languages and how computers operate. This semester course will be made of two separate parts. The first semester will consist of an introduction to programming, its applicability to real life, the creation of simple programs to explore how computers think, and exploring the full extent of commands needed to run complex programs such as if-then statements, if-else statements, while loops, and arrays. During part two of this course students will explore and create their own games. This course can count towards the 21st Century and Careers Graduation Requirement.

Drone Piloting (2.5 Credits) Grade(s): 11, 12

Prerequisite: Completion of Geometry and Chemistry

Course Description: In this course, students will gain experience in piloting small unmanned aerial vehicles. Working with safety and drone regulations, students will acquire the knowledge and application needed to fly safely in and out of the classroom. They will use a simple UAV to learn vocabulary surrounding the use of drones. Students take turns piloting the drone and acting as an observer to develop good habits for safe flying. The course is designed to build students' experience in piloting a UAV on various missions and challenges. The course and materials are designed to prepare the student for the FAA Part 107 Unmanned Aerial Vehicle written exam toward their UAV pilots license.

Virtual Reality: Research and Applications! (2.5 Credits) Grade(s): 10 - 12

Prerequisites: Successful Completion of Algebra (based on the same pre-requisite of the app design course)

Course Description: This course will provide students an overview and principles of virtual reality (VR) and virtual reality technology. Students will learn the basics of scripting and creating virtual environments through hands-on experience. Students will also be introduced to the design process for producing VR, AR (augmented reality), and MR (mixed-reality). While in the course, students will have the opportunity to interact directly with virtual environment technology and will gain first hand experience by developing their own application(s).

AP Comp Sci Principles (5 credits) Grade(s): 10 - 12

Prerequisites: "B-" or better in Algebra 1

Course Description: Learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. The course is centered around five big ideas: creative development, data, algorithms and programming, computer systems and impact of computing.

TEACHING AND LEARNING

Peer Leadership (5 credits)

Grade(s): 11, 12

Prerequisite: Application based admission / School sponsored training if accepted (summer)

Course Description: The South River High School Peer Leadership Program will provide students with the opportunity to develop and practice leadership in a social setting. Using the high school's core values of respect, responsibility, kindness, service, and honesty, our Peer Leaders will develop awareness and understanding of social issues and help assist underclassmen transition through high school. Our Peer Leaders will participate in problem solving, conflict resolution, and team building to help South River develop additional student leaders at all grade levels. Our Peer Leaders will specifically mentor 9th grade students and engage, promote, and turn-key character education and development.

Tomorrow's Teachers H (5 credits)

Grade: 12

Prerequisite: Students must have demonstrated an acceptable academic record

Course Description: Students who have shown an interest in or aptitude for the teaching profession will participate in a mentoring program designed to give them a theoretical as well as a practical introduction to the teaching profession. Students will participate in classroom instruction which explores topics such as comparative education, current issues in education, portrayal of educators in contemporary film, biology and psychology of learning, and instructional decision making. Specific examples of topics to be addressed in class will be classroom management, lesson planning, state standards, individualized instruction, collaborative teaching, assessment, grading, school law, child psychology, and teaching pedagogy. The course will be front loaded with in class activities and content that are designed to properly prepare the student for actual instructional experience which the student will ease into over successive marking periods. Students will be required to complete assigned readings, maintain a professional journal/portfolio, and observe a variety of classrooms. The core experience for these students will be the assignment of mentor teachers who will work with the apprentice in the classroom during the year. The Peer Tutoring Program is also a key component of the course.

Digital and Media Literacy (2.5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: In this semester course, students will investigate what it means to be a digital citizen and the implications of digital media in our society. Students will gain skills to enable them to make informed decisions in their online and in-person lives. Students will learn to think critically about using, evaluating, and contributing to technology. Current and real-life examples will be used to explore: equity in technology, digital commerce, security and privacy concerns, behavior and communication, balancing technology for wellness, and searching for and evaluating information.

Engineering and Technology CP (5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: The objective of this course is to help students develop a foundation of knowledge and experience in each area of Technology Education. Students will engage in hands-on projects in the areas of construction, transportation, bio-related and communication technologies. The Technology program helps foster the development of essential skills enabling students to understand how technologies are developed and used. Students will follow the design problem solving process and critical thinking skills to solve various design and engineering challenges. Career opportunities and current industry trends will also be explored.

