

Robbinsville High School



Program of Studies 2024 – 2025

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MISSION STATEMENT

Robbinsville High School of Mercer County, New Jersey
is a community of diverse students, involved parents, and dedicated professionals devoted to life-long learning.

Our mission is to engage students in an academically challenging and technologically advanced learning environment that fosters the development of young adults as responsible, respectful, and innovative contributors to a global society.

“No person will be denied admission to any program or course of study in Robbinsville High School on the basis of race, color, age, creed, religion, sex, national origin, ancestry, handicap, social, or economic status.” Any student or parent having inquiries regarding the application of these rights should contact Robbinsville High School administration.

Section 504 of the Rehabilitation Act of 1973 is the nation’s first law to protect the civil rights of disabled people. Section 504 of the Rehabilitation Act of 1973 provides that “No otherwise qualified individual..shall solely by reason of his/her disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Introduction

The program of studies is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning for Robbinsville High School. It is a complete guide to the possible course offerings at RHS. Each department has described its specific course offerings, highlighting the chief components of each course.

Please understand that final decisions regarding the actual offering of any particular course for the 2024 – 2025 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at RHS provide students with many opportunities to meet their educational needs.

Please note the following when planning your program:

- a. Choose courses not teachers. Students and parents should not make the mistake of choosing or refusing a course based on their perception of a particular instructor.
- b. When planning course level placement, consider taking the most challenging course load that you can handle without creating an undue burden. It may be better for students to experience success in an appropriate placement than to experience extreme difficulty in an inappropriate placement.
- c. School counselors are resources to both students and adults in the development and monitoring of educational programs and are available for consultation. Additionally, school counselors conduct individual conferences to help students with educational planning.

Course Selection Timeline

EVENTS	DATE
Program of Studies Release Date	December 22, 2023
MCCC Dual Enrollment Open House	January 25, 2024
Online scheduling available in Genesis Parent Portal for students in grades: 9 - 11	February 6 th – February 13, 2024
Course Waiver Google Form Submission Deadline RHS Course Waiver Google Form 2024 - 2025	March 27, 2024
Counselors Meet with Current Students	February 2024 - April 2024
Teen Pep, Leadership Core, Unified PE, Unified Electives, Research Methodologies & Virtual Enterprise Applications Due	February 23, 2024
8 th Grade Academic Night	February 15, 2024 Snow Date: February 22, 2024
Online scheduling available in Genesis Parent Portal for students in grade: 8	February 16, 2024 - February 27, 2024
Counselors Meet with 8th grade students and their parents at Pond Road Middle School	March 6, 2024 - March 12, 2024
MCCC Dual Enrollment Application Due *Applications are distributed at MCCC Dual Enrollment Open House.	March 28, 2024
Option II Forms for SLE Programs Due Option II 2024 - 2025 Form	June 3, 2024
Option II Forms for Lab Asst./Teacher Asst. Due Option II 2024 - 2025 Form	June 3, 2024
Option II Forms for Summer School/Recovery Due Option II 2024 - 2025 Form	June 3, 2024
2024 - 2025 Schedules posted to Parent Portal	August 2024
Schedule Changes Accepted	August 2024

***Failure to follow the above submission deadlines may result in disappointment in your final schedule and when change is acceptable, options will be limited if at all possible.**

When you receive this Program of Studies, you are beginning the process that builds your course schedule for the 2024- 2025 school year. Keep in mind that while we try to honor all requests, upper-classmen have selection priority and elective requests are not guaranteed, so please make your elective choices wisely. It is imperative that you consult teachers, family and your counselor to determine if your course selections fit your 4-Year Plan and post high school aspirations.

- **Course selection requests will be submitted virtually via Genesis. The course requests will become available to families on February 6, 2024 and close February 14, 2024 via student and parent portals.**
- **Students who do not meet the grade requirement to move up a course level must complete the Course Assignment Waiver Google Form and submit it by March 27, 2024. Students are permitted a maximum of two waivers per school year. Students may not submit course waivers in the same subject area in consecutive years. Please see the Course Selection Guidelines for more information.**

Course Selection Guidelines

Communication: The Counseling Department communicates with students and their families from School Messenger about events, community service, newsletters, course selection and other information. Please make sure that your e-mail addresses are current to ensure you receive all materials.

Course Selection Process: Students will learn about the Course Selection process for 2024-2025 during in-person class presentations. **Course Request entries are due in Genesis by February 14, 2024.** Requests will be taken with upper-classmen having first priority. Before selections are finalized, counselors will meet with each student to go over their requests, 4 year plan and post high school aspirations. It is the student's responsibility to be familiar with courses offered, course requirements, as well as graduation and college entrance requirements. Please note that course offerings may or may not be offered due to enrollment numbers, teacher availability, Board of Education Approval and/or other restrictions.

Course Selection Changes:

In accordance with the above stated schedule change deadlines, a student can add/drop a course without penalty to their GPA and have no indication of course change on their transcript. Schedule changes will not be made for reasons of convenience, standards differing from student expectations, student desire to be with friends, teacher preference or because a course is not needed for graduation. Schedule changes will be made due to clerical error, recommendation by administration for disciplinary or instructional purposes or based on recommendation from the Child Study Team. If changes are requested after the stated deadlines, students who withdraw from a course may receive a *Withdrawal (W)* on their transcript. A withdrawal from a course will make the student ineligible for honor roll and principal's honor roll.

* Please note that when students apply to colleges, colleges will see these withdrawals on transcripts.

Prerequisites: Please make sure that all prerequisites are met before requesting a course. Prerequisites are listed in this Program of Studies according to department and course listing.

Honors/Advanced Placement Courses: Students who wish to enroll in an Honors or Advanced Placement course must meet the following criteria:

LEVEL	DESIRED LEVEL	FINAL GRADE REQUIRED
College Prep	Honors	A-
Honors	Honors	B-
Honors	Advanced Placement	A-
Advanced Placement	Advanced Placement	B-

If a student does not meet the required grade to request their desired course at the end of the 2nd marking period at the end of January 2024, they must fill out a Course Assignment Waiver Google Form by March 27, 2024.

Course Waivers:

Students who do not meet the course eligibility requirements can complete the course waiver google form under the following conditions:

- The waiver must be submitted by March 27, 2024.
- Students are permitted to submit up to two course waiver forms per year.
- Students may not submit course waivers in the same subject area in consecutive years.
- Waivers will only be accepted if the student has taken the prerequisite course as stated in the program of studies.
- The course waiver process does not apply to MCCC courses, dual enrollment, MCTS courses, or Princeton University courses.

Honors and Advanced Placement (AP) courses are for students who are willing to apply themselves to rigorous expectations and should be fully committed to their request for the full year if waiving to enter the course as there is NO guarantee that students who wish to drop these courses will be able to. AP course curriculum corresponds to the AP tests that are offered by the College Board. Classes require summer work. No student is allowed to take more than 5 AP courses in a given school year without prior approval from the building principal. Students need to submit their request by March 27, 2024. Students will receive more information on AP testing throughout the school year in their respective AP classes.

Option II: Robbinsville High School students have multiple opportunities to enhance their education or choose a route that is aligned with their post-high school plans. These routes can be a vocational program, college course, course advancement, internship, independent study, cooperative education program, lab assistant, summer school to repeat a course, attendance recovery, alternative high school programs, or other structured learning experiences. Please see the Option II section for more information.

Late Arrival/Early Release: This option is only available to good-standing seniors who have 100 credits going into senior year. Students are responsible for their own transportation and are only allowed on campus 5 minutes prior to the first block (late arrival) and 5 minutes after the last block (early release). Students can not choose both options on the same day, nor can they have either option with a Study Hall.

