

HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT

CURRICULUM BULLETIN 2026-27

Mission Statement

The goal of the Hanover Park Regional High School District is to educate all pupils to prepare them to lead productive, fulfilling lives. Through our educational program, pupils will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21st century. The Hanover Park Regional High School District will provide curriculum and instruction which is focused around technology integration, interdisciplinary unit study and global perspectives.

Core Belief Statements

In each of its pupils, the Hanover Park Regional High School District will strive to:

1. Develop intellectual curiosity and an eagerness for lifelong learning.
2. Develop effective communication and higher order thinking skills.
3. Develop character and self-respect.
4. Develop strategies that enhance and maintain physical, mental, social and emotional health.
5. Develop, understand, and practice democratic ideas and ideals.
6. Develop occupational awareness.

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EXPECTATIONS FOR STUDENT BEHAVIOR

Students, parents, school personnel and boards of education all agree that positive student commitment and behavior are essential to effective learning. Likewise, inappropriate behavior can be a problem in our schools.

It is the belief of the Hanover Park Regional High School District that students must realize that their own attitudes and acts are directly related to their own school experience as well as that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of their school and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

We, therefore, the students, parents, teachers, administrators and the Board of Education of the Hanover Park Regional High School District expect all students to fulfill the behavioral expectations of the school community. All students will be expected to:

PREPARE THEMSELVES MENTALLY AND PHYSICALLY FOR THE LEARNING PROCESS

- Students will come to school well rested and properly nourished.
- Students will be free of drugs and alcohol.
- Students will dress in accordance with the standards of good grooming, modesty, and cleanliness.
- Students will come to school prepared to learn.

TAKE RESPONSIBILITY FOR THEIR OWN LEARNING

- Students will recognize that school is work and academic development is the primary purpose.
- Students will make personal choices based on reasonable decision-making processes.
- Students will utilize time and other resources well, without the need for constant supervision.
- Students will monitor and assess their own academic progress in cooperation with their teachers and communicate with their parents.

MEET THE UNIQUE REQUIREMENTS OF EACH CLASS WITHIN ITS PRESCRIBED COURSE OF STUDY

- Students will actively participate in all phases of class work.
- Students will bring to class textbooks, notebooks, necessary clothing, and other materials necessary for daily participation.

STUDENT BEHAVIOR

- Students will complete homework and other assigned work.
- Students will cooperate, contribute, and share in the work of the group.
- Students will follow specific class rules and procedures.
- Students will observe rules for safe handling of class equipment and materials.

COMPLY WITH THE RULES OF THE SCHOOL

- Students will arrive at school on time.
- Students will attend school regularly.
- Students will recognize and follow the school's written discipline code.
- Students will take responsibility for their own behavior.
- Students will accept the consequences of their actions.

RESPECT AND RESPOND TO THE AUTHORITY OF THE TEACHER AND OTHER SCHOOL PERSONNEL

- Students will abide by the established rules and regulations of the school and/or the persons in authority.
- Students will be alert and responsive to directions.
- Students will accept constructive criticism from school personnel.

DEMONSTRATE RESPECT FOR PEOPLE AND AUTHORITY

- Students will be courteous, truthful, and polite to fellow students and school personnel.
- Students will use appropriate language at all times.
- Students will respect the school property and the property of others.
- Students will listen to and respect the opinions of others.
- Students will settle differences peacefully.
- Students will display good sportsmanship and conduct at all school functions.
- Students will participate in the maintenance and cleanliness of school property, facilities, and grounds.

GENERAL INFORMATION

The 2026-27 Curriculum Bulletin provides you with the foundation to select a schedule based on your ability and interests and in accordance with the requirements governing graduation from the Hanover Park Regional High School District. Please work with your parents and counselor to develop a challenging course of study that will enable you to attend your college or technical program of choice, and to ultimately follow a career path that is both rewarding and interesting.

COUNSELING SERVICES

Each student in the district has an assigned school counselor. The counselor will work with the student concerning academic, social, extracurricular, and personal issues and will provide guidance and direction in college and career planning. School counselors will be available for conferences with parents and students throughout high school and will make referral to appropriate resources when necessary. A Child Study Team which includes school psychologists and learning disabilities teacher consultants, are available to students requiring special services.

SCHEDULING

During the winter months, school counselors will begin the process of scheduling students for next year's courses. Counselors will see their counselees individually and in groups to assist in the course selection process. We urge both students and parents to review carefully the schedule that they have prepared. Remember that your school counselor is trained to help you make the proper selection of courses. Please utilize the service of the counseling staff. If any questions arise, or if something needs clarification, do not hesitate to contact your school counselor.

CLASS RANK

Class rank is no longer included on transcripts or supplied to the colleges. The administration may release individual class rank under limited circumstances if the pupil will not receive consideration for admission or scholarships without this information.

COURSE LOAD & OFFERINGS

Parents and students are advised that there may be exceptions to entering into a course based upon prerequisite courses. Those exceptions may be granted by the Building Principal. In addition, not every elective course in every department is offered each school year. The offering of any course is dependent upon a sufficient number of students registering for the course during the course selection process. The Board of Education must approve all courses to be offered with an enrollment that is twelve or under. In some instances, courses are offered at one school only in a given year. Students are transported as necessary to attend these programs. Specific electives may or may not be offered each academic year depending upon the number of students registering for the course.

GRADUATION REQUIREMENTS

In order to graduation from the Hanover Park Regional High School District, a student must complete 140 credits in courses designed to meet all of the New Jersey Core Content Curriculum Standards. Satisfactory completion of a full year course earns 5 credits; students therefore must gain credit for 28 full year courses (or equivalent) to earn a diploma. The courses may be taken in any department or subject areas, but must include:

<u>Subject</u>	<u>Totals</u>
Language Arts	20
World History	5
U.S. History	10
Mathematics	15
Science	15
World Language	10
Physical Education & Health	20
Visual & Performing Arts	5
21 st Century Life and Careers	5
Financial Literacy	2.5
Minimum elective	32.5
Total needed for graduation	140

In addition to the above, New Jersey State Law stipulates that:

Students must pass the New Jersey Department of Education proficiency requirements.

COURSES THAT FULFILL GRADUATION REQUIREMENTS

VISUAL AND PERFORMING ARTS

- Advanced Graphic Design (2.5 credits)
- American Popular Music (2.5 credits)
- Band (5 credits)
- Concert Choir (5 credits)
- Graphic Design: Adobe Illustrator (2.5 credits)
- Graphic Design: Adobe Photoshop (2.5 credits)
- Introduction to Art (2.5 credits)
- Introduction to Drawing (2.5 credits)
- Music Technology (2.5 credits)
- Modern Band (2.5 credits)
- Studio Art I (2.5 credits)
- Studio Art II (2.5 credits)
- Studio Art III (5 credits)
- 3 Dimensional Art (2.5 credits)
- Music Technology II (2.5 credits)
- AP Music Theory (5 credits)
- Photography 1 (2.5 credits)
- Photography 2 (2.5 credits)
- AP 2D Art and Design (5 credits)
- String Ensemble (5 credits)
- Technical Drawing (2.5 credits)
- Digital Video (2.5 credits)
- AP Art History (5 credits)
- Digital Art and Design I (2.5 credits)
- Digital Art and Design II (2.5 credits)
- Commercial Design (5 credits)

21st CENTURY LIFE & CAREERS

- Accounting (5 credits)
- Advanced Culinary Arts (2.5 credits)
- Child Development (2.5 credits)
- Fashions and Fabrics (2.5 credits)
- Financial Accounting CLEP Honors (5 credits)
- Freshman Seminar (2.5 credits)
- Fundamentals of Culinary Arts (2.5 credits)
- International Business Practice Firm Honors (5 credits)
- Introduction to Business (2.5 credits)
- Marketing (2.5 credits)
- Marketing CLEP Honors (5 credits)
- Entertainment and Sports Marketing (2.5 credits)

- International Cuisine (2.5 credits)

- Digital Social Media Marketing (2.5 credits)
- Tomorrow's Teachers (5 credits)
- Wall Street: Stock Market and Beyond (2.5 credits)
- AP Computer Science Principles (5 credits)
- AP Computer Science A (5 credits)
- Introduction to Python and Java (5 credits)

FINANCIAL LITERACY

- Personal Finance (2.5 credits)
- AP Business and Personal Finance (5 credits)

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Please see district Policy and Regulation 2430 for participation guidelines.

GRADING SYSTEM

As per Regulation 2624, effective with the class of 2027 and beyond, the following district grading system will be implemented:

<i>NUMERICAL EQUIVALENT OF LETTER GRADES</i>		<i>GPA REGULAR</i>	<i>GPA WEIGHTED</i>
A+	99 – 100	4.2	5.2
A	93 – 98	4.0	5.0
A-	90 – 92	3.8	4.8
B+	88 – 89	3.5	4.5
B	83 – 87	3.0	4.0
B-	80 – 82	2.8	3.8
C+	78 – 79	2.5	3.5
C	73 – 77	2.0	3.0
C-	70 – 72	1.7	2.7
D+	68 – 69	1.4	2.4
D	65 – 67	1.0	2.0
F	64 and below	0.0	0.0

(minimum of 50 for marking periods 1, 2, and 3 only)

HONOR ROLL

Please see district Policy and Regulation 5440 for Honoring Pupil Achievement.

Please note that as per district Policy and Regulation 5430, the cumulative Grade Point Average (GPA) is a numerical measure of the quality of a pupil's academic performance. GPA is defined to be the cumulative grade quality points earned by a pupil divided by the total credits attempted.

HONORS AND ADVANCED PLACEMENT

Honors & Advanced Placement courses are designed to provide students with an academic challenge beyond that which is provided in other courses. They receive a weighted GPA calculation. Differences from other courses are both quantitative and qualitative; that is, there is a greater amount of work required and the work is more difficult. Assignments and activities are specifically designed to require students to think more critically and at a higher level. Most Honors and Advanced Placement courses require a summer assignment.

Acceptance into an Honors or Advanced Placement class is a full year commitment. Changes out of these classes are not permitted unless there are extenuating circumstances as determined by the Building Principal.

Honors and Advanced Placement students must be prepared to accept the academic challenges which go with these courses. Specifically, students applying to these courses will:

- Have a high level of interest in the subject matter and be motivated to participate and to learn.
- Have an academic ability strong enough to handle the subject matter at or near the college level.
- Have the background and academic preparation required to enter the course.
- Demonstrate the characteristics of maturity, self-discipline, persistence, independence; all of which are required for successful performance in the course.
- Demonstrate excellent attendance.
- Have strong writing and reading skills.

FAMILY LIFE EDUCATION POLICY

The New Jersey Administrative Code 6:29-7.1 requires that all students be provided with instruction in Family Life Education, which is defined as instruction to develop an understanding of the physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships; the physiological, psychological and cultural foundations of human development, sexuality, and reproduction, at various stages of growth; the opportunity for pupils to acquire knowledge which will support the development of responsible personal behavior, strengthen their own family life now, and aid in establishing strong family life for themselves in the future, thereby contributing to the enrichment of the community.

Parts of this definition can be applied to many courses in our own curriculum, including elective courses in Family & Consumer Science. However, two courses are most directly involved and which are required of all students: Biology, which is usually taken in grade nine as part of our three-year science requirement; and 'Human Growth and Development,' which is a unit in the health curriculum required of all ninth, eleventh, and twelfth grade students.

In Biology, the following topics related to Family Life Education are covered:

- Environmental factors controlling population
- Asexual cell growth and reproduction
- Human reproductive system, conception and the development of the fetus
- Food and nutrition
- Sexually-transmitted disease
- Physiology of aging and death

In 'Human Growth and Development' the following topics are discussed in a manner appropriate to the level of students. No one viewpoint is espoused:

- Love, marriage, divorce, and other personal relationships
- Sound health and wellness practices
- Pre-adolescence and adolescence, and the development of appropriate sexual attitudes
- Issues regarding sexual behavior, emphasizing socially acceptable behavior
- Dating and courtship
- Conception, pregnancy, childbirth, and parenting
- Sexuality and reproductive health and legal issues
- Abstinence, monogamy and methods of contraception
- Sexually-transmitted infection, including H.I.V. and A.I.D.S.