Graphic Communications (5 credits)

Grade(s) 9-12

Prerequisite: None

Course Description: Graphic Communications provides students with a comprehensive understanding of the tools, techniques, and processes that allow one to effectively communicate ideas in a variety of visual and graphic modes. Using a “graphic design” approach, students work with a variety of tools including cameras, computer software, (Photoshop, Illustrator, InDesign), methods of digital photography through hands-on practice, the process for preparing photographs for publication, page layouts, and other printed media. Students will produce products/design solutions to personal, school, and community problems and situations.

Fundamentals of Woodworking I CP (2.5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: This semester course is designed to acquaint students with the basic skills and knowledge required in woodworking technology. Major emphasis is given to mathematics, safety, technical knowledge, practical skills, and techniques for using machines. Shop and tool safety will be emphasized as students will be required to demonstrate and use safe workplace practices and procedures. Students will be introduced to power and hand tool operation, will be required to select and use appropriate tools and equipment, and will be asked to interpret and understand technical information. Students will plan and use multiple tools to construct challenging and meaningful projects, which include, but are not limited to, a jewelry box, cd tower, mantle clock, portable game table, and a wall cabinet.

Intermediate Woodworking Technology II CP (5 credits)

Grade(s): 10 - 12

Prerequisite: Introduction to Woodworking Technology

Course Description: This intermediate course will further develop the students’ woodworking skills. In addition to planning, using power equipment, reinforcing the processes and techniques developed in Fundamentals of Woodworking, this course will also introduce the areas of picture framing, basic cabinetry, and introduction of furniture construction. Students will also learn to operate the computer assisted lathe. Students will be required to construct a piece of furniture and complete a lathe project as a component of this course. Finishing techniques, measurement, and shop math skills will be stressed. A unit based on careers in the construction industry will be presented as well.

Advanced Woodworking Technology and Structural Design III CP (5 credits)

Grade(s): 11, 12

Prerequisite: Introduction to Woodwork Technology and Woodworking Technology

Course Description: This advanced course is structured to challenge students at the highest level of woodworking skills as well as to provide a high level of individualized instruction. Opportunities will be presented which allow for individual expressions in woodworking and the development of skills necessary to prepare for careers in woodworking. The major emphasis of this course is the construction of a piece of furniture involving advanced construction techniques, which may include raised panel doors, or dovetail joints. Students will also be introduced to the basics of home construction as a

component of this course. Through project oriented assignments, this course will develop skills in the areas of measurement and procedural planning, project design and layout, and cost computation.

Production Graphics (5 credits)

Grade(s): 10-12

Prerequisites: Graphic Communications

Course Description: This course is an advanced course following the Graphic Communications class. This class will continue to enhance the techniques and processes necessary to design, layout, prepare, and produce print graphics. Students will utilize the Adobe Standard Suite to produce various projects, publication and printed materials for the school and community and additional software to design layouts for the Oriflamme, the school yearbook and various other publications and printed materials, as well as to create individualized projects. Students will gather more experience in type styles, preparing photographs for publication, and project technologies. This course is highly recommended for students interested in working in the area of graphic design and working on the Oriflamme yearbook.

WORLD LANGUAGES

American Sign Language I (5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: The study of American Sign Language is a cumulative experience which focuses on communicative competence and the grammatical structures of ASL. American Sign Language is a visual language with vocabulary, grammar, idioms, and syntax different from English. Students will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL. Students are exposed to a variety of sign systems and modes of communication used by the Deaf community. This course introduces the history of sign language and the importance of Deaf culture. Class participation is an integral part of the course.

American Sign Language II (5 credits)

Grade(s): 10 - 12

Prerequisite: Successful completion of American Sign Language I

Course Description: This is the second course in our ASL program. Students will add to their study of ASL vocabulary and increase proficiency in expressive and receptive conversational skills using more complex grammatical structures. Students will continue to learn about Deaf culture, and Deaf history. ASL has no vocal component; therefore, when students are utilizing the language there will be no voicing allowed. Class participation is an integral part of the course.