Study Hall: This option is available to all students. Please remember that Study Hall is a non-credited course and cannot be requested along with Late Arrival/Early Release if students are seniors.

Standardized College Admission Testing: Standardized testing is required for students who want to pursue post-secondary education. College Board and ACT offer national testing programs from September to August each year including tests such as the SAT, SAT Subject Tests and ACT (Please visit collegeboard.org or actstudent.org). Robbinsville High School administers Advanced Placement (AP) Testing in May and the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in October each year to junior students and the PSAT10 in May each year to sophomore students.

*If a student requires testing accommodations, as stated in their IEP or 504 Plan, it is the students' along with their parent/guardian's responsibility to contact their counselor to complete the Request for Accommodations Form 8 weeks prior to the test date and supply necessary documentation.

4-Year Planning: (This chart is an example sequence of a college preparatory student)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English I	English 2	English 3	English 4
U.S. History I	U.S. History 2	World History	Social Studies Elective
Algebra 1/Algebra 2	Algebra 2/Geometry	Geometry/Pre-Calculus /Integrated Mathematics	Probability & Statistics/ Pre-Calculus/Calculus
Physics	Chemistry	Biology	Science Elective
Health/PE 9	Driver's Education 10 /PE 10	Health/PE 11	Health/PE 12
World Language	World Language	World Language	World Language
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Underclassmen Students will be scheduled for 40 credits a year			

Students can download their own 4-Year Planner from the RHS Counseling Website

Graduation Requirements

REQUIRED COURSES: *(See High School Graduation Policy 5460 in Student Handbook)*

SUBJECT	YEARS REQUIRED	COLLEGE PLANNING
English	4 years	Colleges want to see a strong academic record that reflects development and challenge throughout <u>all 4 years</u> of high school
Math (Algebra & Geometry)	3 years	
Science (Physics, Chemistry, Biology)	3 years	
Social Studies	3 years	
World Language	2 years of consecutively	
Health/PE	4 years	
Visual/Performing Arts	1 Year (5 credits)	
21 st Century Skills/Career	1 Year (5 credits)	
Financial Literacy course	2.5 credits	
Students need 120 credits to graduate from Robbinsville High School		

OTHER GRADUATION REQUIREMENTS:

NJ Graduation Assessment Requirements	In order for a student to graduate from Robbinsville High School and receive a state-endorsed diploma, they must demonstrate a minimum proficiency required by the state of New Jersey in language arts literacy and mathematics, by means of the New Jersey Graduation Proficiency Assessment (NJGPA) or by meeting the criteria of the NJDOE Portfolio Appeal. Please use this link to be redirected to the New Jersey Department of Education's website with more detailed information.
Community Service	All Robbinsville students are required to complete community service. Pending the student's graduation year will dictate the required hours. Please see the community service section for more detailed information.
Attendance	Students must meet the requirements outlined in the district attendance policy.

CREDIT REQUIREMENTS TO ADVANCE GRADE LEVELS

Promotion to Grade 9	completion of grade 8
Promotion to Grade 10	30 credits complete
Promotion to Grade 11	60 credits complete
Promotion to Grade 12	90 credits complete
Graduation	120 credits & completed community service

ELECTIVE REQUIREMENT SELECTIONS:

Visual/Performing Arts	21 st Century Skills/Career	Financial Literacy
-Any course from the Art or Music & Performing Arts Department	-Any course from the Business, Family & Consumer Science and/or Technology Department	-Personal Finance

COMMUNITY SERVICE REQUIREMENT:

Students are required to complete community service by graduation. These hours must be based on volunteer work and be approved by the advisor/supervisor of the community service. The purpose of the Robbinsville High School's community service requirement is to prepare students to deal with the complexities of today's world by actively participating in their communities. Students are required to earn 30 hours of community service as part of their graduation requirement.

What is Community Service?

Community based service learning is service without pay to a non-profit organization, the RHS community, individual or group in need of assistance. The service must be for the benefit of others in the RHS/Robbinsville community.

What is the value of Community Service?

- Acquire life skills
- Understand their responsibilities as citizens in the community
- Improve self-esteem
- Accept new challenges in leadership and responsibility
- Apply classroom learning to "real life" experiences
- Obtain higher level thinking skills
- Explore different career paths
- Gain the positive experience of helping others

Community based service -learning projects shall be performed outside the school day and shall not earn the students any academic credit or co-curricular remuneration, credit in any other organization or monetary incentives.

Can the Community Service activities that are run through the service club that I belong to count towards the graduation requirement?

Yes, the community service activities that you participate in through your service club can count towards the community service graduation requirement. The club advisor needs to sign off on the student's community service form.

If I am a manager of an athletic team, can these hours count towards the Community Service graduation requirement?

No, the hours put forth as a team manager are not considered community service. A manager is considered part of the athletic team.

Process for submitting Community Service:

The community service form can be found in the counseling office and on the counseling department's website. Students need to complete the form when the community service is complete. The advisor/supervisor of the community service needs to sign the form. Completed/Signed forms need to be hand delivered to the counseling department and turned into the bin marked "community service".

***Freshman can begin collecting hours on their first day of high school.**

Option II

All options below require students to complete and submit the Option II Google Form.

*Option 2 courses **will not be approved** for core classes that meet a state requirement OR for lab science courses except for math and/or social studies. Math courses for advancement, though not recommended, will be permitted if proper protocol is followed.*

Students may choose to use Educere or another accredited approved program/institution for:

-credit recovery

-electives

-and/or classes not offered through the Robbinsville High School Program of Studies

Students are required to complete the Option II Approval Request Form no later than June 1, 2024. The student and family must receive administrative approval prior to registering for an Option II course.

Course Work Taken Prior to High School:

High school level courses taken prior to grade 9 through the Option II process may be used to meet prerequisites or advancement in a particular subject area. However, because graduation credit requirements may only be met by courses taken in grades 9 – 12, high school level courses taken prior to grade 9 are not included in GPA or credits earned, nor are they listed on the high school transcript. Grade 9 begins on the first day of high school in September.

Lab Assistant

Rising juniors and seniors interested in a science lab assistantship need to complete an Option II Form and obtain the signature of the science teacher that they wish to work under. The Option II google form must be **submitted by June 3, 2024** to the Counseling Department. Lab assistantships will be graded on a pass/fail basis.

Independent Study

The purpose of the Independent Study option is to allow rising senior students in good standing to either advance in a particular subject area or in response to a Course Selection conflict that cannot be resolved. Students must complete both the Independent Study Application along with the Option II Form for review and will be notified by their counselor of approval.

Structured Learning Experiences

The Structured Learning Experience (SLE) Program is designed to offer students an opportunity to develop and grow academically, economically, and socially in order to prepare for real world experience through on-the-job training. Students may opt for a semester (2.5 credits) or full year experience (5 credits). Approved participation in any of the Option II activities below implies pupil and/or parent/guardian responsibility for attendance, transportation, personal safety and well-being, specialized equipment, and any and all costs not otherwise provided by the school:

Internship:

The purpose of the Internship option is to allow good-standing junior and senior students the opportunity to have hands-on, unpaid experience in a particular subject area. Students are responsible to find their internship and must complete both the Option II Form and the NJ Model Employer/Agency Agreement For Unpaid School-Sponsored SLE Form for review and will be notified by their counselor of approval. Students will be responsible for communicating with the SLE Coordinator, Supervisor and Counselor as well as understanding all rules and expectations as outlined in documentation given upon approval.