A more detailed outline of the course content, as well as copies of the textbooks, is available for inspection in the Principal's office in each high school.

The N.J. Administrative Code allows any parent or guardian to withdraw a child from 'any part of the instruction in family life education in conflict with his or her conscience or sincerely held moral or religious beliefs.' A student who is so excused will receive alternative assignments. The course grade will not be affected by missed work. In order to exercise this option, the parent or guardian must present to the school Principal a signed statement requesting that the student be excused from family life instruction. This note must be received by the Principal prior to the first day of classes in September. If you have any questions regarding this matter, feel free to contact your building Principal.

SPECIAL ALTERNATIVES FOR STUDENTS

Dynamics of Health Care in Society (773)

2.5 credits

This course provides an orientation of health care services and delivery through an interdisciplinary perspective focusing in on process skills in critical thinking, ethical reasoning, effective communication and self-directed learning activities. All aspects of professionalism in health care will be stressed and applied to general issues and topics common to all health care providers. Students have the opportunity to earn college credits through Rutgers University upon completion of all course requirements including a standardized final exam and health occupation job shadowing. Three college credits may be earned for this course at no financial obligation on the part of the student. ***This course may be eligible to receive college credit through Rutgers University.***

Fundamentals of Health & Wellness (775)

2.5 credits

This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. The course will explore topics related to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self-responsibility. Three college credits may be earned for this course at no financial obligation on the part of the student. Students must take Dynamics of Health Care in Society (773) prior to enrolling in this course. ***This course may be eligible to receive college credit through Rutgers University.***

Emergency & Clinical Care (774)

2.5 credits

This course trains students to deal with emergencies prior to the arrival of advanced medical help. Students will learn to recognize and respond to emergencies. Upon completion of the course, students will be certified in American Red Cross Standard First Aid with AED training. Students have the opportunity to earn college credits through Rutgers University upon completion of all course requirements and Dynamics of Health Care. Two college credits may be earned for this course at no financial obligation on the part of the student. Students must take Dynamics of Health Care in Society (773) prior to enrolling in this course. ***This course may be eligible to receive college credit through Rutgers University.***

Scientific Principles of Nutrition (776) - not offered in 2026-27 school year

2.5 credits

Scientific Principles of Nutrition outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of the digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life including needs for fitness and physical activity, evaluating nutrition claims, food labeling, and other consumer concerns are emphasized. Students must take Dynamics of Health Care in Society (773) prior to enrolling in this course. ***This course may be eligible to receive college credit through Rutgers University.***

Mindfulness, Resilience, and Wellness (777)

2.5 credits

Twenty-first century students need skills beyond reading, writing, and arithmetic to face daily challenges. Habits of mind are now necessary to handle the everyday stresses of school, family, and life. The course Mindfulness, Resilience, and Wellness gives students insight into how their mind and body are connected, as well as tools to manage this relationship. Classes will introduce, practice, and discuss different exercises to explore this relationship. Students will experience each approach to find the tools that work best for their personal challenges. Economic studies, scientific studies, academic articles, and guest speakers will accompany these exercises to deepen the understanding of the interrelationship of business, science, health, and academic achievement. The goal is for students to acquire a tailored set of skills (that are rooted in science and health) to handle stress, manage time, and improve focus for greater success in school and life. The course is open to grades 11-12 with first preference to grade 12.

Logistics and Manufacturing (987) – not offered in 2026-27 school year**0 credits**

Hanover Park Regional High School District is partnering with New Jersey Manufacturing Extension Program, Inc. (NJMEP), a non for profit organization that offers certification and apprenticeships in the field of manufacturing. This course offers two certification programs: supply chain logistics technician and manufacturing production technician. The certified logistics technician course program prepares individuals for front-line material handling and supply chain logistics jobs in fulfillment centers, warehouses, distribution centers, and factories. The certified production technician course program prepares and certifies individuals for career pathways in advanced manufacturing. Both certification programs deliver 21st century, in-demand skills needed for long-term career paths in over 6 million supply chain and frontline production jobs. The certification programs are open to 12th grade students only and there are no prerequisites. Upon completion of the certification courses in their senior year, NJMEP will work with the students to provide apprenticeships and long-term job placement in production and manufacturing companies and organizations.

Independent Study (825)**2-5 credits**

Students may apply to participate in an independent study project in addition to or in lieu of regular classes during their senior year. Projects may involve academic research or artistic expression, but a written report is always required along with a final public presentation. The application process is a rigorous one, requiring a detailed plan for the project. If the application is approved, the student works under the supervision of a teacher or outside mentor and may earn from two to five credits. This credit does not count towards graduation and is not included in the GPA calculation.

College & Career Readiness 9 (198A)**2.5 credits****College & Career Readiness 10 (198B)****2.5 credits****College & Career Readiness 11 (198C)****2.5 credits****College & Career Readiness 12 (198D)****2.5 credits**

Students in this course will gain the requisite knowledge to develop the skills and habits necessary to be successful in postsecondary education or training that leads to a sustaining career. A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental coursework. Core skills encompassing note taking, test taking, organizing, scheduling, research, critical thinking/problem solving, computer skills, study skills and soft skills will be explored through this semester- based program.

Special Education

Provided only to students who have been classified according to law by the Child Study Team, special education services are designed to deal with the unique needs of those students in the least restrictive educational environment. Their program of studies is determined by an Individualized Education Plan (IEP) developed by a Child Study Team consisting of School Psychologist, Social Worker, and Learning Disabilities Teacher-Consultant in addition to other professionals as needed. In each school, School Counselors work with all classified students. Based on their needs, classified students may be placed in a full continuum of alternative placements ranging from general education with supplementary aids and services to resource programs providing instruction in and in lieu of the general education classroom to out-of-district placements for those with severe learning disabilities that cannot be accommodated in the home school. All such placements are determined by the IEP, which is developed in cooperation with the students' parents or guardians.

Special Education Transition

The Special Education Transition Program is designed for students who have completed the traditional 4-year track, but are still in need of services in order to promote further employment skills and daily living skills.

The courses offered will be infused with family and consumer science skills and physical education. After morning coursework, students would enter into the community or an in-school work experience each day at various locations. Job placements will be made in order to promote success for each individual student. Jobs will be rotated throughout the year in order to encourage a variety of different settings and experiences for each student.

Employment Skills (862) – 18-21 year-old program

5 credits

This course will focus on the various proficiencies needed to find and maintain employment in the community. Topics will include: job searching, resume building, interview preparation, pre-vocational skills, and work place etiquette.

Independent Living I & II (863 & 864) – 18-21 year-old program

10 credits

The focus of this course will be to teach skills that will better prepare students for an independent life after high school. Topics will include: money skills, time management, budgeting, leisure activities, meal planning, nutrition, and personal hygiene.

Speech and Language Services

The services of a Speech and Language Specialist are provided to identify students to correct mechanical speech problems and/or improve English language skills. Such services may be provided to classified special education students or to others who are identified by the Specialist based on a legally-mandated evaluation process. Identified students are removed from a required study hall in order to receive one or more days per week of instruction as individuals or in small groups.

Gifted and Talented Programs

The Regional High School District meets the needs of its gifted and talented students through flexibility and diversity of programs and services. It does so by offering a comprehensive curricular and co-curricular program augmented by out of district educational opportunities. Thus, in addition to offering a wide range of advanced, honors, and advanced placement courses, the District may, under certain circumstances, grant acceleration for high school courses taken by seventh or eighth grade students, make special scheduling arrangements to accommodate students pursuing athletic talents through private coaching, provide partial reimbursement for advanced science or mathematics courses taken at the college level but which are not normally a part of the high school curriculum, or encourage independent study.

AP Capstone Program

The College Board's AP Capstone Program is an innovative college-level program based on two courses – AP Seminar and AP Research – that complement and enhance discipline-specific AP courses.

The program provides students with an opportunity to engage in challenging scholarly practice of the core academic skills necessary for successful completion. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

Students who earn scores of three (3) or higher in AP Seminar and AP Research and on four (4) additional AP Exams of their choosing will receive the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of three (3) or higher in both AP Seminar and AP Research but not on four (4) additional AP Exams will receive the AP Seminar and Research Certificate.

AP Seminar (800)

5 credits

AP Seminar is a foundational course within the AP Capstone Program that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal

accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individual and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar Experience. Students will consider one topic or issue through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aides in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues.

Appropriate themes that allow for deep interdisciplinary exploration may be based on (1) academic problems or questions, (2) concepts or issues from other AP courses, (3) global or international topics, (4) local and/or civic issues, or (5) student interests.

Students are assessed with two course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1-5 scale) for AP Seminar. An application is required for entry into this program. This course is offered to those selected students in grades 10 and 11.

AP Research (801)

5 credits

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question.

In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

In the classroom and independently (while possibly consulting with an expert advisor in the field), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that include the following components: (1) introduction, (2) method, process, or approach, (3) results, product or findings, (4) discussion, analysis, and/or evaluation, (5) conclusion and future directions, and (6) bibliography.

Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and expert advisors, and reflections on their processes. They schedule conferences with their teachers for review and approval of their scholarly work as evidenced by the portfolio.

Students present (using appropriate media) and defend the topic of inquiry/research question, approach, and findings or product to panel. Students are assessed with one through-course performance task consisting of two distinct components. Both components will be included in the calculation of students' final AP scores. There is no end-of-course exam for AP Research. This course will be offered to those selected students in grades 11 and 12. AP Seminar (800) is a required prerequisite for this AP Research.

Career & Technical Education (CTE) Program – pending for 2026-27 school year upon NJDOE approval Academy for Business, Innovation & Intelligent Enterprise (BIIE)

This selective CTE program is housed in the Business department program and aims to prepare students for success in high-skill, high-wage, and high-demand careers across business, finance, entrepreneurship, and artificial intelligence. This academy integrates rigorous academic instruction with technical and leadership skills, aligning with industry needs and postsecondary expectations. The program's vision is to cultivate future-ready graduates who are equipped to lead and innovate in evolving fields such as:

- Business Administration & Operations
- Financial Technologies (FinTech)
- Entrepreneurship & Strategic Leadership
- Artificial Intelligence & Data-Driven Decision-Making

Incoming 9th grade students are eligible to enter the Academy for Business, Innovation & Intelligent Enterprise (BIIE) by completion of an application, successful completion of a high school standardized test, and interview. Upon acceptance to the Academy, students are expected to stay in the program and take the 9th grade Academy course, 10th grade academy course, 11th grade academy course, and 12th grade academy course and completion of a Work-Based Learning internship experience in an area of their choosing.

BUSINESS EDUCATION

Business education consists of the development of both business and life skills enabling students to become intelligent consumers of goods and services, practitioners of skills necessary for success in college and post-graduate studies, and be prepared for the pursuit of careers in a business environment.

Freshman Seminar (605)

2.5 credits

Freshman Seminar (605) is an optional semester course for incoming freshman emphasizing the essential transition and individual needs of each student to become successful and independent learners. During the earlier units of this course, the emphasis will focus on high school transition skills, campus resources, character development, identifying and utilizing learning styles, study skill and time management strategies, self-advocacy and self-management, and communication and conflict resolution. Units will then focus on building community to global awareness, career exploration, and individualized identification of post-secondary options. The Freshman Seminar course incorporates a universal theme of service learning and is designed to infuse the use of technology, self-management, character development, and the cross-curricular application of skills and knowledge throughout the year.