American Sign Language III (5 credits)

Grade(s): 11-12

Prerequisite: Successful completion of American Sign Language I and II

Course Description: ASL III is the natural progression of the prior two years of instruction. There is a broader and bolder expectation of ASL expressive and receptive learning. Students will be able to work within the context of the ASL gloss and follow directions through the dialogic process to enhance their ASL language skills. Students will be asked to work more closely with peers and develop projects that more deeply elaborate their understanding of ASL and its inextricable linkage to Deaf culture. Moreover, students will be required to intrinsically motivate themselves to demonstrate mastery and proficiency after 8 more units of study.

American Sign Language IV (5 credits)

Grade(s): 12

Prerequisite: Successful completion of American Sign Language I, II, and III

Course Description: ASL IV is the natural progression of the prior three years of instruction. There is a broader and bolder expectation of ASL expressive and receptive learning. Students will be able to work within the context of the ASL gloss and follow directions through the dialogic process to enhance their ASL language skills. Students will be asked to work more closely with peers and develop projects that more deeply elaborate their understanding of ASL and its inextricable linkage to Deaf culture.

French I CP (5 credits)

Grade(s): 9 - 12

Prerequisite: None

Course Description: This course affords students the opportunity to understand basic spoken and written French, to converse using vocabulary and structures that have been learned and practiced, and to write on familiar topics. Students also learn about the culture of French-speaking countries. Instruction will include a multimedia approach that utilizes the textbook, workbook, movies, songs, and games. Completion of homework is required in order to reinforce listening and speaking skills.

French II CP (5 credits)

Grade(s): 10 - 12

Prerequisite: Successful completion of French I

Course Description: Students learn to communicate in French in a wider context, for example, in time frames involving the past and future. With greater command of vocabulary and structure, students converse with increasing ease and confidence and write simple notes, narratives, and dialogues. Students will also learn about the culture of French-speaking countries. Students will practice listening and speaking skills by completing required assignments. Additionally, students must maintain a French diary. This will lead to more advanced learning of the French grammar/vocabulary and common expressions which will enable students to feel more secure with the language. This course also promotes studying French cinema/songs and cultural events worldwide.

French III CP (5 credits)**Grade(s): 11, 12****Prerequisite: Successful completion of French II**

Course Description: Students will continue to refine the listening, speaking, reading and writing skills. Additional tenses, structures and vocabulary will be introduced in dialogues, short readings, and authentic documents. Cultural notes in French will provide students with a more in-depth understanding of daily living in France. The ability to express themselves in French becomes more varied and creative. Additionally, students will refine their understanding of the past tenses, as well as learning new tenses such as the present subjunctive and the future. Increased emphasis will be given to reading and writing skills. Supplemental reading materials will be used to increase students' cultural awareness and knowledge of the geography and civilization of France. The complexity of the language will increase. Students will perform simple plays and enrich their song repertory as well.

French IV H (5 credits)**Grade: 12****Prerequisite: "B-" or better in French III**

Course Description: This is the most advanced French class, conducted almost exclusively in French. Students will integrate their reading of literary selections with the expansion of speaking and writing skills. Students will learn to express more complex ideas and speak and write spontaneously on unfamiliar topics. Class work and individual practice in the language will enable students to master skills. Emphasis will be placed on the individual's ability to understand and use idiomatic French orally and in writing. Readings will be selected from various periods and genres to increase students' competency levels. Additionally, there will be an increased emphasis on the appreciation of tone, style and literary merit. Structural principles will be reviewed and reinforced through classroom discussions, oral presentations and written papers to improve accuracy in self-expression. Cultural and career awareness will be presented as well. Other components as dictated by the core course proficiencies will also be stressed.

Spanish I CP (5 credits)**Grade(s): 9 - 12****Prerequisite: None**

Course Description: Spanish I is an introductory course in which students will learn listening, speaking, and reading and skills through abundant practice in a variety of oral and written drills, dialogues, and reading selections. Students will also gain an understanding of the cultures of Spanish-speaking countries through cultural insights and information depicting everyday life. Cultural instruction will be interwoven throughout all units of study. Participation in all classroom activities is essential and homework will be assigned on a daily basis in order to reinforce what is learned in class.

Spanish II CP (5 credits)**Grade(s): 10 - 12****Prerequisite: Successful completion of Spanish I**

Course Description: Students will improve listening, speaking, reading, and writing skills. Through a variety of oral and written activities and reading selections, students will expand their vocabulary and learn new grammatical structures. Students will also explore Spanish culture, contrasting the American lifestyle with that of Spanish-speaking countries. Participation in all classroom activities is essential and homework will be assigned on a daily basis in order to reinforce all that is learned in class.