Co-Op Education:

The purpose of the Cooperative Education Program is to allow a maximum of 12 good-standing senior students the opportunity to have hands-on experience at a job site. Applications will be reviewed on a first come, first serve basis. Students are responsible for searching and maintaining their employment throughout the Co-Op experience and complete both Option II Form and the NJ Model Employer Agreement For Cooperative Education Experiences, Non-Hazardous Occupations Form and will be notified by their counselor of approval. Students will be responsible for communicating with the SLE Coordinator, Supervisor and Counselor as well as understanding all rules and expectations as outlined in documentation given upon approval.

Advancing a Course Level

A student may advance a course level in a given sequence (of courses) by enrolling in a course from an accredited institution with a minimum of 120 hours. Please attach a full course description of the course to be taken from an accredited institution to the Option II Form and submit by June 1st. After your school counselor notifies you of course approval, please schedule to take the corresponding RHS final exam with Mrs. Lubbers, Counseling Dept. Administrative Assistant at 609-632-0950 x3029. A student who desires to advance must receive a minimum grade of 83% on the RHS final exam. Please note, certain courses may require higher minimum scores. This information may be obtained by reaching out to the department supervisor.

Your school counselor must receive an official transcript from the accredited institution where the course was taken. Once the official transcript is received and if the corresponding RHS final exam is passed, the summer course will be recorded on the student's transcript but will not be reflected in their GPA. The student will be advanced into the next appropriate course level for the particular subject.

***Any course taken outside of RHS will be noted on the transcript with the final grade however it will not be reflected in the GPA.**

***Exception: Students that transfer into the district with a year or more courses from another high school. Those courses will be computed towards a student's grade point average.**

Summer School

A student who receives a final grade below 60 (F) in a course taken during the regular school year or loss of credit for a course due to attendance may opt to:

- Repeat the course during a future regular school year
- Enroll in a summer school program approved by the principal
 - For a failed course, the student must take 60 hours of summer school
 - For attendance recovery, the student must take 30 hours of summer school

Your school counselor will notify you of course approval prior to the student starting the course. The grade received during the summer will be recorded along with the previous failing grade on the student's transcript, however only courses taken at RHS will be computed towards a student's grade point average.

***Any course taken outside of RHS will be noted on the transcript with the final grade however it will not be reflected in the GPA.**

***Exception: Students that transfer into the district with a year or more courses from another high school. Those courses will be computed towards a student's grade point average.**

College Coursework for High School Credit

Students may choose to pursue college courses and receive both college and high school credit. College level coursework must meet the following stipulations and be approved by the principal:

- Course requests for college courses must be entered on our Option II Form and be reviewed and approved prior to beginning the course.
- The college course taken must be the same college course offered to regularly admitted college students and must be taught by college faculty with academic rank or adjunct faculty with a minimum of a master's degree.
- Students are responsible for any and all expenses related to this endeavor.
- College distance learning courses may be taken only if pre-approved as outlined above. The course must be from an accredited institution. The accreditation must be from the Council for Higher Education Accreditation (CHEA) participating organization and be recognized by the United States Department of Education as a national, regionalized, specialized, and/or professional accrediting organization.
- RHS must receive an official transcript from the college clearly showing the completion of the course.
- High school credits and grades may be awarded based on the official transcript received from the college, or by the number of instructional hours per week, or by the certification by the principal under 6A:8-5.1(a).ii, and posted on the permanent school record.

Examples of programs of college coursework for credit include, but are not limited to, the Mercer County Jump Start Program, Dual Enrollment Program at Mercer County Community College & the High School Program at Princeton University (Refer to the last page for more information).

Alternative Routes to a High School Diploma

- **Traditional Route:** Earn 120 credits at RHS in 4 years.
- **Traditional Route-Early Graduation:** Fulfill traditional graduation requirements in 3 years. Requests for early graduation will be made on an individual basis. Students applying for early graduation must present specific vocational or educational goals which will be pursued after graduation to their school counselor. To graduate at the end of junior year, an early graduation application must be completed and submitted to the student's school counselor prior to June 30th of the student's sophomore year. In addition, students who graduate early are NOT permitted to participate in activities or athletics after the close of the semester in which they graduate; however, they can participate in the school's prom and graduation ceremony. Parents should check with their insurance providers to see how early graduation might affect health and auto insurance.
- **Traditional Route-Early Departure:** Withdraw from high school early if accepted into college without a high school diploma. Students could then apply college credit back in order to fulfill the traditional requirement. Diploma would be awarded after official transcripts from the college are received and verified.

- **30 College Credits Option:** In order for a student to qualify for a state-endorsed high school diploma through this route, all of the following requirements (N.J.A.C. 6:30-1.3) must be met:
 - *Transcript:* An official transcript, including at least 30 general education credits leading to a degree at an accredited institution of higher education including a minimum of 15 credits with at least 3 credits in each of the 5 general education categories: communications, mathematics, science, social science, and humanities. Remedial courses will not satisfy these requirements.
 - *Application Form:* An application can be obtained by writing to the NJ State Department of Education, Office of Vocational-Technical, Career and Adult Programs, Bureau of Adult Education & Family Literacy, P.O. Box 500, Trenton, NJ 08625-0500.
 - *Age Verification & Withdrawal from School:* Documentation of age and withdrawal from school must be presented by individuals who are 16 and 17.

All of the above must be submitted to Guidance with a check or money order for \$5 made payable to the Commissioner of Education.
- **Adult High School:** To qualify for a local district diploma, a student may elect to attend and graduate from an adult high school, which offers supervised instruction in the evening and allows adults to complete the requirements for a diploma. Students must also pass statewide assessments. Adult Accredited High School in Hamilton:
<http://www.hamilton.k12.nj.us/departments.cfm?subpage=41825>
- **General Education Development Diploma (GED):** To qualify for a GED, the student must withdraw and obtain a passing score on the General Educational Development test if 16 or older and no longer enrolled in school (N.J.A.C. 6:30-1.3(a) 1). Mercer County Community College GED Program: http://www.mccc.edu/programs_ged.shtml

All Option II Google Forms and other appropriate forms must be submitted to request one of the programs listed above and are due on the dates above. It is the student's responsibility to maintain academic standing in their approved Option II Program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and in the event that a student withdraws from a program, RHS cannot guarantee placement into an equivalent course. RHS reserves the right to determine the number of credits to be awarded.

When considering approval of an Option II Program, RHS considers the following points:

- Does the content of the course/program directly relate to the Core Curriculum Content Standards? The CCCS may be found at the NJ Department of Education website at www.state.nj.us/education.
- Is the program taught/organized by a qualified professional/person?
- What are the goals, objectives, activities, and assessment methods of the program?
- What is the total number of hours associated with the program?
- Are there any issues involving student safety?

The student is responsible for the following requirements which should be considered when applying to an Option II Program:

- Completing documentation and providing all requested information in the stated time frame.
- Any tuition or other costs related to the program, including transportation requirements.
- Maintaining attendance and academic records for the approved Option II program.
- Providing RHS with all requested information including, but not limited to, academic progress, course syllabus, final grade report, instructor credentials, assessment methods, and proof of attendance.
- Please note that any final grade report that needs to be considered for graduation purposes must be received by RHS no later than the last day of the school year.

Course Completion/Course Withdrawals

The expectation is that the course will be completed during the time specified. However, if a student is unable to complete the Option II learning experience for valid reasons, the Principal along with members of the review committee will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternate experience.