Personal Finance (606)

2.5 credits

Personal Finance (606) is a semester course that addresses the increasing demand for students to be prepared to enter the complex and fast-paced financial world. Students explore the basic understanding of financial institutions, the use of credit, insurance, and investment options. Personal Finance provides valuable life skills that prepare students to meet the challenges of a complex global society in which they will be employed, pay taxes, support families, create enterprises, and uphold civic duties. As students embark on the road to financial independence, they learn the requisite skills to achieve such independence, having acquired the knowledge and confidence to make informed decisions about their personal financial plans. Course is open to students in grades 9-11 to fulfill a graduation requirement. *This course may be eligible to receive college credit through William Paterson University.*

Introduction to Business (604)

2.5 credits

Introduction to Business introduces students to the business and commercial world, with a foundation for meaningful preparation in more advanced Business courses. Introduction to Business is a survey course providing an overview of the study of business and the role businesses play in the economic, social, and political environments. In addition, the course provides exposure to the functional disciplines of business including finance, marketing, management, accounting, operations, and information technology. The semester course also provides opportunities to explore current events and landmark business case studies.

Marketing (602)

2.5 credits

Marketing exposes students to the fundamentals of business from a marketing perspective. The course provides students with the core concepts and strategic perspectives found in college business and marketing classes. Marketing connects learning to real-world experiences and promotes student-directed learning opportunities. The course begins with the basic foundation of economics and trade, and continues with a concentration in the marketing and advertising disciplines. The importance of communication and management theory is also explored. In addition, students develop knowledge and skills in the areas of selling, promotion, social and ethical responsibility, market research, product planning, and the role of technology within business during this semester course.

Accounting (621)**5 credits**

Accounting provides practical knowledge and skill development of the analysis and utilization of financial information for entrepreneurs, accountants, clerical workers, retail personnel, or personal use. Students become familiar with business documents, terminology, organization, and procedures. Accounting develops marketable accounting skill sets within an introductory understanding of the accounting discipline. The course also aids students in discovering their interest and aptitude for a career in the financial or accounting fields. Exposure to automated accounting and the accounting cycle is achieved through the completion of a comprehensive business simulation utilizing information technology.

Financial Accounting CLEP Honors (622)**5 credits**

The College-Level Examination Program® (CLEP) offers students the opportunity to receive college credit for information and skills they already possess. The Financial Accounting course covers skills and concepts that are generally taught in a first-semester undergraduate financial accounting course. In this course, students are provided with the knowledge and materials necessary to practice and pass the Financial Accounting CLEP exam. In addition, students will receive honors credit towards their high school GPA. Enrollment is based upon an application process with a selection committee.

Marketing CLEP Honors (623)**5 credits**

The College-Level Examination Program® (CLEP) offers students the opportunity to receive college credit for information and skills they already possess. The Marketing course is concerned with the role of marketing in society and within a firm, understanding consumer and organizational markets, marketing strategy planning, the marketing mix, marketing institutions, and other selected topics, such as international marketing, ethics, marketing research, services and not-for-profit marketing. In this course, students will be provided with the knowledge and materials necessary to practice and pass the Marketing CLEP exam. In addition, students will receive honors credit towards their high school GPA. Enrollment is based upon an application process with a selection committee.

International Business Practice Firm Honors – IBPF (642)**5 credits**

International Business Practice Firm Honors (IBPF) is a simulated business course that mirrors the real business world. IBPF consists of the development and operation of a company set up by students with the assistance of teachers and real-world business partners. The students first determine the nature of their business, including products, services, organizational structure, and management. The course then evolves to the daily operations of running a business. Emphasis is based on using current business and accounting software, communications, and the Internet for conducting business transactions with more than 3,000 cooperating international business practice firms worldwide. These transactions include procedures to import and export products/services. IBPF is offered to upperclassmen with priority given to seniors. Enrollment is based upon students having a prerequisite of one business education course and an application process with a selection committee. *This course may be eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

Entertainment and Sports Marketing (613A)**2.5 credits**

Sports and Entertainment Marketing/Management provides the opportunity for students to analyze the components of the sports and entertainment industry. Students explore sports marketing careers in the areas of promotions and advertisement, event management, fund raising, and licensing for such entities as collegiate athletics, professional sports teams, sports governing bodies (NCAA, NBA, U.S. Olympic Committee, etc.), and sporting goods companies (Nike, Adidas, Champion, etc.). The course offers a focused marketing curriculum that prepare students for further business studies at the collegiate level.

Digital Social Media Marketing (643)**2.5 credits**

Visual media has become one of the most valued aspects of marketing. Currently, job sites like Indeed and Glassdoor show over 27,000 positions relative to visual content and social media marketing. Experience in creating visual content will help position students for such jobs. Business, marketing and communication students are looking for ways to gain their visual communication skills. This course is open to students in grades 11-12. Prerequisite: Marketing I.

Wall Street: Stock Market and Beyond (645)**2.5 credits**

This course is designed as an exploration into greater depths of investing beyond the entry-level concepts covered in Personal Finance. Learning to invest is a life-skill and this course will provide a foundation for the development of sound financial habits as well as develop critical thinking, problem solving, and group dynamic skills for students when making investment decisions for themselves in the future. Students will actively participate in trading simulations after learning about all aspects of investing in stocks and other securities available in the investment realm. The course is open to grades 10 – 12.

Advanced Placement Principles of Business with Personal Finance (611)**5 credits**

The AP Business with Personal Finance course is an introductory, college-level, full-year course that integrates business concepts like entrepreneurship, marketing, and management with essential personal finance skills. It uses real-world case studies and project-based learning to teach students how to make strategic business and personal financial decisions, aligning with both AP and national personal finance standards. The curriculum includes developing a business plan, and advising on financial topics such as saving, borrowing, budgeting, and investing. This is open to grades 10 - 12.

**Foundations of Business Innovation and Digital Finance (614)
(pending for 2026-27 school year upon NJDOE approval)****5 credits**

This introductory 9th-grade course is part of the selective CTE program: Academy for Business, Innovation & Intelligent Enterprise (BIIE). The explores how modern business operates in a digital economy. Students will learn core business principles, including economics, finance, and marketing, while developing the entrepreneurial mindset needed to thrive in a rapidly changing world. The curriculum places special emphasis on the innovative technologies and digital platforms that drive modern business. In order to take this course, incoming 9th grade students must be accepted to the CTE program: Academy for Business, Innovation & Intelligent Enterprise (BIIE) through a completion of an application, successful completion of a high school standardized test, and interview.

FAMILY & CONSUMER SCIENCE

The Family and Consumer Science Department is an applied science that is centered on courses that prepare students for family life as well as work life and introduce students to careers related to our courses. The department strives to empower students to manage the challenges of independent living and working in a diverse global society. Courses include topics of everyday life including child development, food science, nutrition, textiles, fashion and careers.

Fundamentals of Culinary Arts (525)

2.5 credits

This semester course introduces high school students to the basics of cooking and kitchen safety. Students will learn important skills such as food safety, how to use kitchen tools, how to follow recipes, and how to prepare a variety of foods. These skills will be integrated into a wide variety of units through demonstration, tastings, and lab experiences. A major focus will be learning ServSafe food safety procedures to keep food safe and prevent illness and taking the Certification exam. Students will practice measuring, using equipment correctly, and trying different cooking and baking techniques. By the end of the course, students will be confident in using the kitchen and preparing simple meals safely and successfully. This course is open to all students in grades 9-12. ***This course may be eligible to receive college credit through the County College of Morris Titan Express Dual Enrollment Program.***

International Cuisine (526)

2.5 credits

This semester course introduces students to the culinary traditions, ingredients, and preparation methods from various cultures around the world. Students will explore how geography, history, culture, and climate shape food practices and will gain hands-on experience preparing regional dishes. Emphasis will be placed on food safety and sanitation through ServSafe practices, as well as accurate recipe execution, cultural appreciation, and professional culinary techniques. Students will engage in cooking labs, research projects, and tasting activities to develop both culinary and cultural literacy. This course is open to students in grades 10-12. Completion of Fundamentals of Culinary Arts course is a prerequisite to this course. ***This course may be eligible to receive college credit through the County College of Morris Titan Express Dual Enrollment Program.***

Advanced Culinary Arts (527)

2.5 credits

This semester course builds upon skills learned in *Fundamentals of Culinary Arts*. With a focus on American cookery, students will explore the structure of meals throughout the day—beginning with breakfast and ending with dessert. Students will reinforce essential kitchen practices such as safety, knife skills, and mise en place. Students will also practice advanced presentation techniques, learn table setting etiquette, and plan small-scale events with food as the centerpiece. The course concludes with a focused exploration of culinary and hospitality careers to help students connect classroom learning with real-world opportunities. Through hands-on kitchen labs, culinary challenges, and collaborative projects, students will refine their technical skills, develop confidence in the kitchen, and prepare for further study or entry-level opportunities in the foodservice industry. This course is open to students in grades 10-12. Completion of Fundamentals of Culinary Arts course is a prerequisite to this course. ***This course may be eligible to receive college credit through the County College of Morris Titan Express Dual Enrollment Program.***

Fashions and Fabrics (528)

2.5 credits

This semester elective course is designed for students to explore the various aspects of creative sewing as well as clothing maintenance and repair. Students are introduced to basic sewing techniques, using patterns and following directions, and careers in the fashion industry. Students will be encouraged to investigate outlets for their artistic and creative talents as they construct their clothing and/or decorative accessories. This course is open to all students in grades 9-12.

Child Development (520)**2.5 credits**

Child Development is a semester course designed to explore the theories and fundamentals of the young child's physical, emotional and intellectual development. Students will study the educational theories of Piaget and Erikson as well as others. This class includes the planning and execution of appropriate preschool space and activities for children at various stages of development. Course may include field visits to various area preschool programs. This course is available to students in grades 10-12.

Tomorrow's Teachers (530)**5 credits**

This is a full year course designed to introduce potential future teachers to the field of education. Students are exposed to thematic curriculum that covers the history of education, educational theory, learning styles, and classroom procedures. Students perform field work in local area schools and observe different grade levels and styles of instruction as well as select a grade level, subject, and teacher to complete their field experience. Students model professional behavior and dress while observing and teaching. This course is available to students in grade 12. *This course may be eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

Food Management (524)**0 credits**

This is a capstone course that is offered by County College of Morris and taught by a County College of Morris instructor. This capstone course is to be taken at the County College of Morris campus during the student's senior year. The capstone course would be at the expense and permission of the student's parent/guardian. The successful completion of this capstone course along with successful completion of dual credit programming in Fundamentals of Culinary Arts, International Cuisines, Advanced Culinary Arts, and Serv-Safe certification can lead to receipt of Culinary Arts and Science Certificate of Achievement through County College of Morris. This capstone course explores management of food and related costs in the professional environment is an underlying factor throughout the hospitality industry. This course provides the framework from which to examine any organization and understand the principles by which they operate and manage food production. The course is open to 12th graders only.

A Culinary Arts and Science Certificate of Achievement through County College of Morris. This Certificate of Achievement is designed to fulfill the needs of students planning to work in the hospitality field either as preliminary training to the career or as continuing education within the culinary industry. The coursework provides basic skills and training in the many areas of food safety, production and management. Students are eligible to complete this certificate only after completion of dual credit programming in Fundamentals of Culinary Arts, International Cuisine, Advanced Culinary Arts, and Serv-Safe certification. The completion of Culinary Arts and Science Certificate of Achievement is also contingent upon student's successful completion of a capstone course called Food Management that is to be taken at the County College of Morris campus during senior year. The capstone course would be at the expense and permission of the student's parent/guardian.

ENGLISH

The English program utilizes the close examination of great literature, frequent writing practice, as well as the contextual study and use of language, grammar, and vocabulary to develop the skills necessary for all our students to become college and career ready in the 21st century. All students are required to complete four years of English study in order to graduate. Each level of study includes independent readings assigned during the school year and a summer assignment. Additionally, the students are required to complete a research or critical analysis writing task in order to cultivate their writing fluency while integrating primary and secondary sources.

English I – Introduction to Literature (111A)

5 credits

English I stresses the development of the fundamental skills of literacy: reading, writing, speaking, listening, and language. This course frames the students' exploration of a wide range of rich literature around the various genres of the short story, novel, drama, non-fiction / informational text, and poetry. The instruction at this level focuses on close reading strategies, multiple modes of writing, effective expression through speech, and the standard conventions of grammar usage and vocabulary.