Spanish III CP (5 credits)**Grade(s): 11, 12****Prerequisite: Successful completion of Spanish II**

Course Description: Students will further enhance their listening, speaking, reading, and writing skills. Listening and speaking skills will be maintained and improved, while a greater emphasis will be placed on reading and writing. Periodicals, visual arts, and short readings will expose students to the various Spanish-speaking countries. Students will become more familiar with the Spanish language at a normal level of speech, with clarifications and repetition as necessary. Students' creativity and original ideas will be encouraged and nurtured.

AP Spanish - Level IV (5 credits)**Grade: 12****Prerequisite: "B-" or better in Spanish III**

Course Description: AP Spanish IV focuses on original speaking, more independent writing, and a deeper understanding of the culture of Spanish-speaking countries. Class will be conducted almost exclusively in Spanish. Reading materials may include short stories, articles, and plays. This level will afford students the opportunity to practice in various reading strategies in literature along with carefully guided activities leading to advanced writing skills. Abundant opportunities for growth toward oral proficiency will be provided. Supplementary materials will be used to reinforce what the students have learned and to develop a higher degree of communication for expressing personal thoughts and opinions. Students enrolled in this course can elect to earn College Credit through the Dual Enrollment program with Middlesex County College.

Students interested in earning both high school and college credit for this course will be required to complete an application in the Fall and pay a nominal fee.

Spanish for Native Speakers (5 credits)

Grade(s): 9 - 12

Prerequisites (Entry Criteria): Teacher or counselor recommendation for entering 9th graders from middle school, teacher recommendation from current HS staff, and reading, oral and written assessments for students who are enrolled in the school thereafter.

Course Description: Hispanic literature, history, culture, and current events will be studied and used as a vehicle to improve students' reading and writing skills in Spanish. There is an emphasis on multiple forms of learning strategies and students will engage in cooperative learning activities such as small, collaborative groups, independently, and as a whole class. Reading will be used to develop vocabulary and writing will be used to review grammar. Requirements will include participation in class discussions, writing assignments, and projects. Honing their skills in Spanish will increase like skills in English.

Translation/Traducción - **Español para Hispanohablantes** (5 créditos)

Prerrequisitos (criterios para entrar): Necesita la recomendación de un/a maestro/a. Deben entender y hablar español.

Descripción de la clase: Es una clase de español enseñado en español. Estudiamos la literatura, la historia, y la cultura hispana. Leemos sobre eventos actuales en países hispanohablantes. Es para mejorar las habilidades de leer y escribir en español. Hay un énfasis en estrategias diferentes de aprender. Los estudiantes trabajan individualmente, en grupos colaborativos pequeños, y con la clase entera. Leemos para aumentar/desarrollar vocabulario y escribimos para repasar gramática. Los requisitos incluyen participar en discusiones de clases, deberes escritos, y proyectos.

Counseling Department Information

2025-2026

COUNSELING PROGRAM: South River High School's Counseling Department is dedicated to supporting student developmental needs according to the ASCA mindsets and behavior standards. Through a comprehensive school counseling program, professionally licensed school counselors advocate for each student to have access to a rigorous, high standards-based education and services that maximize their total education plan.

Supported by collaboration between students, families, school faculty and staff, and community-based organization, our school counselors provide services to help students be successful and achieve high academic achievement, college and career readiness, and personal/social well-being.

Changing students' lives every year, our school counseling team acts on the behalf of students' and families' best interests in the community, connecting them with support services as needed.

INFORMATIONAL SERVICES: In addition to general student and school information, the Counseling Department's informational services also include college, trade, vocational schools, business schools, scholarships, financial aid, career and job descriptions, Armed Forces information, and student employment. Much of the help is offered through individual counseling and group presentations. However, the student also has available a large amount of information through books, pamphlets, catalog, Internet and Scoir based post secondary planning program. Throughout the year, representatives from colleges across the country, as well as business and military personnel visit the Counseling Office. A vital part of the student's four-year high school program consists of the annual student/counselor conferences, wherein the students discuss with the counselor the student's future plans and activities. This conference is also used to review graduation status.