If a student quits or is unable to complete the learning experience for insufficient reason (lack of effort, failure to follow through, indecision, etc.) the principal may request that the student's transcript be adjusted to reflect the experience as a withdrawal.

Mercer County Technical School

MCTS gives students the knowledge and skills necessary for career success in partnership with educational, business, health care, industrial, cultural and labor communities. Eligible students, in consultation with administration and their school counselor, can attend classes at MCTS while simultaneously experiencing in-depth course work at RHS. Please visit www.mcts.edu for more information including descriptions, and the application.

This link is updated

[Mercer County Technical Schools Program Offerings](#)

College/Career Preparation

Scoir

All students in RHS have an account with Scoir, the program we use to communicate with families and help students with college/career planning. You can log onto Scoir at: <https://app.scoir.com/signin>.

Scoir is a system that will allow you to research careers, learn about your strengths, explore your interests, research colleges, see how your academic profile compares to other RHS students and where they were admitted, register for college visits, watch videos from each college, track application documents, request letters of recommendation, communicate with your school counselor, prepare a resume, and much more!

[Build your profile](#). Toggle to "My Profile" and make sure your personal details and academic overview are accurate (data from the academic overview automatically syncs from PowerSchool). Add your activities, achievements, and a personal bio.

Use [the Scoir resume template](#) to share information with those who need it.

Explore, follow, and [compare colleges](#). Go to the "College Search" tab and complete a Preference and Advanced Search. After you complete a search, explore colleges of interest and take advantage of the virtual tours, college wall, and college details to gain insight into each campus. Don't forget to use Scoir's College Compare tool to compare up to 4 colleges side-by-side.

Parents

View this video to learn about the [Scoir parent experience](#).

Here are a few steps for you to get started supporting your students through their college journey!

[Ask your student to invite you to join Scoir](#). If you have more than one student in Robbinsville High School, you can [connect your account to all of them](#)!

Full Time Employment

Students who plan to enter the job market as full time employees following graduation need to research the skills required for entry-level positions and have realistic expectations of salary, benefits and the opportunity for advancement. It is critical to take courses that prepare students accordingly for their proposed path to employment and it is just as important to have a strong background in core subjects as well as appropriate vocational training that may be obtained throughout the Option II Program.

Vocational/Technical Training

Students considering enrolling in trade, vocational, technical and business related schools or to work full time while they are enrolled in training should meet with their counselor to explore local opportunities for apprentice programs, college courses/programs, community college education and other vocational/technical training opportunities.

Military

Students interested in joining the military should seek information from local appropriate branch offices, discuss options with their counselors and meet with recruiters who visit RHS annually. Taking the ASVAB aptitude test is an integral part of consideration of opportunities within the military.

Community College

Students who find their plans to attend college are better filled at a community college can typically graduate with a specialized certificate, an Associate's degree, or an introductory experience to a 4-year college experience. Careful selection of and success in courses at a community college allow students to transfer courses upon acceptance at a 4-year institution, working towards a Bachelor's degree. A good resource for students who are thinking about transferring courses from a community college to a 4-year college is <http://www.njtransfer.org/>. Mercer County Community College does have articulation agreements with 4-year NJ colleges so that students may transfer easily. Generally, community colleges do not require SAT/ACT scores for admission, but may require an entrance or basic skills exam for proper course placement.

Four Year College

Students planning to apply to 4-year colleges will want to develop the strongest possible academic record. Admission to college is based on an overall picture of the applicant obtained from the following information to keep in mind:

- Scholastic record (rigor of courses, final grades, grade point average, number of core academic units)
- Test results on ACT, SAT/SAT II (Subject tests)
- Recommendations from counselors, teachers and mentors
- The quality, not quantity of participation in extracurricular activities, community service and leadership roles
- Personal interviews
- Content and presentation of written application, including supplements

Activity and Interscholastic Athletic Eligibility

Robbinsville High School student-athletes, as well as students participating in other activities, are subject to a number of eligibility rules and regulations maintained by the New Jersey State Interscholastic Athletic Association and/or the local school district. It shall be the responsibility of coaches and advisors to encourage students to perform academically in their classes as well as in the extracurricular activities. The Athletic Director and Counselor shall be responsible for monitoring student eligibility in all interscholastic athletics. Listed below are common regulations dealing with academic standards, of which students should be aware.

1. **All freshmen are automatically eligible for the fall season only.**
2. To be eligible for athletic competition and/or activities during the fall and winter season of the 2024 – 2025 school year, students in grades 10-12 must have passed a minimum of 30 credits during the 2023 – 2024 school year (including credits earned in summer school). Therefore, if a student fails more than two full year classes they will be ineligible for the fall season. If the same student is passing six or more courses in the first semester they will be eligible for the spring season. **Students must be in good academic standing throughout each season or could be placed on academic probation as determined by administration).*
3. To be eligible for athletic competition and/or activities during the spring season of the 2024-2025 school year, students in grades 9-12 must have passing grades and 15 credits at the end of the first semester (first and second marking periods). Therefore, a student who fails more than two classes is ineligible for the season. To determine this eligibility, full year courses (5 credits) will be prorated equaling 2.5 credits. A grade of W and/or no credit status may affect eligibility.
4. Students who graduate early are not eligible to participate in athletics or activities. A student is ineligible if he/she reaches the age of 19 prior to Sept. 1st of the school year.
5. All Athletic Forms (Parent Permission, Physical Examination/Updated Health History, Student Code of Conduct, Consent for Emergency Treatment form, NJSIAA Steroid Testing Policy Consent form) **must** be completed by the stated deadline.

Students who are planning on participating in collegiate athletics should visit <http://eligibilitycenter.org> for more information on NCAA eligibility and requirements. Certain academic criteria in high school must be achieved in order to be eligible to participate in college. For a list of RHS approved courses, go to: www.eligibilitycenter.org and click “College-Bound Student-Athletes/Resources/US Students/List of NCAA Courses” for specific requirements, application, and a list of approved RHS courses(formerly 48-H). The NCAA requires all student athletes to register with the eligibility center prior to accepting offers of (official college visits).

Academic Grading

Grading

A+ 97-100	A 93 –97	A- 90 – 92
B+ 87 – 89	B 83 – 86	B- 80 – 82
C+ 77 – 79	C 73 – 76	C- 70 – 72
D+ 67 – 69	D 63 – 66	D- 60 – 62
F Below 60		

*Only the final grade for each course appears on the student's transcript.

Codes that may appear on report cards:

W	Withdrawal
NC	No Credit
I	Incomplete
EX	Exempt
F	Failing
P	Passing

Academic Progress Communication If parents/guardians have questions concerning academic progress they should review grades and attendance on the district's current student information system (currently Genesis Parent Portal at <https://parents.c3.genesisedu.net/robbinsville> and contact the classroom teacher via email or phone.

Grade Point Average

A student's Grade Point Average (GPA) is calculated by multiplying the number of credits per course by the weight of the course, multiplied by the grade achieved in the course. The totals for each course are added and then divided by the number of credits taken to compute a student's GPA.

All Students Full Year Courses- Grades lower than 55% for marking periods 1, 2, or 3, will calculate as 55% for marking periods 1, 2, or 3. The fourth marking period grade and the final examination will reflect the actual grade earned, i.e. there is no minimum grade. Physical Education: a student must pass two of the three marking periods and have a passing average to receive credit for the course. No grade may be lower than a 55% for the first half of the course. **Semester Courses** -Grades lower than a 55% for the first half of the course, will calculate it as a 55% for the first marking period. The second marking period grade and the final examination will reflect the actual grade earned, i.e. there is no minimum grade.