English I Honors – Introduction to Literature (101A)

5 credits

This course is designed to meet the needs of the most academic, industrious and highly-motivated students. The Honors sections will follow the English program of study, but will go into greater depth, require more time for writing and research, emphasize outside reading assignments and place more demands on the students' ability to conceptualize and draw conclusions from their reading and research. To enroll in this course, students need to be recommended by their eighth grade English teacher or gain approval through the district's honors appeal process.

English II – American Literature (121A)

5 credits

English II builds upon the skills developed in the preceding year through a thematic approach to American Literature. This course will examine the literature and culture from early Colonial writers of short stories, novels, dramas, non-fiction, and poetry to those influential Contemporary writers of today. The skills of textual analysis and substantive discussion are emphasized in addition to the development of persuasive, expository, reflective, and creative writing. Students further expand their understanding and use of grammar, vocabulary, and rhetoric in both their speaking and writing.

English II Honors - American Literature (120A)

5 credits

This course is designed for an accelerated study of American Literature. Emphasis is placed on advanced writing techniques, particularly expository and thesis writing, with an extensive research paper required. Students are also required to demonstrate competence in communication skills both as an individual and as part of the classroom structure. Students enrolled in this course will either have successfully completed the English I Honors course or may apply for acceptance in the preceding spring through the district honors appeal process.

English III (131A) – Language and Literature**5 credits**

This course, a continuation of the English program, further develops student skills in reading, writing, speaking, and listening taught in the first two years of the program. A survey-style theme-based course adhering to New Jersey Student Learning Standards, Language Arts 131 focuses on an extensive and intensive study of English literature and language. Students are required to read and write critically and analytically, employing a sound understanding of various literary and rhetorical devices and forms. Additionally, students will continue to develop research skills through the completion of a major M.L.A. research project, as well as prepare for the PSAT, SAT and state tests.

Advanced Placement English III (132A) – English Language**5 credits**

This course is designed for those students who have successfully completed two years of English Honors. The Advanced Placement English III course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students enrolled in this course are expected to take the College Board Advanced Placement exam in May.

Senior English Semester Options

Senior students will choose one semester 1 course (2.5 credits) and one semester 2 course (2.5 credits) to fulfill their senior level English requirement.

Shakespeare (802A) – Semester 1**2.5 credits**

This course utilizes a thematic approach to demystify the timeless nature of William Shakespeare and his contemporaries and how they are approached for study, for interpretation, and for performance. Students will work closely with Shakespeare's plays to hone skills in analysis and close reading. Study includes authors that influenced Shakespeare, as well as books, films, television programs, and other elements of popular culture that have stemmed from Shakespeare. This course includes the use of essays and other forms of informational text that allow the students to gain greater insight into the themes of study. This is an option for **first semester** and includes the writing of a research paper.

Psychology and Literature (803A) – Semester 1**2.5 credits**

This course approaches several works of literature from a psychological perspective. Students consider how characters' psyches are influenced by their surroundings, societal expectations, and their own mindset. Students read a variety of texts to familiarize themselves with different schools of psychological study and apply these theories to literature. Study includes a variety of literature from classical and contemporary periods to allow students to contextualize the minds of characters from multiple eras and draw parallels to modern day psychology. This is an option for **first semester** and includes the writing of a research paper.

Memoirs: The Literature of Personal Stories (807A) – Semester 1**2.5 credits**

Most writing seeks, supports or obscures a truth, but among the genres of prose writing, memoir is an opportunity to be "true" emotionally and/or factually. Memoirs are adventures in transparency and offer the opportunity to study personal stories and let the audience look into the lives of other people and how they put those experiences into perspective for themselves and as a basis for comparison by readers. From sports heroes and historical figures to everyday people, the memoir allows readers to experience great heights, or tragedy, or both. The focus of this course will be thematic and will reflect on how the authors communicate their identities through this lens. Students will analyze a variety of informational and literary texts and have the opportunity to write their own personal narrative. This is an option for **first semester** and includes the writing of a research paper.

9/11 Literature (804A) – Semester 1 - not offered in the 2026-27 school year **2.5 credits**

This course focuses on the study of literature written as a result of, or after, 9/11. Students will consider how authors craft narratives with such a universal tragedy at the epicenter, or how authors create new work in the wake of a day that had such a tremendous impact on America. Students will read novels, plays, poetry, and non-fiction works that help to demonstrate the grief, helplessness, pain, resolve, and strength demonstrated in the days, weeks, months, and years after the event. Particular attention is paid to how literature and our lives have been affected by the events of 9/11. This is an option for **first semester** and includes the writing of a research paper.

Crime and Law in Literature (805B) – Semester 2 **2.5 credits**

This course showcases a variety of literature in which criminal and/or legal scenarios play a significant role. Students consider how crime fiction differs from other genres in its structure, characters, and basis in reality. Students read classic *noir* thrillers, courtroom dramas, contemporary crime novels, and some true crime works as they explore the world of detectives, attorneys, and the criminals they pursue. Particular emphasis is placed upon how crime fiction has developed over time and what this suggests about our world. This is a **second semester** course.

Literature of War (806B) – Semester 2 **2.5 credits**

Students enrolled in this course read literature based upon, inspired by, or written in response to, various wars. Students will study the impact that war had, not only on the soldiers involved in it, but by all who lived through it. Emphasis is placed on how authors could create narratives after witnessing the events of World War I, World War II, Vietnam, the Gulf Wars, Afghanistan, Iraq, or other conflicts. Titles will include novels, poetry, and plays written before, during, and after these historic conflicts. Focus is directed toward the effects these wars have had on the individual, on society, on the nation, and on the world, and ways in which the world has been altered by these wars. This is a **second semester** course.

Science Fiction/Fantasy Literature (807B) – Semester 2 **2.5 credits**

Students enrolled in this course read literature from a variety of contemporary science fiction and fantasy works, not as mere escapist entertainment, but as prophetic social commentary. The course surveys the history of the genre and delve into representative themes, rhetoric, and methods of storytelling. This course emphasizes the study of highly creative and original literature and examine how its authors have confronted timeless questions from unique perspectives. This is a **second semester** course.

Advanced Placement English IV (140A) – English Literature **5 credits**

This course is designed for students who have successfully completed the Honors programs in English I, II, and III. The AP English IV course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

English Essentials (180A) **2 – 5 credits**

This course is required for those students who do not meet the minimum level of proficiency in English on state assessments. Students in this course will focus their attention on those areas of reading and/or writing. In addition, an Educational Plan Portfolio will be developed to address state mandated high school graduation requirements.

Reading and Writing Strategies (197) **5 credits**

This program uses individualized and small-group instruction to assist students in developing a mastery of the basic skills. Reading comprehension will be strengthened through a variety of materials including the daily newspaper, magazines, plays, short stories, and young-adult fiction, as well as skill exercises. Special attention will also be directed to vocabulary-building activities.

Elective courses are available to all sophomore, junior, and senior students and are highly recommended for those students who have an interest or expertise in the subject area.

Evolution of Musical Theater (151A)

2.5 credits

This semester course provides an in-depth exploration of American musical theatre, combining historical study, artistic analysis, and critical scholarship. Students will trace the chronological evolution of the musical, from early 20th-century spectacle to contemporary productions, identifying key shifts in form, style, and structure. Through this lens, learners will examine how musical theater has continuously reinvented itself while reflecting and shaping American culture. Students will understand the development and innovation of American musical theatre. Additionally, they will be able to contextualize its cultural significance, articulate informed critiques, and demonstrate advanced research skills in the study of musical theater as both an art form and an industry. This elective is available to students in grades 9-12.

Film Study (153)

5 credits

This course allows students to develop the ability to view, analyze, interpret, and explain the major elements of film-making and how they affect a viewer's perception of film. Students will determine the function of major film-making elements, such as film narrative, cinematography, editing, sound, lighting, dialogue, camera angles, and how they are utilized to communicate major themes in film. There is a strong academic focus with extensive writing and research. Preference is given to juniors and seniors with seniors having priority.

Mass Media & Communications (157) – not offered in the 2026-27 school year

2.5 credits

This course is designed to thematically approach the historical and current trends in the ever-evolving field of mass media of the 21st Century. The course enables students to understand the purposes, successes and failures of the media, and to make their own contributions to the field. The students participate in multiple hands-on workshops in which they generate story ideas for all genres of news, research articles and issues, interview sources, create and produce broadcast news programs and use the writing process via the Internet and with technology to develop an understanding of the critical role of journalism in a democracy.

The Graphic Novel: Reading Literature Outside the Box (158)

2.5 credits

- not offered in the 2026-27 school year

The graphic novel is a rapidly growing storytelling medium. Not only is this genre a form of literature, but it is also a form of contemporary art. The image-heavy style and structure of the graphic novel is deceptively difficult to read. Meanwhile, studies show that the graphic novel is not only engaging, but a genre that promotes the highest level of critical thinking and reading. Providing students with the skills necessary to read and understand the complexity of the graphic novel format, this course exposes students to a series of works that define the genre while illustrating a variety of approaches to universal high school literary themes: coming-of-age, rebellion, love and war, human rights, etc. This is not an art course; this is a literature course, with heavy emphasis on reading and writing. The depth of analysis afforded by the complexity of the graphic novel genre allows for rich Socratic classroom discussions and writing analysis pieces throughout the entirety of the course.

Young Adult Fiction (159) - not offered in the 2026-27 school year

2.5 credits

Students discuss the elements of literature and what makes a novel considered YAL instead of adult literature. Classes may also debate the classification system used by many publishers, bookstores, and libraries to separate YAL books from more adult works. Additionally, students view film adaptations of popular novels to compare adaptations to original writing. Students examine the lives of YAL authors both on social media and in history to better understand point of view. Students may also research various topics addressed in many YAL novels to better understand the universal appeal of these works. Classes may also conduct research on the history of YAL.

and the growing popularity of these novels. Students facilitate and participate in discussion of whole class texts and read independently as participants in literature circles.

Creative Writing Workshop (152A)

2.5 credits

This course allows students with a passion for creative writing to learn about and practice different creative forms. They are able to develop a creative writing portfolio and participate in a writing community through the workshop aspect of the course. This course would serve to hone students' creative writing abilities and improve their performance on standardized tests. The course would provide instruction in nonfiction narrative writing, which includes the skills necessary to write college admission essays. *This course may be eligible to receive college credit through William Paterson University.*

Poetry (154) - not offered in the 2026-27 school year

2.5 credits

Poetry is a workshop-style course; extensive participation is expected of all class members. Students will produce final drafts of original poems for publication. For writing inspiration, students use a variety of writing prompts, learn and practice many forms of poetry, and explore the sources of their own creativity. Students will also read poetry, listen to and record poetry, and consume and produce multimedia projects including poetry and about poetry. The teacher and the students select poems to share and study. Reading poetry aloud, reciting poetry, and responding to poetry through class discussion and journal writing are integral to the class.

Public Speaking (155)

2.5 credits

This Public Speaking course is designed to help students develop effective communication skills for both personal and academic success. Through a variety of individual and group speaking assignments, students will gain confidence in expressing their ideas clearly and effectively in front of an audience. Students will be able to deliver clear, persuasive, and well-structured speeches, while demonstrating increased self-assurance and proficiency in a variety of speaking situations. Throughout the semester, students will engage in a range of activities, including speech preparation, delivery techniques, public speaking genres, digital/visual enhancements, technology infusion, critical thinking, and confidence building. Whether speaking in class, participating in community events, or preparing for future career opportunities, students will leave the course with essential public speaking skills that will serve them for years to come. The course is open to grades 10-12.

MATHEMATICS

The mathematics program consists of two primary levels of study: Honors and College Preparatory. The Honors level courses are very rigorous and challenging, and they integrate separate branches of mathematics through a spiral arrangement of concepts treating mathematics as a complete area of study. The College Preparatory courses cover all appropriate topics at a somewhat less rigorous pace while preparing students for future studies as well as the High School Proficiency Assessment. All students are required to take three years of mathematics at the high school level.