LETTERS OF RECOMMENDATION: You may be required to submit one or more letters of recommendation with your college applications. Letters of recommendation may come from many sources such as teachers, community leaders, business associates, or religious leaders. If you are going to ask someone to write a letter of recommendation for you, please remember that you are asking someone to do you a favor. It is always helpful to give that person as much information about yourself as possible. For example, your SAT scores, your academic and/or athletic accomplishments, etc. This information should be recorded on a student resume which we can provide you with a sample in the Counseling Office and you can utilize your individualized resume builder in Scoir. Remember to give the person enough time to complete their recommendation letter prior to your application deadline. The letters of recommendation should be handed into the Counseling Office or uploaded in Scoir in a timely fashion so that we may keep it on file and copy it for each application you would like to send it with.

LIAISON SERVICES: An important function of the Counseling Department is to aid in communication between student, faculty and administration. Counselors work closely with teachers to facilitate maximum benefit from learning situations. By providing and interpreting information about students, counselors act as liaisons between school and parents/guardians by way of conferences and phone calls.

PROCEDURE FOR COLLEGE APPLICATIONS: Most information required for a college application, unless otherwise specified by a particular institution, will be sent out from the Counseling Office. All transcript requests must be submitted to the Counseling Office at least two (2) weeks prior to the application deadline. (This does not include holidays/vacations). Failure to meet this requirement could result in your information not being received by the college, etc., on time. The Transcript Release Form must be completed and signed. If a student is under 18 years of age, a parent or guardian must sign the form. Transcripts cannot be submitted without the proper consent. Letters of recommendation should be requested as soon as possible. It is important to have these on file in the Counseling Office so that time is not wasted in getting the application documents filed on time. **ON-LINE APPLICATIONS MUST INCLUDE the Senior Transcript Release Form. It is the responsibility of the student to forward all test scores to the college/institution they chose to select. Scores can be sent online using www.collegeboard.org or www.ACTstudent.org.** Any questions regarding this procedure should be directed to your school counselor. Every college/institution receives a tremendous amount of correspondence and mail associated with the admission process. To ensure that a particular application has been received and recorded, a phone call to the admission office to verify receipt is encouraged. **Mid-Year Transcripts** may be required by the college a student is planning to attend. This is sent to the college after the second marking period. The student must provide the Counseling Office with a written request for a mid-year

transcript, including the name and address of the college the student plans to attend. If this information is not provided, a transcript will NOT be forwarded and this may prevent a student from getting accepted. **Final transcripts** are usually required by the college a student plans to attend. This is sent to the college after graduation. The student must provide the guidance office with a written request for a final transcript, including the name and address of the college a student plans to attend. If this information is not provided, a final transcript will NOT be forwarded and this may prevent the student from receiving the courses needed, etc. For information pertaining to specific procedures regarding post-secondary planning, please refer to the information shared on the website or see his/her counselor.

Proof of Residency/GUARDIANSHIP: Please note that should you move within the district, you are required to notify the Counseling Office immediately, as well as provide UPDATED PROOF OF RESIDENCY. Accepted forms of proof include but are not limited to current tax bill or receipt, mortgage statement, rental agreement or lease, contract to purchase a home, notarized letter from landlord or property owner, or property deed. Students who have failed to prove either residency or guardianship will not be permitted to participate in any after-school or extra-curricular activities until that proof has been provided to the Counseling Office. Additionally, those students will also be precluded from participating in the Graduation Ceremony.

STANDARDIZED TESTING: Many colleges/universities require students to take standardized assessments such as the SAT or ACT Exam. Registration information is found in the Counseling Office and it is the student's responsibility to complete the forms required and to mail the registration. The school code for South River High School is 311-405. In order to have the scores included with a college application, the Testing Center must forward the scores to the school. It is the responsibility of the student to forward all test scores to the college/institution they chose to select. Any questions regarding this procedure should be directed to your School Counselor.

SCHEDULING: During the spring, counselors meet with students in a small group setting to explain the overall scheduling procedure and general requirements for each curriculum. At this time, students select courses for the upcoming school year. During the next six to eight weeks, students are seen individually by their counselor. Teacher and counselor input is thoroughly reviewed so that the best schedule for each student is achieved. Any change of schedule requires parental and counselor approval. Each student is required to take a minimum of 35 credits per year. A student may schedule a maximum of eight (8) courses - 40 credits. Adjustments to these procedures require the approval of the principal.