Transfer Students All transcripts of incoming students are analyzed on an individual basis with appropriate credit and weight assigned based upon the course offerings at RHS. An honors course completed at another high school receives appropriate weight as long as a comparable course was available at RHS. A transfer student must attend RHS for his/her entire junior and senior years to be considered for valedictorian. Transcripts of students entering RHS from a school in another country will be given credit based on the translation of the transcript and equivalency to courses available at RHS.

Grading Scale

	College Prep x 1.0	Honors x 1.2	AP x 1.25
A 4.0000	4.000	4.800	5
A- 3.6670	3.667	4.400	4.584
B+ 3.3330	3.333	4.000	4.166
B 3.0000	3.000	3.600	3.750
B- 2.6670	2.667	3.200	3.334
C+ 2.3330	2.333	2.800	2.916
C 2.0000	2.000	2.400	2.500
C- 1.6670	1.667	2.000	2.084
D+ 1.3330	1.333	1.600	1.666
D 1.0000	1.000	1.200	1.250
D- 0.6670	0.667	0.800	0.834
F 0.0000	0.000	0.000	0.000

Honor Roll

Principal's Honor Roll Eligibility: Students who earn principal's honor roll, means that the student did not receive any final grades below an "A" and will earn a red academic award letter.

Honor Roll Eligibility: Students who earn honor roll, means that the student did not receive any final grades below a "B" and will earn a black academic award letter.

Please note: A withdrawal from a course will make the student ineligible for honor roll and principal's honor roll.

Final Exams for Full Year and Semester Courses

Examinations will be given in all courses. These examinations will be taken at the end of each course.

In a full year course, each marking period is weighted 22.5% and the final exam is 10% of the final course grade. In a semester course, each marking period is weighted 45% and the exam is 10% of the final course grade.

Final exam exemptions will be available to seniors each semester. To qualify for exemptions students must achieve a 90% course average for the semester/full year. All exemptions are at the discretion of the teacher. If the student desires to take the exam, the exam will count towards their final grade. If a student is exempt from an exam, they do not have to attend school the day of the exam. However, if they are in an AP course, they will have class.

Class Rank

Robbinsville High School believes that class rank unnecessarily increases competition and that student level of achievement would not be equitably or fully communicated by this single statistic. Class rank will be used to determine the class valedictorian (student with the highest overall GPA) and can be reported on scholarship applications if necessary upon request.

Elective Graduation Requirements

The following are courses that meet the Visual and Performing Arts Requirement:

AP Art History	Multimedia	Studio Art I, II
AP Music Theory	Music in Society	Theater Design
Chamber Choir	Music Theory I	Theater I, II, III
Concert Band	Music Through Film	Unified Art
Debate	Painting I, II	Unified Music
Digital Design I, II	Portfolio Development	Unified Multimedia
Drawing I, II	Public Speaking	Vocal Techniques
Instrumental Percussion	RHS Concert Choir	Web Design I, II
Jazz Ensemble	Sculpture I, II	

The following are courses that meet the 21st Century Skills/Career Education Requirement:

Accounting I	Debate	Marketing & Social Media
Culinary Arts I, II	Digital Design I, II	Mercer County Technical School Courses
Advertising	Digital Fabrication	Multimedia
AP Computer Science A	Engineering Design & Fab.	Roadmap to the Future
Baking	Electronics Engineering	Nutrition
Business Law	Engineering Graphics & Design	Public Speaking
Childhood Development I, II	Engineering Principles	Robotics Engineering I, II
Career Exploration	Homes Architecture & Interior Design	Sports Journalism
Clothing: Fashion & Fabrics	Introduction to Business	Structured Learning Experience
Computer Animation	Job Skills	Unified Multimedia
Computer Science I, II	Journalism	Virtual Enterprise
Creative Writing I & II	Life Skills	Web Design I, II

The following courses meet the Financial Literacy Requirement:

Personal Finance
Unified Personal Finance

COURSE DESCRIPTIONS

ART DEPARTMENT

The Arts are important in supporting interdisciplinary growth. Through participation in art classes students will develop and practice skills such as observation, communication, analysis and accountability.

The art program at RHS seeks to fulfill NJ Core Standards and the Robbinsville Ready initiative by providing an engaging environment within which students feel safe to experiment and take risks while both identifying and solving creative problems.

Studio Art I (Art Fundamentals)

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Studio Art I at RHS encourages students to find a personal answer to the question “What does art mean to me?” Students are not required to have previous experience or talent. Through the elements and principles of art and art criticism, students are asked to learn skills that will help them create and appreciate various media and genres while exploring their own ideas and style.

Studio Art II (Advanced Fundamentals)

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Studio Art I

Students who wish to delve deeper into the concepts that were introduced in Art Fundamentals may choose this class, which will continue to introduce and combine skills in the creation of two dimensional and three- dimensional pieces. Students will explore the concept of creating a series of works developed around a central theme that spans the semester. Using color, shape and texture, students will create a unified vision that focuses on the manipulation of various materials.

Drawing I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Recommended Art Fundamentals

Drawing I is an essential course for any student wishing to develop their creative talents. With an emphasis on skills, in this course students will explore the technical aspects of two- dimensional drawing. Different approaches to drawing techniques such as contour and gesture drawing will be introduced and drawing from observation will be

emphasized. Psychological and developmental perspectives will be explored to stimulate creative thinking and to create cross-curricular ties.

Drawing II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Drawing I

Students choosing Drawing II will continue to explore various forms of drawing media and their use in creative problem solving, through both active experimentation and the study of methods used by established artists. This course will also emphasize proportion, scale, perspective and figure drawing with a higher level of technical proficiency shown in completed work.

Painting I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Recommended Art Fundamentals

Painting I strengthens a foundation that may have already been started in recommended prior courses such as Art Fundamentals or Drawing 1. The course is designed to support RHS students by using visual art techniques to explore universal skills such as effective communication, innovation, time management and perseverance. Students will work with a variety of paints and surfaces to become familiar with the expressive qualities of paint and brush. Skills in color theory and paint mixing will be developed and proper care and use of brushes will be expected.

Painting II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Painting I

Painting II provides a more in- depth experience in which the students are expected to synthesize the practical and theoretical skills gained in Painting 1 as they develop a portfolio of expressive and thematic personal work that reveals a greater connection to the world around them. With its basis rooted in the mission of the NJ Core Curriculum Content Standards for visual art instruction, Painting 2 serves to, “Enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.”

Sculpture I

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Art Fundamentals or Drawing I

The lines between artist and engineer are often blurred in the world of sculpture. Humans are unique in the extremes with which we manipulate our environment, and in our exploration of the materials needed to do so. No other visual art form is as affected by its context as sculpture, which must occupy three- dimensional space, is often intended for a specific environment, and results in engaging senses beyond sight when inspiring a response from the viewer. Sculpture 1 is a semester-long introductory level art class that is intended to introduce students to a broad scope of three-dimensional art and art making.

Sculpture II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Sculpture I

Sculpture II is a semester-long follow-up course to Sculpture I that challenges students to explore their intentions, purpose and audience in greater depth. Focusing on the unique relationship between three-dimensional art and its environment, the course addresses a selection of concepts such as the principles of design, as a framework for manipulating form.

Unified Art

Grade: 9 - 12 2.5 Credits Semester

Prerequisite(s): Complete application by February 23, 2024.