Algebra I (721)

5 credits

This course covers the concepts of algebra from number theory and linear equations through systems of equations in two variables, rational/irrational expressions, inequalities, functions, quadratic functions and problem-solving skills. Along with strong verbal skills, the student should have a firm foundation in the arithmetic skills using integers, fractions, and decimals. This course is for the student with appropriate mathematical skills and a minimum C average in previous mathematics studies.

Geometry (731)

5 credits

This course covers the basics of plane geometry. Algebraic skills are reinforced through geometric applications and problem-solving. There is a heavy emphasis on proofs and logical thinking.

Geometry Honors (730)

5 credits

In addition to the usual geometry curriculum, the Honors course provides a more rigorous approach to proofs and applications. In this course, additional advanced topics are introduced. Teacher recommendation and a B average in Algebra I are required.

Algebra II and Trigonometry (741)

5 credits

This course covers Algebra II and Trigonometry topics as a means of preparing students for Pre-Calculus or Probability and Statistics. Although not an Honors level course, a serious commitment to studying mathematics is required. A minimum of a C average in Algebra I and Geometry is required.

Algebra II (745)

5 credits

This course covers the required topics at a pace more suitable for the non-mathematical, college-bound student. This course completes the typical three-year mathematics requirement while preparing students for their college studies. This course is not recommended for students planning to take Pre-Calculus or Probability and Statistics the following year.

Algebra II and Trigonometry Honors (740)

5 credits

This rigorous course is designed to prepare students for a math or science vocation as well as the Pre-Calculus and Advanced Placement Calculus courses that follow. Algebra II topics are covered during the first three marking periods with Trigonometry being the primary focus during the fourth marking period. A strong Algebra I and Geometry background is required with Algebra II and Trigonometry topics being covered at a rigorous pace and additional theoretical depth.

Pre-Calculus (751)**5 credits**

The goal of Pre-Calculus is to provide for the more serious mathematics students an in-depth coverage of advanced concepts of algebra, geometry, and trigonometry in preparation for the study of Calculus. The content includes such topics as functions, number systems, logic, analytic geometry, probability, limits, and introduction to Calculus. A highly successful completion of Algebra II and Trigonometry 741 with a C average or better is recommended as a prerequisite. *This course may be eligible to receive college credit through William Paterson University.*

Advanced Placement Precalculus (749)**5 credits**

AP Precalculus is a college-level high school course designed to develop a conceptual understanding of functions through four main units: Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices. The course focuses on modeling real-world phenomena, exploring multiple representations of functions, and developing strong procedural and symbolic fluency. Students will use graphing calculators and are expected to have a strong foundation in algebra 2 concepts. Teacher recommendation and a B average or better in Algebra II and Trigonometry Honors are required.

Calculus (761)**5 credits**

This course follows a first year Calculus syllabus. Included are discussions of limits, logarithmic and exponential functions, derivatives and integrals and applications of both. The student is expected to have successfully completed Pre-Calculus as a prerequisite. *This course may be eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

Advanced Placement Calculus AB (759)**5 credits**

This course follows a first-year Calculus syllabus with a curriculum provided by the Educational Testing Service for possible advanced placement credit. Included are discussions of derivatives, integrals, hyperbolic functions, infinite series, applications of integration, conic sections, and polar coordinates. Students are encouraged to take the Advanced Placement Calculus AB Test which is offered in May. It is highly recommended that the student successfully complete Pre-Calculus Honors before taking this course. Teacher recommendation and a B average or better in Pre-Calculus Honors is required.

Advanced Placement Calculus BC (762)**5 credits**

Calculus BC is a full year course in the calculus of functions of a single variable. It includes all topics taught in the Calculus AB plus additional topics such as applications of integrals, applications of anti-differentiation, and polynomial approximations and series. A Calculus AB sub-score is reported based on performance on the portion of the Calculus BC exam devoted to Calculus AB topics. Students are encouraged to take the Advanced Placement Calculus BC Test which is offered in May. It is highly recommended that the student successfully complete Pre-Calculus Honors before taking this course. Teacher recommendation and a B average or better in Pre-Calculus Honors are required.

Probability & Statistics (764)**5 credits**

This course is intended to provide an alternative to the Pre-Calculus course offered in their senior year. Those students strong in math may take the course concurrently with either Pre-Calculus or Calculus. This course acquaints the student with the theory of probability and to illustrate applications of statistical theory. Students will develop the ability to use statistics to describe a set of data, use probability theory to determine the outcome of an event, use statistical inference to derive a logical conclusion for a given problem, and use linear regression solutions to solve real-world situations. Minimum prerequisite: Algebra II/Trigonometry (741).

Advanced Placement Statistics (778)**5 credits**

The AP Statistics course is equivalent to an introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students must have a minimum requirement of a B in Algebra II Trigonometry 741 and teacher recommendation.

Trigonometry III (765)**2.5 credits**

This course prepares students for further studies in mathematics or for work in technical fields. Students learn the six trigonometric functions and demonstrate their use in the identities, inverse functions, radian measures, and special triangles. This course is a good foundation for pre-calculus. Prerequisite: Successful completion of Algebra II.

Discrete Math (766) – not offered in the 2026-27 school year**2.5 credits**

This course stresses the connections between contemporary mathematics and modern society, accommodating new ideas in mathematics and their applications to our daily lives. Topics applicable to real world situations include: management sciences, statistics, voting and social choice, fairness and game theory, size and growth, and money and resources. Prerequisite: Successful completion of Algebra II.

Mathematical Applications in Society (779)**2.5 credits**

This course is designed for seniors/juniors who want to continue to strengthen their mathematical understanding while exploring ways in which mathematics is used in everyday life. This is a project-based course where students will make connections to real-world situations including, but not limited to, finances/banking/budgeting, analyzing models using Excel, identifying mathematical patterns, statistical analysis, and engineering. Through real world application, this course will enhance students' ability to problem solve, make claims supported with evidence, and express their ideas both written and orally using the language of mathematics. Grades 11-12. Prerequisite: Algebra II.

Introduction to Python and Java (769)**5 credits**

This one-year, entry-level course uses the JAVA language to introduce students to the basic concepts of Computer Science. This course emphasizes structure techniques of programming design and web design. It applies these concepts to problems that will demonstrate the power and important functions of the computer. Problems are selected from the areas of mathematics, elementary data processing, sorting, and simulations. In this problem solving course, students are introduced to the basics but are expected to problem solve independently. Prerequisite: Successful completion of Algebra I. *This course may be eligible to receive college credit through William Paterson University.*

Advanced Placement Computer Science Principles (768)**5 credits**

AP Computer Science Principles is an introduction to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, students analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. Prerequisite: Successful completion of Algebra I and teacher recommendation.

Advanced Placement Computer Science A (768B)**5 credits**

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students must have a minimum requirement of a B in Algebra II Trigonometry 741 and teacher recommendation.

Math Essentials 12 (772)**2 – 5 credits**

This course is required for those students who do not meet the minimum level of proficiency in mathematics on state assessments. Topics studied include whole numbers, fractions, decimals, percent, metric system, graphics, geometry, problem solving, area and perimeter of polygons, and simple algebraic equations. In addition, an Educational Plan Portfolio will be developed to address state mandated high school graduation requirements.

MUSIC

The music program is designed to provide students with group and individual musical experiences which foster interest in and appreciation for music. The program is diversified enough to meet the needs of beginners and those students already advanced in their skills. The choir and band electives serve as our primary instructional modes for the performing arts. The variety of ensembles varies seasonally and affords performing groups an opportunity to participate in numerous concerts, selected school and community functions as well as special music festivals. Specifically, the programs offer sufficient variety for the casual participant as well as advanced level training for those students seeking professional career training.

CLASSROOM MUSIC

Advanced Placement Music Theory (509)

5 credits

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

Applied Vocal Music (505)

5 credits

The program is designed to provide interested students who are already participating in the vocal music program with the opportunity to study voice on an individual basis. Principles of breathing, tone production and projection are dealt with in depth. Standard vocal literature is studied and performed. This course requires instructor approval.

American Popular Music (506)

2.5 credits

This is a survey course of population music in the United States from the middle of the eighteenth century to present day ranging from blues, rock and roll, jazz, and pop music. Careers of significant musicians will be discussed, with music listening being a prevalent activity throughout the course. The relationship of social, political, and cultural events, trends to the evolution of popular music, and the impact of popular music on daily life and culture are among the major themes that will be investigated throughout the course. The course content reflects basic pursuits of all musicians: creating, performing, and making connections. A student who completes this course will gain knowledge of musical terminology and styles without taking a performance based course offering. There is no prerequisite for this course.

Music Technology (507)

2.5 credits

This is a hands-on course through which students will use the latest in music production software and hardware. Students explore arranging, audio engineering, producing, and composing music using computers and digital technology through GarageBand. Students have the opportunity to develop their creative and critical thinking skills, enhance their musical and technological understandings, and explore career opportunities. *This course may be eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

Music Technology II (508)

2.5 credits

Students in the Music Technology II course gain experience using advanced music software and would become more fluent in modern opportunities and responsibilities associated with the music business. Skills in harmony, form, timbre, orchestration, arranging, audio engineering, producing, and composition will be further advanced through this course. In addition, students have the opportunity to develop their creative and critical thinking skills while enhancing their musical and technological understandings. Students must have taken Music Technology 507) as a prerequisite to this course.

INSTRUMENTAL MUSIC

Band (511)

5 credits

Band, a 5-credit performing arts elective, is open to all students wishing to begin or continue music study through woodwind, brass and percussion instruments. In addition to one class period per day for large ensemble rehearsal, all students enrolled in band will receive a weekly lesson (instruction) in which contemporary music software and technologies are utilized. Students have used one of the following scenarios for scheduling one lesson per week: study hall, physical education class (if not impacted by science lab), before school or after school, or 1/2 of one lunch period. All band students are also required to participate in the marching band during the first marking quarter. This group performs at all football games. At the conclusion of the fall marching band season, students are assigned into one of two concert bands (Wind Ensemble or Concert Band) according to proficiency level. Performances include various school band concerts and music festivals throughout the school year.

String Ensemble (515)

5 credits

Orchestral strings, a 5-credit performing arts elective without prerequisite, is limited to students who wish to begin and/or improve performance skills on violin, viola, cello, acoustic string bass and/or orchestral harp. This class seeks to develop performance skills sufficient to participate in school concerts and musical productions. Performance ensemble assignments will be based on student proficiency level. The more advanced students will have increased solo and chamber ensemble responsibilities at school functions and are encouraged to participate in Region and All-State Orchestra auditions. Violin students are expected to have their own instrument.

Modern Band (510)

2.5 credits

Class is an exploration into production of popular music through the medium of modern "rock" band. Students will be provided with the opportunity to learn and grow in basic knowledge of guitar, keyboard, bass, drum set, vocals, and creation of music through a "rock" combo. The course is designed so that any level of student can be a part of the ensemble and directed towards growth on any instrument.

VOCAL MUSIC

Concert Choir (514)

5 credits

Concert Choir is open to all students wishing to begin or continue study of voice. Membership in this class/ensemble is open to all students without audition. The class is focused on the studying of a wide range of vocal literature ranging from popular selections to more difficult pieces requiring a mixed voice repertoire. As a performance-based program, students are required to participate in various concerts throughout the school year.

PHYSICAL EDUCATION, HEALTH, SAFETY & DRIVER EDUCATION

Each student is scheduled for five periods per week of Physical Education and/or classroom instruction in health, safety and driver education. Three marking periods each year are devoted to Physical Education (earning 3.75 credits) and one marking period to the classroom instruction (earning 1.25 credits). Both the Physical Education and other instruction must be passed separately in order to graduate.

Physical Education (Grade 9) (011)

3.75 credits

The emphasis of the ninth grade program is on the development of personal physical fitness and participation in activities that foster fitness and basic physical skills for lifelong activities.