SCHEDULE ADJUSTMENTS (SUMMER): A counselor will address schedule concerns during the summer schedule change period in August; A counselor will NOT adjust schedules for preferential reasons which may include but are not limited to teacher changes, period changes, or lunch period changes.

SCHEDULE ADJUSTMENTS (SCHOOL YEAR): A counselor will address schedule concerns without a WP (withdrawn passing) or WF (withdrawn failing) being posted to the permanent record during the first four school days of the school year (IF NO PREVIOUS SCHEDULE CHANGES WERE MADE DURING THE SUMMER). A counselor will NOT adjust schedules for preferential reasons which may include but are not limited to teacher changes, period changes, or lunch period changes.. All changes to a student's schedule are handled in the Counseling Office through an appointment request which may be completed in the Counseling Office. Furthermore, after four initial school days, the building principal must approve the change. Any changes made to a student's schedule following this period of time without the specific, written permission of the principal will not be granted regardless of the academic repercussions experienced by the student. Additionally, after the three day grace period expires, any new students who register in South River High School must have their schedules approved by the principal. In most cases the principal will not approve schedules for courses of instruction which are not justified by transcripts which accompany the student. In the absence of transcripts the principal will assume that the student needs placement in the most basic courses, in order to ensure the student is not academically damaged.

MILITARY RECRUITMENT: Periodically, branches of the armed forces ask for names and addresses of our students for recruiting purposes. Under the policy allowing access to student recruiting information from the General Education Provisions Act (Sections 444(a)(5)(B)), each school district receiving this request must comply with the student lists. However, a secondary school student or parent of the student may request that the student's name, address, and telephone number not be released to the recruiter. The South River Public Schools are notifying the parents of this information and of the option to exclude information from these requests. Please provide the Counseling Department with a written statement if you wish to have your child's information withheld from recruiters. Upon receipt of this form, your child's name will be removed from the lists. Please respond by September 30th; no response will be an indicator of participation in the military recruitment program.

VOCATIONAL AND TECHNICAL SCHOOLS: The Middlesex County Magnet Schools is a system of three (3) public high schools and two (2) Academies that offer a full range of academic courses, including honors and AP classes. These schools also provide training in a number of high skill professions including, culinary arts, digital filmmaking, and global logistics and supply chain. Despite training in these areas, the majority of graduates continue on to higher level education. Students interested in applying for any of the Magnet Schools should visit the Magnet School website for more information.

ALTERNATIVE HIGH SCHOOL PROGRAM: We recognize that many students require an alternative approach to learning. An approach that is individualized and focused on instruction that is relevant to each student. To this end, our 21st Century Career & Alternative Program addresses the academic and social/emotional needs of high school students that require a different path to success. The program's approach to teaching is based on how students learn. Our staff are selected based on their ability to establish strong relationships with students and their ability to be creative and flexible. Students start the traditional High School at different times depending upon individual needs. The program concludes at 3:30PM.

ACADEMICS: Classes in English Language Arts, Math, Science, History and Physical Education occur from 2:15 pm – 3:30 pm. All teachers are certified and highly qualified to teach their content. The academic focus of the program is to provide instruction that inspires each student to reach their potential. A strong emphasis is placed on the following:

INTERDISCIPLINARY LESSONS: Students may read *Night* by Elie Wiesel or a high interest graphic novel in Language Arts while learning about the Holocaust in History.

ENGAGING LITERACY: Access to high interest novels; research indicates if students are interested in literature selections, they will enjoy reading and reading levels will improve.

RELEVANT LEARNING: When students understand that the content they are learning about has a direct impact on their everyday life, their interest level is increased.

RELATIONSHIPS: Small class sizes (12 maximum) enable teachers to develop a strong rapport with our students. When students feel comfortable in their environment, learning occurs more readily.

COUNSELING SERVICES: School counselors facilitate individual/group counseling on a weekly basis. A counselor is allocated to the program full-time.

SPECIAL SERVICES:

South River High School is committed to providing students that are eligible for special education and related services with educational opportunities in the least restrictive environment. We offer a full continuum of services including but not limited to the following:

- General education class with modifications and accommodations
- General education class supported with a special education teacher;
- Pull-out Resource classes;
- Self-contained program with an emphasis on Community Based Instruction

Eligible students may also receive the following related services: counseling, speech and language services; occupational therapy and physical therapy.

All program decisions are made by the IEP Team and are reflected in each student's IEP.