Unified Art is comprised of students with differing needs and abilities. The course is designed to promote inclusion with the intent of carrying over into the greater school community while exploring topics in art. Students will work together through a curriculum designed to cultivate and promote student leadership, collaboration, and creativity in the visual arts environment. The focus of this class will be to provide students with a variety of creative experiences in drawing, painting, ceramics, crafts, and other art forms. The course is ultimately designed to foster an inclusive environment for all students in art education. Students interested in serving as a unified peer will apply and be selected to participate in this course.

**** Offered even years (Ex: 2021-2022; 2023-2024)**

[RHS Unified Electives Application](#)

Portfolio Development

Grade: 11-12 2.5 Credits Semester

Prerequisite(s): Art Fundamentals, Drawing I, Painting I & 1 Additional Art Elective

Designed for the student considering advanced studies in art, Portfolio Development provides a studio atmosphere for the creation of a complete body of work (12-15 pieces) suitable for review by college evaluators. Over the course of the semester, the student and instructor will work together to decide on a well- rounded representation of the student’s abilities using a variety of media and subjects. It is recommended that this class be taken in the spring of Junior year.

Advanced Placement Art History

Grade: 11-12

5 Credits

Year

Prerequisite(s): *There are no prerequisite courses, but a proven aptitude in history and an interest in the visual arts are strongly recommended.*

AP Art History is the equivalent of a two-semester introductory college or university global art history survey course. There are no prerequisite courses, but a proven aptitude in history and an interest in the visual arts are strongly recommended. As determined by the College Board, the AP Art

History course at Robbinsville High School includes two essential components:

1. Art historical thinking skills which students develop and apply on a regular basis over the span of the course.
2. The course content - Ten units of study that provide a suggested sequence for the course, and detail required content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/ or placement.

BUSINESS DEPARTMENT

The Business Education Department offers a variety of programs that provide students with the opportunity to receive the greatest depth of knowledge in each area of business possible at the high school level. With a vocational orientation in all course offerings, students should develop entry-level job skills. At the same time, course offerings prepare college-bound students to pursue future business courses at the post secondary level. The program of studies will contribute to the overall growth and development of each student in the areas of goal definition, work ethics, and social interactions.

Introduction to Business

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

In this introductory course, students will develop an understanding of how business affects everyone's personal life. Students will learn about the economic system and its role in business, how private enterprise works, how businesses are organized and the role government plays in business. Students will examine the history of the U.S. economy, the global connection of business, the business cycle, and the fundamental parts of a business plan. They will also gain a better understanding of current events in business and relate them to class topics.

Business Law

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Introduction to Business

Business Law is designed to provide students with a basic understanding of the legal system in the United States, with a focus on areas of law relating to business. Topics covered in this course include sources of law, the structure of our legal system, tort law, contract law, negotiations, product liability, and consumer protection. This course will help students become aware of their consumer rights and responsibilities under the law, functioning as responsible citizens in their personal and professional lives.

Accounting I

Grade: 10-12 5 Credits Year

Prerequisite(s): 1 Business Education class

This course teaches students how to apply the internationally recognized Generally Accepted Accounting Principles (GAAP) while preparing financial statements, payroll records, and tax forms. Specific topics include receivables, inventories, long-term assets, current liabilities, and closing

entries. Large and small business models will be used to provide learning experiences. This course is particularly recommended for students interested in a business career.

Marketing and Social Media

Grade: 10-12 5 Credits Year

Prerequisite(s): Introduction to Business

Marketing is designed to provide students with an understanding of the principles and concepts of marketing, as well as promotional strategies for marketing products, the selling process in sales environments, and customer service relations. Students will learn about the functions of marketing and be provided with hands-on experiences through classroom projects, including business planning and advertising, comparing consumer wants versus needs, constructing a SWOT analysis and marketing plan, as well as utilizing promotional strategies in identifying and targeting customer buying behaviors. In the final marking period of the course, students will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for a business, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

Advertising

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Introduction to Business

Advertising is a course that is designed to teach students how to think creatively, while preparing and executing creative strategies for various media types. Students will design ads and write copy for well-known products and services, while "pitching" their campaigns to the class. By the end of the semester, students will have completed numerous ads and one complete advertising campaign.

Personal Finance

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

This course provides students with the knowledge to succeed personally and financially after high school. Real world topics covered will include income, money management, banking and credit, saving and investing, as well as preparing for employment. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. *Required for graduation.

Unified Personal Finance

Grade: 10 - 12 2.5 Credits Semester

Prerequisite(s): Complete application by February 23, 2024.

Unified Personal Finance is comprised of students with differing needs and abilities. The course is designed to promote inclusion with the intent of carrying over into the greater school community while exploring topics of personal finance. Students work together through a curriculum designed to cultivate and promote student leadership, communication, and collaboration towards financial literacy. The course provides students with the knowledge to succeed personally and financially after high school. Real world topics covered will include income, money management, banking and credit, saving and investing, as well as preparing for employment. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence through the use of an inclusive model. Students interested in serving as a unified peer will apply and be selected to participate in this course.

**** Offered odd years (Ex: 2022-2023; 2024-2025)**

[RHS Unified Electives Application](#)

Virtual Enterprise/Entrepreneurship

Grade: 11-12 5 Credits Year

Prerequisite(s): 5 credits from Business courses, Application and Interview

With an emphasis on college and career readiness, VE is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem solving, communication, personal finance and technology. Under the guidance of a teacher-facilitator and business mentors, students create and manage their virtual businesses from product development, production and distribution to marketing, sales, human resources, accounting/finance and web design. VE firms offer diverse products and services. Students select to work in different departments of their businesses, typically administration, accounting/finance, sales, marketing, human resources and IT. The class selects a CEO and managers who oversee each department. Working in teams to make decisions about how to complete their departmental tasks in support of company goals and objectives, students learn from both their successes and mistakes. Through all of these activities, including trade shows and competitions, VE students learn professionalism, business acumen, corporate knowledge, presentation skills, and teamwork. Through their business and trade across industries, borders, and cultures, students develop hands-on knowledge of the expectations of both the workplace and the global economy. **All applications must be submitted to Mr. Williams by February 23, 2024 for consideration.**

[Virtual Enterprise Application](#)

Career Exploration

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will expose students to careers available to them. The Career Exploration course begins with students taking personality inventories that match their personality traits and interests with possible career choices. Subsequent units research careers, investigate colleges that offer specific majors of interest, debate money versus happiness, and prepare students for employment. Students will

also be exposed to various careers through presentations given by guest speakers.

Structured Learning Experiences and Co-op Education

Grade: 12 Credits Vary Semester or Year

Prerequisite(s): Approval

The Structured Learning Experience (SLE) Program is designed to offer students an opportunity to develop and grow academically, economically, and socially in order to prepare for real world experience through hands-on experience and on-the-job training. Students may opt for a semester (2.5 credits) or full year experience (5 credits). Approved participation in any of the Option II

activities below implies pupil and/or parent/guardian responsibility for attendance, transportation, personal safety and well-being, specialized equipment, and any and all costs not otherwise provided by the school. Students are responsible for finding and maintaining their internship and must complete the Option II Form and the NJ Model Employer/Agency Agreement Form. School-Sponsored SLE Form or the NJ Model Students will be responsible for communicating with the SLE Coordinator, Supervisor and Counselor as well as understanding all rules and expectations as outlined in documentation given upon approval. **All completed forms must be submitted to Ms. Smith by June 1, 2024.** [Option II 2024 - 2025 Form](#)

ENGLISH/LANGUAGE ARTS DEPARTMENT

The English curriculum centers on the development of literacy, thinking and analytical skills; language proficiency and communication through reading, writing, listening, speaking and viewing. Incorporating technology, the curriculum provides a variety of experiences in the study of multicultural, historical, biographical, classical and contemporary literature, considering the works of authors in the Western tradition and from around the world. Students study literary genres, movements, trends and schools of literary thought. The curriculum provides the impetus for research and the acquisition of skills on all levels in the language arts and related disciplines. Students are encouraged to think creatively via writing, oral interpretation, critical evaluation, group discussion, collaborative learning and independent study. All courses in the English curriculum include the English/Language Arts Core Standards and Proficiencies as established by the New Jersey State Department of Education.