Health (Grade 9) (011)

1.25 credits

Ninth grade health instruction is divided into two parts. The first part deals with human growth and development, including the development of responsible sexual attitudes; and the second with drug awareness, including the development of an understanding of the causes, effects and impact of drug abuse.

Physical Education (Grade 10) (021)

3.75 credits

Tenth grade Physical Education expands upon the concepts of fitness learned in the ninth grade. Emphasis is on the ability to make informed decisions concerning health and personal fitness, as well as on specific skills required to participate in a variety of exercises and activities.

Health: Driver Education (Grade 10) (021)

1.25 credits

Driver Education, as an aspect of health instruction, is provided to all tenth grade students because of its important implications for the health and safety of young adults.

Physical Education (Grades 11 and 12) (041)

3.75 credits each year

Eleventh and twelfth grade students are combined in a program that is geared to their ability to assume responsibility for their fitness. Included are specific sports activities selected to achieve that goal and develop a life-long interest in active leisure pursuits.

Health (Grade 11 and 12) (041)

1.25 credit each year

Eleventh and twelfth grade students are combined in a program that continues to stress decision-making related to personal health and wellness. The eleventh grade course of study and the twelfth grade course of study are offered in an alternating year.

Adapted Physical Education (Grades 9-12) (051)

3.75 credits each year

This program is designed for students who are recommended by their physicians or the Child Study Team to participate in an individual program that meets their special needs.

SCIENCE

The science program is designed for both the science-oriented student and the student whose interests lie in other fields. The program offers courses in the basic laboratory sciences: biology, chemistry, physics, ecology, and environmental science. Biology, chemistry, physics and environmental science are also offered at the advanced level. All students are required to take three years of science.

Biology (301)

5 credits

The subject matter includes basic life processes, ecology, heredity, evolution, and the fundamental chemistry of life. Regular laboratory periods are designed to encourage observation and interpretation of experimental data.

Biology Honors (300)

6 credits

This course is designed as an in-depth study of basic life processes, heredity, evolution, and fundamental chemistry of life. In addition, other topics include immunology, parasitology, and hydrogen, carbon, oxygen and nitrogen cycles of nature. A laboratory activity is scheduled each week to reinforce concepts studied.

Anatomy & Physiology (308)

5 credits

This is a second year course designed as an in-depth study of the anatomy and physiology of the human body. It is recommended for students interested in health related careers as well as those students who desire to learn in detail about the structure and functioning of their bodies. Labs, including dissections, and individual projects supplement the class work. Biology and Chemistry are prerequisites for this course.

This course may be eligible to receive college credit through the Seton Hall University Project Acceleration Program.

Advanced Placement Biology (309)

6 credits

This second-year course in Biology is specifically designed to prepare the student who plans to major in science at the college level. This course examines in-depth the topics of cell and molecular biology, genetics, evolution, taxonomy, anatomy and physiology, ecology, and botany. It is designed to prepare students for the Advanced Placement and CLEP Examinations for college credit. Students are strongly encouraged to take the Advanced Placement examination in May. The class meets for six periods per week. Successful completion of Biology Honors (300) and Chemistry Honors (311) are required or Biology (301) and Chemistry (310) with at least an A-average and application are required prerequisites for this course.

Conceptual Science (313)

5 credits

Conceptual science offers students a descriptive approach to topics in science. This course provides students with a working knowledge of atomic theory, chemical periodicity, the mole concept, and energy changes within chemical reactions. These concepts are explored within the context of real-life conditions. The course prepares students to develop skills in hands on laboratory investigation, critical thinking, problem solving, experimenting, reading comprehension, verbal expression, and practical application.

Chemistry (310)**5 credits**

This course provides students with a working knowledge of atomic theory, chemical periodicity, the mole concept, and energy changes within chemical reactions. Laboratory work and problem-solving are used to develop understanding of chemical concepts. The course is recommended for the college bound student. Minimum prerequisite: Algebra I (721).

Chemistry Honors (311)**6 credits**

This course is designed as a basic investigation of major principles of inorganic chemistry, atomic structure, bonding, chemical mathematics, solubility, oxidation-reduction, energy, rates of reaction, and elementary chemical analysis. Emphasis is placed on laboratory experiments and the development of problem-solving techniques. This class meets six periods per week and should be elected only by high ability students. *This course may be eligible to receive college credit through William Paterson University.*

Advanced Placement Chemistry (312)**6 credits**

This course is designed to cover the same basic concepts as a freshman college chemistry course. It is assumed that the students will have a college chemistry course. It is assumed that the students will have a sound basic knowledge of atomic structure and chemical bonding. The interactions between physics and chemistry will be emphasized and the overall purpose of the course is to develop an awareness and sound understanding of basic chemical concepts such as dynamics, kinetics, and equilibrium. Laboratory exercises will be performed to supplement and strengthen the concepts of class work. The class meets six periods per week. Students are strongly encouraged to take the Advanced Placement test in May. Three years of college preparatory mathematics completing Algebra II/Trigonometry (741), and chemistry, with a minimum average of B or better in mathematics and A- or better in science courses are required as prerequisites. Physics may be taken concurrently with Advanced Placement Chemistry.

Physics (320)**5 credits**

The regular physics course is designed for those students who are interested in physics but who do not intend to pursue science or engineering. The aims of the course are to make the college-bound student more aware of the principles of physics, to become more "science literate," and to stimulate some of the students to take more courses in science. It is suggested that students take a minimum of Algebra II and Trigonometry (741) concurrently with this course. *This course may be eligible to receive college credit through William Paterson University.*

Advanced Placement Physics 1: Algebra-based (318)**6 credits**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Proficiency in problem analysis in mathematics is highly desirable. The class meets six periods per week. Completion of Chemistry (310) and Algebra II and Trigonometry (741) with a B or better are required prerequisites for this course.

Advanced Placement Physics C: Mechanics and Electricity & Magnetism (321)**6 credits**

This course is designed to cover the same basic concepts as a freshman college introductory physics course. The topic coverage will be broad with no major field of emphasis. The topics to be covered include: kinematics, dynamics, statics, momentum; and selected topics in electricity and magnetism. Laboratory exercises will parallel the class work. Students are strongly encouraged to take the Advanced Placement Physics C examination in May. The class meets six periods per week. Prerequisites are successful completion of Honors Chemistry (311) and AP Physics I (318) or an A- average in Chemistry (310) and Physics (320). Students must have at a minimum completed Algebra II/Trigonometry (741) with a B or better average. Calculus taken currently with Advanced Placement Physics is required.

Environmental Science (331)**5 credits**

Students in this class learn about the many aspects of our environment of the Earth and the atmosphere that surrounds us. Students learn to recognize the impact of humans on the Earth's surface and the use of non-renewable resources. They develop an understanding of the environment as a system of interdependent components and the impact that both natural phenomena and human activity have on the different components. The course is designed to emphasize enhancing content knowledge while providing an opportunity to experience real science.

Advanced Placement Environmental Science (332)**6 credits**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to 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 or preventing them. Completion of Biology and Chemistry with a B or better are required prerequisites for this course.

Marine Science (334)**2.5 credits**

This semester course is an extensive marine biological study that includes topics such as oceanography, ocean productivity, ocean chemistry, tides, marine animal populations, climate change and animal tracking using real time data. Students learn the unique role that the ocean and its flora and fauna play in the earth's biogeochemical cycles. Students complete extensive laboratory work, research projects and field studies that are an integral part of this course. Grades 11-12. Prerequisite: Biology, Chemistry and/or Environmental Science.

Forensic Science (333)**2.5 credits**

Forensic Science is focused upon the application of scientific methods and techniques to crime and law. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis are presented with emphasis placed on the techniques used in evaluating physical evidence. Completion of Biology and Chemistry/Conceptual Science are required prerequisites for this course. This course is open to students in grades 11 & 12. Priority is given to grade 12 students.

SOCIAL STUDIES

The Social Studies program develops the basic knowledge, attitudes and skills necessary for active participation in our democratic society. The successful completion of World History, U.S. History I, and U.S. History II are required for graduation. In addition to its other courses, the Social Studies Department offers a four-year program of honor and advanced placement courses. All such courses carry weighted grades and the Advanced Placement courses are geared specifically to help students who may wish to take the Advanced Placement Examination in American History.

World History (201)

5 credits

This is a broad-based social studies course not simply focusing on European history but also incorporating aspects of world history (including Africa, Latin America, and Asia), world geography, international relations and world cultures. Emphasis will be given to developing basic social studies skills in reading, writing, speaking, and thinking. It is the required social studies course for ninth grade students.

World History Honors (200)

5 credits

This is a broad-based social studies course focusing on European history, world geography, international relations and world cultures. The Honors course for ninth grade students will require more time for writing, research and outside assignments.

United States History I (211)

5 credits

The course covers the political, economic, social and cultural growth of our nation from the colonial period to 1900. Throughout the year current problems are related to past events. An emphasis is placed upon those themes in American Studies which have proven to be part of particular impact on contemporary American Life. Activities are utilized throughout this course to develop the students' reading, writing, thinking, and oral communication skills.

United States History II (221)

5 credits

As a continuation of United States History I this course begins with 1900 and continues chronologically to approximately our current period. A major section of economics, government, and New Jersey history is included. Emphasis is placed on skill development.

Advanced Placement United States History I and II (210 & 220)

5 credits each

These are special survey courses designed to challenge students beyond the level normally expected of high school sophomores and juniors. These courses are taught on a college level and members of the Advanced Placement United States History II course may elect to take the Advanced Placement Test given each year. Students who enroll in Advanced Placement United States History I will either have successfully completed the World History Honors course or, in special cases, may apply for acceptance in the preceding spring. Students in the Advanced Placement United States History II course must have successfully completed Advanced Placement United States History I.

210 – Advanced Placement United States History I

220 – Advanced Placement United States History II

In addition to the required sequence, the following courses are offered through the Social Studies Department. Elective courses may not be taken in lieu of the required classes in World History and United States History.

Genocide Studies (252)

2.5 credits

This course investigates the profound nature of genocide and the repercussions that they have had, and continue to have, on individual groups of people, nations and the entire world. Students will not only explore the political, social, and psychological causes of genocide as a whole; they will also critically analyze these causes as they relate to the many cases of genocide that have occurred throughout the world in the past century. The aim of this course is to promote greater awareness among our students toward these atrocities and the ability to critically think about how conflicts might be avoided and responded to by the world community. *This course may be eligible to receive college credit through the Fairleigh Dickinson Middle College Program.*

Advanced Placement Government & Politics: United States (253)

5 credits

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This year-long elective is open to students in grades 11 & 12.

Advanced Placement World History (255) – grade 9

5 credits

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Grade 9 students could opt to take this course in lieu of their Honors World History freshman requirement.

Advanced Placement Human Geography (256)

5 credits

The purpose of the AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This year-long elective is open to students in grades 10 through 12.

Advanced Placement Psychology (257)

5 credits

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. This year-long elective is open to students in grades 10 – 12

Human Development (250A)

2.5 credits

Human Development investigates the exciting, intriguing, and often controversial theories that deal with human behavior. Students are exposed to fundamental principles regarding human conduct as found in the disciplines of psychology and social psychology. The viewpoints of Freud, Erikson and many other social theorists will be explored.

Sociology (251)**2.5 credits**

Sociology will build upon many of the ideas presented in the Human Relations course. The course introduces the student to the social science of Sociology, which analyzes social institutions and the dynamics of group behavior. The class will also provide students with the opportunity to study major social problems found in contemporary America.

Economics (248)**5 credits**

This course introduces the student to the study of the broad flow of goods, services, money, and government influences throughout the economy. It emphasizes the concept that economic decisions are determined on the basis of individual and collective values. Students are introduced to the issues of taxes, inflation, unemployment, as well as the many facets of the role played by the federal government and Federal Reserve. The course extends into the international arena and examine economics from a global perspective. No prerequisite is required to enroll in this course. *This course may be eligible to receive college credit through the Seton Hall University Project Acceleration Program.*

Law (249)**2.5 credits**

Law is designed to aid students in developing a personal understanding of human rights and their own responsibility for the protection and extension of legal rights. Students reflect upon the need for law and develop a working knowledge of how the law impacts their lives, as well as the lives of others. Students gain an overview of the legal system and concentrate on topics in civil law such as negligence, contracts, and consumer rights. Criminal courts, categories of crime, trial procedure, and Constitutional protections are among the many areas to be studied in this semester course. No prerequisite is required to enroll in this semester course.