CAREER CLUSTERS

The staff at South River High School strives to prepare our students for tomorrow. In order to achieve that goal, the staff and administration have put together a program of studies that includes courses to support a variety of interests as well as providing a challenging academic atmosphere.

Assembled below are Career Clusters students can use to determine courses they may want to take in order to be successful in college and future careers. These clusters identify pathways students can take to put themselves in the best position when transitioning from high school to two and four year colleges, graduate school, and the workplace. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

In order to assist you in making decisions about courses you may want to take, we have mapped out some of the elective courses that South River High School offers in various career clusters. We encourage you to explore these courses and meet with your counselor to discuss your future so that we can help you create a personalized learning plan that will expose you to courses that spark your interest. We encourage you to be flexible with your course requests allowing you to take both courses that interest you and those that may spark an interest in a particular career path you may choose to pursue.

For resources, job training and more information regarding the career clusters, please visit the NJDOE website, located here: <https://www.nj.gov/education/cte/secondary/clusters/index.shtml>.

AGRICULTURE, FOOD & NATURAL RESOURCES	
Environmental Science CP/H	AP Environmental Science

ARTS, AUDIO-VISUAL TECHNOLOGY AND COMMUNICATIONS	
Graphic Communications	Art I
Production Graphics	Art II
Digital Photography	Ceramics
Mixed Media Design	Portfolio Art H
Introduction to Fashion and Drawing	Advanced Placement Studio Art
Fashion and Design Drawing II	Intermediate Dance (Dance II)
Introduction to Dance (Dance I)	Advanced Dance and Composition
Creative Writing and Publishing	Film and Media Arts
Public Speaking	Theatrical Literature and Performance
Journalism	Podcasting
Introduction to Music Technology	

ARCHITECTURE & CONSTRUCTION

Fundamentals of Woodworking

Advanced Woodworking & Design

Intermediate Woodworking

Engineering and Technology

BUSINESS MANAGEMENT, MARKETING AND FINANCE

Accounting I

Introduction to Business

Financial Accounting H

Introduction to Marketing

Entrepreneurship

Economics

Financial Literacy

Virtual Enterprise International H

Business Law

AP Business with Personal Finance

Consumer Math

EDUCATION AND TRAINING

Tomorrow's Teachers H

Peer Leadership H

GOVERNMENT, LAW AND PUBLIC ADMINISTRATION

AP Government and Politics

AP United States History II

AP World History

Criminology and Law

AP Psychology

Global Studies

Personality and Clinical Psychology (H)

Prejudice and Intolerance

Psychology H

Social Justice

HEALTH SCIENCES

Biology CP/H

Anatomy & Physiology CP/H

AP Biology

INFORMATION TECHNOLOGY

Drone Piloting

Introduction to Programming, App & Game Design

Virtual Reality

AP Computer Science Principles

SCIENCE, TECHNOLOGY, ENGINEERING & MATH

Biology CP/H

Advanced Algebra

AP Biology

AP Calculus

Chemistry CP/H

AP Pre Calculus

AP Chemistry

AP Environmental Science

Physics CP/H

Probability and Statistics

Anatomy & Physiology CP/H

AP Computer Science Principles

Forensics

Introduction to Programming, App & Game Design

Drone Piloting

Engineering and Technology

Virtual Reality

Podcasting

Graphic Communications

Capstone - Scientific Inquiry Applications

Appendix A - Schedule Matrix

Name: _____

Senior Status Matrix

<u>Subject</u>	<u>Course</u>	<u>Course</u>	<u>Course</u>	<u>Course</u>
Language Arts	English I ESL	English II ESL	English III ESL	English IV ESL
Math	Alg I	Geometry	Alg II Int Alg Pre-Calc Adv Alg	
Social Studies	US History I	US History II	World History	
Science	Biology	Chemistry	Env Science Physics	
Phys Ed/Health	9	10	11	12
Visual/ Performing Arts				
21 st Century Life and Careers or Career Tech-Ed				
Foreign Language	French Spanish ASL	French II Spanish II ASL II	French III Spanish III ASL III	French IV Spanish IV ASL
Financial Literacy	Financial Lit/ Economics/ Accounting			

Credits Earned:

Grade 9: _____

Grade 11: _____

Grade 10: _____

Grade 12: _____

Graduation: 120 credits total