Content and style are regarded as central to effective writing. Structure, spelling, grammar, usage, and the mechanics of writing are carefully examined in the overall production of an accomplished paper. Research and critical studies or review are included at all levels, and instruction in accurate and appropriate citation is provided. The MLA Style Manual is the preferred method of citation used in the English Department. Students are informed of and encouraged to participate in local, statewide, and national creative writing contests (poetry, prose, and drama) and essay competitions.

SEQUENCE OF CORE ENGLISH COURSES		
GRADE 9	ENGLISH I/HONORS	
GRADE 10	ENGLISH II/HONORS	
GRADE 11	ENGLISH III/HONORS	AP LANGUAGE & COMPOSITION
GRADE 12	ENGLISH IV/HONORS	AP LANG & COMP or AP LIT & COMP

English I

Grade: 9

5 Credits

Year

***Prerequisite(s):* None**

Students will focus on exploring and responding to quality literature from a variety of cultures. Students will examine folklore, biography/autobiography, historical and realistic fiction, poetry, drama, and essays. In addition, students may examine stories from a historical, literary, or cultural perspective. Students explore literary analysis, extended definition, cause and effect, persuasion, problem-solving, character description, and journal writing. Through extension projects, students will be expected to demonstrate an advanced understanding, and application of new knowledge. Collaborative learning, heterogeneous grouping, and attention to multiple intelligences are critical components of the course. Student progress is measured through a variety of traditional and alternative means of assessment. Computer

technology is used in research and writing development.

Honors English I

Grade: 9

5 Credits

Year

***Prerequisite(s):* None**

English I Honors is an accelerated English course encompassing a greater depth, breadth and scope of material offered in English I. On top of the units offered in English I, the Honors curriculum focuses on additional analytical skills including rhetorical appeals, tracking changes across literary history, and determining the cultural impacts of literature. The course focuses on additional long-form compositional skills when attending to similar styles of writing to the English I curriculum.

English II

Grade: 10

5 Credits

Year

Prerequisite(s): English I/English I Honors

This course is structured to be a literary complement to the students' history curriculum. Students will examine various genres of American and World Literature. After exploring fiction, nonfiction, poetry, short story and drama, students will be asked to respond orally, in writing or via alternative assessments while examining and analyzing the world in which they live. Intensive study in the Language Arts and the writing process will continue from the previous grade. Students will be given supplemental exercises designed to strengthen students' reading, writing and speaking skills in preparation for practical and academic use, as well as for various standardized test requirements. Computer technology will continue to be used to augment classroom learning, application and discussion.

English II Honors

Grade: 10 5 Credits Year

Prerequisite(s): English I/English I Honors

English II Honors is an accelerated English course encompassing a greater depth, breadth and scope of material offered in English II. Students will examine personal narratives, historical fiction, Gothic Literature, Classical Literature, and essays. Students will analyze literature through a historical, gender, and a biographical lens. Through alternate assessments, students will showcase their knowledge, problem-solving, and analytical skills by engaging in student-centered discussions and book clubs, collaborating with a team and creating a documentary project about a local, national, or global issue, and expressing themselves through creative writing. Intensive study in the Language Arts and the writing process will continue from the previous grade.

English III

Grade: 11 5 Credits Year

Prerequisite(s): English II/English II Honors

English III is a concentration of the literary and thematic trends from the first piece of literature written in the English language to the contemporary concerns of the twentieth century. Students will be given a range of assignments geared toward assessing each of the multiple intelligences of individual students. Such assignments include

informal journals, creative writing, analytical essays, formal research, oral projects and presentations. The level and content of the class challenges the analytical interpretations of literature, while encouraging students to take creative risks and offer original thought.

English III Honors

Grade: 11 5 Credits Year

Prerequisite(s): English II/English II Honors

English III Honors ranges in literature from the Anglo-Saxon period to the contemporary era. There is a high expectation of writing skills which focuses the course in the areas of analytical writing responses through critical reading and comprehension practices. Students will master how to evaluate literature through a multitude of literary lenses. Critical thinking and writing, thus works as the most crucial element of the course. The level and content of the class challenges elevated interpretations of literature while demanding that students master the skills of literacy in preparation for college-level courses.

English IV

Grade: 12 5 Credits Year

Prerequisite(s): English III/English III Honors

English IV concentrates on reading and critical examination of selected genres of world literature including drama, novels, poetry, essays and non-fiction. This work is supplemented by research in literary criticism. Writing assignments focus on the critical analysis of literature with an emphasis on developing a personal style of writing. Students will work on personal essays which are intended to prepare students for completing the college application essay. Multiple opportunities are provided for individual and group projects, as well as oral presentations.

English IV Honors

Grade: 12 5 Credits Year

Prerequisite(s): English III/English III Honors

The primary objective of this course is to reinforce and improve those reading, writing, speaking and listening skills required for success in college. During the year students will read various genres and periods of world literature, concentrating on works of recognized literary merit. The selection of

thought provoking choices in literature will help students stretch the boundaries of their abstract thinking. Essential expository, analytical and argumentative writing skills are reinforced with the preparation of the personal college essay and literary analysis essays. Students will also practice research skills needed for college. Class discussions and oral presentations encourage fluency in oral communications. A comprehensive review of English grammar and usage and emphasis on reading-based vocabulary are integral to the course.

Advanced Placement English Language & Composition

Grade: 11 5 Credits Year

Prerequisite(s): English II Honors

Advanced Placement English Language and Composition will teach students to become skilled readers of complex prose written in a variety of periods, disciplines, and rhetorical styles. Emphasis will be placed upon the expository, analytical and argumentative forms of writing in order to prepare students to communicate effectively with mature readers. The intense concentration on language will enhance students' abilities to use grammatical conventions both appropriately and with sophistication. Students will develop stylistic maturity in their own writings. Readings include autobiographers, critics, essayists, journalists, political writers, science writers and fiction writers.

Advanced Placement Literature & Composition

Grade: 12 5 Credits Year

Prerequisite(s): English III Honors or AP Language & Composition

This course is designed to meet the needs of the student who demonstrates a mastery of skills and a strong desire to be challenged. Students will analyze and interpret literature through careful study and critical reading of selected literary texts. Students learn to interpret meaning in literature by being attentive to language usage; image, character, action, argument and various literary techniques and strategies authors use to evoke emotional response from readers. Through the study of a variety of genres such as drama, fiction and poetry, students will demonstrate proficiency as appropriate for an introductory college English course. Emphasis will be placed on the student's development as a writer.

This course will teach students that the expository, analytical, and argumentative writing that they must do in college is based on reading, not solely on personal experience and observation.

ELECTIVES

Journalism

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Journalism provides an introduction to the essentials of writing with an emphasis on journalistic style. Content study includes the investigation of the communication processes, contemporary challenges to the First Amendment, and the Hazelwood decision. Emphasis is placed on newspapers as the "fourth estate" indispensable to continuing freedom and responsible citizenship. Oral and written assignments, the analysis of style, and the application of approved techniques are an integral part of the course. Included in units of study are: research into the history of journalism, journalists, and newspapers as the first rough draft of history. Students with an interest in participating in school publications are encouraged to select Journalism.