TECHNOLOGY EDUCATION

Technology Education is the means by which we teach students the Technology and Engineering components of Science, Technology, Engineering, and Mathematics (STEM) education. Effective Technology Education combines knowledge of content, processes and skills to provide students with a holistic approach to learning. Technology Education offers students unique opportunities to apply numerous academic concepts through practical minds- on/hands-on applications giving these academic concepts relevance.

Engineering and Design: CADD I (984)

2.5 credits

This semester course is especially valuable for students who are interested in pursuing a career in the areas of Interior Design, Art, Architecture, and all forms of Engineering, Construction, Manufacturing or Machine Trades. The coursework is designed to develop students' knowledge, understanding, and skills related to each individual's ability and career goal(s) or vocational interests. Topics of instruction and activity include sketching, lettering, measurement, scale drawing, orthographic and isometric drawings, section views, and drafting constructions. Pencil and paper techniques are introduced prior to introduction of computer-aided drafting. Students will be using AutoCAD. This course is open to students in grades 9-12. *This course may be eligible to receive college credit through the County College of Morris Titan Express Dual Enrollment Program.*

3D Design: CADD II (984B)

2.5 credits

Students begin the course with a set of problems intended to refresh and fine tune skills gained in CADD I including, 2D drafting and design, sheet layout, visualization, and dimensioning and annotation. The course progresses quickly into developing additional skills in 3D modeling including complex commands that involve the symmetrical generation of entities, as well as the modification of existing material. Students then progress into the visual and material aspects of the program as they learn to assign specific materials to objects in the program to enhance the realism of their models and to develop better visual prototypes of objects in the program. The course concludes with an in-depth project in which students will be tasked with modeling a complex item in 3D, assigning proper materials, and properly annotating the drawing for a sheet layout as a marketing model would be in industry. Grades 10-12. Prerequisite: CADD I. *This course may be eligible to receive college credit through the County College of Morris Titan Express Dual Enrollment Program.*

Pre-Engineering and Robotics (985)

2.5 credits

This semester course emphasizes the application of the design method to invent solutions to real world technological problems. Students identify problems, perform Internet research, design, and fabricate models or prototype solutions. Problem solving and design skills are taught through a variety of problem-solving activities. Hands on themes for this level include, but are not limited to, structural, fluid powered and robotic systems. This course provides all students with the valuable skills such as: problem solving, design, creative thinking, systems thinking, team work, documentation, computer applications, applied math and science. This course is open to students in grades 9-12.

Architecture (986)

2.5 credits

This semester course is an introductory level course designed for students who are interested in pursuing a career in the areas of Interior Design, Art, Architecture, and all forms of Engineering (specifically Civil Engineering) and Construction. This course explores the principles, techniques, and methods used to design and build structures. Topics of instruction include architectural styles, famous architects, ergonomics in the home, scale, and creating models. Both digital and paper planning tools will be utilized by students to create their own architectural design, build structures, and create scale models. Students will have the opportunity to redesign existing buildings as well as create their own unique designs. Students will be using Revit software. This course is open to all students grades 9-12. CADD I is a prerequisite to this course.

VISUAL ARTS

Visual literacy is the goal of the Department of Art. In order to achieve this goal the art program offers diversified opportunities to any student who desires to participate in a program of creative self-expression. A wide variety of media is utilized including painting, drawing, pottery, sculpture, photography, and graphics. Also introduced is material concerning art careers, art history, and art criticism.

Introduction to Art (535) - not offered in the 2026-27 school year

2.5 credits

In this semester course, students learn the elements and principles of art which guide the artist towards making quality artwork that is well-designed, expressive, or both! Students explore and increase their skills in using a variety of 2-dimensional and 3-dimensional media such as paint, clay, wire, colored pencil, marker, and more. Creativity and problem solving are developed and encouraged along with a respect and appreciation for art across the time periods and cultures.

Introduction to Drawing (536) - not offered in the 2026-27 school year

2.5 credits

Drawing is a skill that can be learned! Through a series of activities that increase visual perception and awareness, students learn how to make their drawings “pop” off the page. Shading, perspective, and color rendering are explored as the students draw from real objects, their imagination, and original reference sources.

Studio Art I (538)

2.5 credits

This entry-level semester course’s main emphasis is hands-on art making. Course content will be organized around the elements and principles of design and an introduction to famous artists, critique, and art appreciation. Knowing how to draw is not a prerequisite, but a willingness to try is! Students will be graded on personal progress, following directions, and effort, not on talent. Students who have taken Introduction to Art or Introduction to Drawing are not permitted to take this foundation course. The course is open to grades 9 – 12.

Studio Art II (538A)

2.5 credits

This semester course builds on skills learned in Studio Art I such as drawing, painting, printmaking, collage and the application of design elements and principles. Increasingly complex images will be created through artistic problem solving, refining of work, and critique. Completion of this course can lead to the full year Studio Art III in the pathway to AP 2D Art and Design. Introduction to Art or Introduction to Drawing or Studio Art I are prerequisites to this course. The course is open to grades 9 – 12.

Studio Art III (550A)

5 credits

Students develop artistic skill and voice in drawing, painting, printmaking, and other 2 dimensional media throughout this year long course. In addition to skill-based units, students will engage in interpreting their own work, works of their peers, cross-cultural works, and works from the history of art. Students will engage in experimentation with media and processes for expressive results, reflect upon their work and revise based on reflection. Maintaining a sketchbook that documents process will be part of this class. Completion of Introduction to Art (535) and Introduction to Drawing (536) or completion of Studio Art I and Studio Art II are prerequisites to this course. Completion of Studio Art III can lead to the pathway to AP 2D Art and Design. The course is open to grades 10 – 12.

3 Dimensional Art (540)

2.5 credits

This introductory course explores the fundamentals of three-dimensional art using traditional, hands-on materials. Students will learn how artists transform ideas into physical forms through sculpting, carving, modeling, and assembling. Projects may include work with clay, cardboard, wire, plaster, wood, mixed media, and found objects—focusing on craftsmanship, creative problem-solving, and safe studio practices. Throughout the course, students will develop an understanding of form, volume, structure, and space while applying design principles such as balance, proportion, texture, and emphasis. In addition to creating finished artworks, students will learn

both subtractive and additive methods, basic armature construction, and surface treatments. Studio Art I are prerequisites to this course. The course is open to grades 9 – 12.

Visual Arts Seminar - not offered in the 2026-27 school year

5 credits

This course is open to second, third and fourth year art students. The Visual Arts Seminar is for the art student who wishes to be exposed to a variety of topics in the artistic arena.

Technical Drawing (541) – not offered in the 2026-27 school year

2.5 credits

This course combines art with technology, focusing on computer illustration as it applies to marketing and other communicative purposes. Students develop skills in creating high quality computer generated 2 and 3-dimensional illustrations. Course projects include descriptive illustrations that show how things work, plan drawings, and conceptual project design. Emphasis is placed on fundamental drawing principles, computer illustration proficiency and aesthetic qualities of final illustrations. This semester course is open to all students in grades 9-12.

Photography 1 (542) – not offered in the 2026-27 school year

2.5 credits

In this class, students learn the difference between a “snapshot” and a photograph that is taken with artistry. Advanced digital camera techniques such as stop action, motion blur, depth of field, bracketing, flash fill, and more will be explored. Students will use both Adobe Lightroom and Photoshop to edit their original photos. The photograph will be discussed both as a record and as an expression of personal ideas and experiences.

Photography 2 (543) - not offered in the 2026-27 school year

2.5 credits

In addition to building upon the skills learned in Photography 1, students will gain a greater understanding of Adobe Photoshop and Adobe Lightroom as a tool for artistic expression. Students will be introduced to studio lighting techniques as well as the varied career options available to professional photographers. Prerequisite: Photography 1.

Graphic Design: Adobe Illustrator (544) - not offered in the 2026-27 school year

2.5 credits

This course focuses on how the Adobe Illustrator software program is used in the field of graphic design. Students learn the elements and principles of design and basic design concepts. Students will create real-world professional designs. Project topics such as typographic design, computer illustration for icon and logo design, package design, and other creative commercial art products will be explored.

Graphic Design: Adobe Photoshop (545) – not offered in 2026-27 school year

2.5 credits

This course focuses on how the Adobe Photoshop software program is used in the field of graphic design. Students construct solutions to communication problems in the form of real-world design projects. Building on the basic design concepts, assignments focus on aspects of graphic imagery, photo manipulation, and composition as it relates to visual communication. Project topics such as advertising, cover design, event poster design, and promotional materials will be explored.

Advanced Graphic Design (546) – not offered in 2026-27 school year

2.5 credits

This course takes graphic design to the next level and is for the graphic design-minded art student. Students refine their design skills through more advanced, real-world print and web-design projects utilizing the entire Adobe Creative Suite. The course culminates with the creation of a brand identity and marketing campaign. Prerequisite: Adobe Photoshop and Adobe Illustrator. *This course may be eligible to receive college credit through William Paterson University.*

Digital Art and Design I (551)

2.5 credits

This foundation design course uses Adobe Photoshop and Illustrator to create images with a focus on composition to explore the elements and principles of design, symbolism, color and communication. After completion of this course, students can choose to continue to explore personal expression through digital tools in Digital Art and

Design II or commercial topics in Commercial Design. Students who have taken Graphic Design: Adobe Illustrator or Graphic Design: Adobe Photoshop or Photography I or Photography II are not permitted to take this foundation course. The course is open to grades 9 – 12.

Digital Art and Design II (551A)

2.5 credits

Digital Art and Design II continues concepts introduced in Digital Art and Design I. Adobe Photoshop and Illustrator will be used to create artworks with a focus on illustration and personal expression. Photography, using the DSLR cameras and editing in Adobe Lightroom will enable students to further communicate with images. Successful completion of this course, along with Commercial Design, will provide students a pathway to the AP 2D Art and Design class. Digital Art and Design I or Graphic Design: Adobe Illustrator or Graphic Design: Adobe Photoshop or Photography I or Photography II are prerequisites to this course. The course is open to grades 9 – 12.

Commercial Design (552)

2.5 credits

With the use of digital materials, students will investigate commercial and advertising applications of Photoshop, Illustrator and In-Design to create professional looking graphics. Design, advertising, logos, branding, and package design are some of the topics covered. Completion of this course, coupled with Digital Art and Design II, can lead to AP 2D Design upon approval of portfolio review. Digital Art and Design I or Graphic Design: Adobe Illustrator or Graphic Design: Adobe Photoshop are prerequisites to this course. The course is open to grades 9 – 12.

Advanced Placement 2D Art and Design (547)

5 credits

AP 2D Art and Design students will develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection in the creation of a portfolio for submission to the College Board and possible college credit. Students will develop a sustained inquiry that demonstrates evidence of process, experimentation and revision as well as synthesis of materials and ideas during the year long course. This portfolio/course is designated for work that focuses on the use of 2-D elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Portfolios should showcase work with advanced concepts and skills in a student's chosen media. Prerequisites: For traditional media portfolios: Studio Art or Studio Art III, OR, for Photography based portfolios: Photography 1 and Photography 2, OR for digital based portfolios: Digital Art and Design I and Digital Art and Design II and Commercial Design.

Digital Video (548A)

2.5 credits

Students learn the technical and theoretical skills necessary for digital video production. Students learn filming techniques such as composition, visual storytelling and sequencing. Students shoot video clips and then import them into video editing software where they learn how to edit, utilize transitions, add effects, audio, narration and credits to create short-movies. Video project topics covered include event promotion, event highlight interview, instructional, vlog, documentary and video art. The course is open to grades 9-12.

AP Art History (549)

5 credits

AP Art History is an introductory college-level art history course. Students cultivate their understanding of global art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. There are no prerequisites to the course. The course is open to grades 10-12.

WORLD LANGUAGE

In a rapidly changing world, it is more important than ever that we have an understanding of other cultures and an ability to speak other languages. The fundamental purpose of world language instruction is to enable students to communicate in a foreign language and to understand and appreciate other cultures. The World Languages curriculum at any level concentrates on the four skills of listening, speaking, reading and writing, in addition to culture. Five levels of French and Spanish, and Italian are offered.

French, Italian, or Spanish I (401, 421, & 431)

5 credits

The emphasis at this level is on basic oral and listening proficiency, especially in the initial stages. Through progression, the student begins to incorporate both reading and writing skills while progressively building oral proficiency. Basic grammatical concepts and introductory vocabulary are presented and practiced. Students can recognize similarities and differences between their own and the target language culture. Students acquire an understanding of and appreciation for other cultures. *Spanish I may be eligible to receive college credit through William Paterson University.*

401 – French I

421 – Italian I

431 – Spanish I

French, Italian or Spanish II (402, 422, & 432)

5 credits

The emphasis at this level is placed on building upon the grammatical structures, concepts and mastery of intermediate vocabulary usage. The major grammatical concepts studied at this level are simple and composed past tenses. Students gradually expand their knowledge about the target culture. Students identify geographical features, historical landmarks, and major sites of the areas where the target language is spoken and their influence on that culture.

402 – French II

422 – Italian II

432 – Spanish II

French, Italian or Spanish III (403, 423, 433)

5 credits

At this level, continued emphasis is placed upon the four basic skills: oral, listening, reading and writing. The student is exposed and introduced to some of the major historical, geographical, and cultural events of the countries that use the target language. Students can identify outstanding achievements of the people of the target cultures and their contributions to world civilization. Every opportunity shall be afforded to the student to express views, comments, and perceptions in the target language.

403 – French III

423 – Italian III

433 – Spanish III

French, Italian or Spanish IV Honors (404, 424, 434)

5 credits

The fourth level will provide the student with the opportunity to achieve greater comprehension of the spoken language; greater accuracy and fluency of oral expression; greater facility in reading through contact with literary works of greater and wider scope; and abundant practice in writing through compositions and reports. Students focus on the global view of the countries that use the target language and its culture and interaction with the rest of the world. This knowledge is attained through literary readings, geographical studies; historical perspectives, and articles focusing on civilization and current events.

404 – Honors French IV

424 – Honors Italian IV

434 – Honors Spanish IV

French, Italian or Spanish V Advanced Placement (405, 425 & 435)**5 credits**

Emphasis in this course is designed to direct the student toward a deeper understanding of the culture, literature, art, music and history of the foreign countries at a more advanced level. Analysis of literary works, newspapers, magazines, tapes, and DVDs is extensively employed. Special focus on in-depth study of written and oral expressions are presented and practiced. The Advanced Placement Italian, French or Spanish V will prepare the students to take the A.P. French or Spanish Examination.

405 – Advanced Placement French V

425 – Advanced Placement Italian V

435 – Advanced Placement Spanish V

Spanish VI Advanced Placement Literature and Culture (437)**5 credits**

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. This course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills – with special attention to critical reading and analytic writing. Also, this course encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

English as a Second Language (190)**5 credits**

E.S.L. is required by the New Jersey State Department of Education to help pupils gain fluency in English as quickly as possible. ESL Beginner would provide basic “survival” language skills and strategies that newly arrived ELL’s need to function in the school setting and beyond. The course would focus heavily on basic interpersonal communication skills as well as reading, listening, and writing skills. The course would also incorporate some units that teach basic academic language proficiencies. The students extend and improve their skills at their own pace. Students may be enrolled in E.S.L. for more than one year.

English as a Second Language - Intermediate/Advanced (190A)**5 credits**

E.S.L. is required by the New Jersey State Department of Education to help pupils gain fluency in English as quickly as possible. ESL Intermediate/Advanced would continue to focus on real life interpersonal communication, reading, listening, and writing skills. The primary focus however would be on academic language proficiency. The course would rely heavily on level appropriate literature such as short stories, poetry, non-fiction, and short novels. Units would be interdisciplinary to afford students the opportunity to acquire more content specific vocabulary utilized in their other courses. The course would also focus on different academic styles of writing and presentational/public speaking skills. Lastly, grammar, mechanics, and level appropriate vocabulary would be a constant focus throughout the course. Students may be enrolled in ESL for more than one year.

SHARED TIME OCCUPATIONAL PROGRAMS

Eleventh and twelfth grade students may receive credit for special courses taken through the Academies of Morris County. Students must apply for admission and visit the school for a personal interview. In addition, the student must take at least three courses at their home school. Some courses are offered for Special Needs students. For additional information, please contact your student's school counselor. Transportation is provided by the District.

ALLIED HEALTH

Allied Health is a unique opportunity for juniors and seniors to take healthcare courses and complete a two-year clinical internship at Chilton Hospital. The program is run by a partnership between Morris County Vocational School District, Pequannock High School and Chilton Hospital. The program is for students who are interested in pursuing careers or postsecondary education in the healthcare industry. Over the course of the two-year program, students take college credit-bearing health care courses at Pequannock High School and participate in a clinical internship at Chilton Hospital in numerous departments.

AUTO BODY AND COLLISION REPAIR

The Auto Body and Collision Repair program exposes students to the essential concepts and principles of automotive structural repair and paint refinishing. Students learn knowledge and skills required to perform high quality, comprehensive, and safe collision repairs using industry recognized I-CAR education programs. Students who completed the Auto Body and Collision Repair program pursued post-secondary education and/or employment as auto body technicians, collision repair technicians, and automotive painters.

AUTOMOTIVE SERVICE TECHNOLOGY

The Auto Service Technology program exposes students to essential concepts and principles of automotive mechanics. Students learn the key components of the automotive systems, including braking, electrical, steering and suspension, and engine performance using industry recognized ASE education programs. Students who completed the Auto Service Technology program pursued post-secondary education and/or employment as auto technicians, specialty technicians, and automotive service managers.

CARPENTRY

The Carpentry program exposes students to the construction process from the ground up, with an emphasis on project-based learning experiences. Students learn the technologies and skills needed to construct residential and light commercial buildings common in today's environment. Upon completion, students will have the opportunity to earn entrance into the local carpenter's union. Students who completed the carpentry program pursued post-secondary education in architecture, project management, engineering and business administration, apprenticeship, and/or employment with general contractors and local carpenters' unions.

COSMETOLOGY

The Cosmetology program exposes students to essential concepts and principles of cosmetology and hair styling. Students learn the principal components of salon operations, including hair, skin, and nail care. Students will have the opportunity to earn a New Jersey State Board of Cosmetology and Hairstyling License. Students who completed the Cosmetology program pursued post-secondary education and/or employment as cosmetologists, hairstylists, hair color specialists, make-up artists, and beauty care consultants.

CULINARY ARTS & HOSPITALITY

The Morris County Vocational School District in partnership with County College of Morris offers Culinary Arts & Hospitality. Designed for students with an interest in the hospitality industry and in the preparation, cooking and presentation of food, usually in the form of meals. Students will learn through college-level work and hand-on activities. The courses will provide a solid foundation of knowledge for the Restaurant and Culinary industries and a good understanding of management principles that will lead to a more successful career. These studies may eventually take students into diverse fields such as hotels, restaurants, cruise ships, amusement parks, destination

marketing, convention centers, country clubs, travel, tourism, event planning and other related industries that practice hospitality principles on a regular basis.

CYBERSECURITY & INFORMATION PROTECTION

This program is run by a partnership between Morris County Vocational School District and County College of Morris. Cybersecurity & Information Protection focuses on developing a skilled cybersecurity and data protection workforce. The program is for students who are interested in IT and cybersecurity. Students earn college credit while acquiring skills and certifications in a high demand career area.

CRIMINAL JUSTICE

This program is run by a partnership between Morris County Vocational School District and County College of Morris. Criminal Justice is designed to fulfill the needs of a student interested in law enforcement, public safety, legal studies, and the criminal justice system. Students will have the opportunity to take career-focused, college-level courses that offer many possible pathways after graduation for career advancement.

ELECTRICAL TRADES

The Electrical Trades program exposes students to the essential concepts and principles of residential and commercial electrical systems. Students learn knowledge and skills required to perform the functions of an electrician, including wiring, motor controls, telecommunications, alarm systems, computer installations, and fiber optics. Upon completion, students will have the opportunity to advance their studies and pursue apprenticeship through participation in Morris County Vocational School District's continuing education program. Students who completed the Electrical program pursued post-secondary education and/or employment as electricians, electrical helpers, utility workers, and union apprentices.

ENGINEERING DESIGN AND ADVANCED MANUFACTURING

The Morris County Vocational School District in partnership with County College of Morris offers this exciting program on the campus of County College of Morris in Randolph. High school juniors and seniors will take classes in engineering, computer science, electronics, and other technology applications to earn college credits before high school graduation. Students enrolled will also earn County College of Morris Certificates of Achievement in Mechanical Computer Aided Drafting and Engineering Technology.

EXERCISE SCIENCE

The Exercise Science Program is a 2-year program that focuses on health and fitness. This program is designed for students who are interested in careers in the health and fitness industry. The program provides a foundation for a variety of career pathways, some that allow for immediate entry into the workforce after high school and many of which require 2 or 4-year degrees.

FUNDAMENTALS OF FOOD SERVICES*

The Fundamentals of Food Services program exposes students to the essential concepts and principles of culinary arts. Students learn the knowledge and skills required to perform the functions of food service personnel, including sanitation, hot and cold food preparation, cooking procedures, baking, and table set up and service. Students have the opportunity to gain practical experience by working in our industry standard kitchen and planning functions for the community. Students who completed the Food Service program pursued post-secondary education and/or employment as prep cooks, pantry cooks, dietary assistants, baker assistants, bakery clerks, and cake decorators.

*Fundamentals courses are special class programs designed for students who require a smaller class size

PLUMBING AND PIPE FITTING

The Plumbing and Pipefitting program exposes students to the essential concepts and principles of plumbing, pipefitting, and heating in residential and commercial environments. Students learn the knowledge and skills

required to perform the functions of plumbers and pipefitters, including drafting and design, pipe installation, building codes, venting systems, and green technology. Upon completion, students will have the opportunity to advance their studies and pursue apprenticeship through participation in Morris County Vocational School District's continuing education program. Students who completed the Plumbing and Pipefitting program pursued post-secondary education and/or employment as plumbers, plumbers' assistants, pipefitters, and plumbing apprentices.

WELDING TECHNOLOGIES

The Welding Technologies program exposes students to the essential concepts and principles of welding and fabrication. Students learn the knowledge and skills required to perform the functions of a welder, including mig, tig, and stick welding processes, print interpretation, arc cutting, hydraulics, and metric and standard measurement. After completion, students will have the opportunity to advance their studies and pursue apprenticeship through participation in Morris County Vocational School District's continuing education program. Students who have completed the welding program have pursued post-secondary education and/or employment as welders, pipefitters, machinists, and fabricators.

SHARE -TIME PATHWAYS – FOUR PATHWAYS

Located in the Morris County Career Training Center in County College of Morris in Randolph will offer an innovative educational opportunity for students. This program is designed to bridge the gap between high school education and the workforce providing students with valuable skills, college credits, and experiences that prepare them for future careers or further education.

Healthcare Pathway

- Dental Assistant
- Emergency Medical Technician
- Medical Assistant
- Medical Office Administration (Billing and Coding)

Business Pathway

- Entrepreneurship
- Supply Chain Management

Information Technology Pathway

- Artificial Intelligence (Data Science)
- Network Administration

Electronics Technology Pathway

- Renewable Energy Technology (Solar and Wind)
- Robotics for Automated Manufacturing