Sports Journalism

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Attending and reporting on college and professional sporting events provides the opportunity for learning in an active classroom environment. Students will study and apply the principles and techniques of Sports Journalism in an array of self-generated articles through drafting and final publication. Research topics include controversies in the world of sports as well as profiles on prominent sports figures.

Public Speaking

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Are you looking to improve your ability to interview for college or a job? Would you like to communicate more effectively with parents, teachers, employers and friends? Do you struggle with stage fright? Public speaking will provide you with the tools to speak more successfully. Through various speaking activities and games you will

develop skills and confidence in your ability to communicate with others. You will practice relaxation techniques to reduce performance anxiety. Additionally, you will learn the value of being an active listener and reading body language. Students will participate in a wide range of speaking situations and explore tips and techniques to organize their thoughts and enhance their performance abilities. Acquiring these skills will allow students to be better equipped to meet future challenges in high school, college, the workplace and interpersonal relationships.

English Lab 12

Grade: 12 2.5 Credits 2nd Semester

This course is required for 12th graders who haven't met any of the State of NJ graduation requirements for language arts by the end of their 11th grade year. English Lab will prepare students to meet any one of the high school graduation requirements set by the State of New Jersey. Second semester will focus on building a portfolio of Constructed Response Tasks that will be submitted to the state for review. This is a pass/fail course.

Debate

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will focus on competitive speech events such as Original Oratory, Extemporaneous Speaking and Oral Interpretation of Literature and Debate. Through a variety of speaking and listening exercises, students will improve their skills not only in speaking but in such areas as research, writing, critical thinking, time management and interpersonal communication. Learned skills can also be applied in competition through organizations such as the National Forensics League during high school and college.

Creative Writing I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course is designed for the student with some mastery of writing skills who wishes to explore forms of writing such as poetry, short stories, fantasy, comedy, and more. Students are exposed to and read examples of these different forms and are enabled to comprehend, interpret and evaluate a variety of texts. Class time is devoted to unique experiments, instruction in writing new forms and workshop situations where students may critique each other's work and revise their own. Students are required to orally present their creative ideas and class members listen and respond. Students reflect on their own writing and assess their own learning through meta-cognitive exercises. Multimedia sources and technological tools are used to facilitate and enhance learning. Projects require students to retrieve and use information that explores different authors' writing techniques.

Creative Writing II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Creative Writing I

This course is a continuation of Creative Writing I. The course provides students with opportunities for further concentration on a particular style or area that offers personal satisfaction. Genres will be explored through selected readings, articles, and videos. Students will have the opportunity to have their work published.

Philosophers and Stories

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

Literature and philosophy are two sides of a continual conversation about core human values that shape cultures and civilizations. To better understand these conversations, the course will investigate different philosophers throughout human history, their arguments as to how humans work, and how those different values are represented in the stories that authors and philosophers tell.

ENGLISH AS A SECOND LANGUAGE

ESL, or English as a Second Language, is a program for teaching English to students who do not speak English as a first language. Its primary goal is to develop and improve **Multilingual learners' (MLs)** English communication skills (listening, speaking, reading and writing). The ESL program is individualized for students dependent on their placement exam and previous course history and experience.

Students will receive 10 credits, five credits of ESL will count as Language Arts credit and five credits may be used to fulfill the World Language requirements. ESL students must meet multiple exit criteria evaluated by a trained ESL teacher according to the state guidelines in order to exit the ESL program and enter the appropriate grade level English course.

Report card grades in ESL classes reflect effort, participation, the ability to follow written and oral instructions, improvement, completion of assignments and performance on in-class assessments. Grades do not necessarily reflect English language proficiency. Furthermore, it is often necessary to grade ESL students on a pass/fail basis.

FAMILY & CONSUMER SCIENCE DEPARTMENT

The Department of Family and Consumer Sciences focuses on enabling individuals and families to meet the challenges of living and working in today's society. The courses are designed to stress contemporary skills and the technical/practical application of those skills.

Clothing: Fashion and Fabrics

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

The history of fashion styles, social and psychological aspects of clothing, fashion cycles, color and design elements are examined in this survey course. Students will compare qualities of natural and synthetic fibers and fabrics, research fashion designers and sketch their own fashion classic and fad outfits. Students will learn the basics of hand and machine sewing. They will create a fashion accessory using those skills. The course will prepare students to be educated consumers and introduce them to career opportunities in fiber, fabric, fashion and related fields.

Homes, Architecture and Interior Design

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Functions of a home, characteristics of period architecture through creation of a portfolio, "green" building features and aspects of functional floor plans are studied. Students will utilize their understanding of interior spaces using the color wheel, apply the elements and principles of design to coordinate room plans and will create a professional design board. This course will develop and expand students' interest and knowledge of architecture, home design and new home technologies featured in many of today's popular television shows.

Childhood Development I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will focus on infant development. Emphasis is placed on identifying activities appropriate to support the development of a baby's physical, emotional, social, intellectual and physical development. Discussion of child development theorists and current parenting practices provides a foundation for understanding and responding to typical behaviors. Students will experience the

demands of caring for an infant with a realistic baby simulator.

Childhood Development II

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Childhood Development I

This course is designed to continue the exploration of the growth and development of children during the preschool years. Approaches to guidance and discipline, growth and learning patterns, meeting the needs of exceptional children and planning for purposeful play are investigated.

Culinary Arts I

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

This course will introduce the student to a variety of food preparation skills, kitchen safety and sanitation through hands-on lab activities, projects, experiments and assignments. Students will develop practical kitchen skills, be introduced to common kitchen equipment and cookware, and practical cooking techniques that may be incorporated into daily life, as well as, provide opportunity to develop interest in culinary arts related careers. This introductory course is a prerequisite for advanced culinary classes.

Baking

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Baking is an in-depth exploration of baking. Students will participate in class discussions on tools, equipment and ingredients used in baking. Students will be active participants in hands-on baking labs including but not limited to yeast breads, quick breads, cookies, pastries, and pies. An emphasis will be placed on vocabulary, reading and interpreting recipes as well as kitchen math. Kitchen safety and sanitation will be critical components to this course.

Nutrition

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Culinary Arts

Students will develop decision making skills related to meal planning, food purchases and preparation and nutritional needs. Emphasis on the six nutrients and their role in health and wellness are explored. Nutrition Facts Panels and ingredient labels will be read to identify the nutritional value of foods. Students will use a web -based meal planning site to evaluate their personal food choices and determine potential effects on their health.

Roadmap to the Future

Grade: 11-12 2.5 Credits Semester

Prerequisite(s): None

This course will provide students with the opportunity to learn and identify skills that will impact them as they transition into adulthood, navigating community and personal life through Person-Centered Planning. Person-Centered Planning is a holistic, positive, and strength-based approach which utilizes facilitated conversations focusing on deep introspection and future planning. Students will work towards creating a vision for their future and the next steps to get there by

gathering information about themselves and learning self-advocacy, decision making, and self-determination skills.

Culinary Arts II

Grade: 9 - 12 2.5 Credits Semester

Prerequisite(s): Culinary Arts I

Building upon the basic concepts of food preparation learned in culinary arts and baking, students will be exposed to more in depth cooking techniques. Culinary Arts II provides students with the opportunity to gain greater self-confidence in meal planning and food preparation, with an emphasis on foods for career exploration. Critical thinking and creativity are encouraged. Intensive laboratory experiences play a large role in this course. The relationships between sound nutrition, purchasing, and meal planning and preparation will be emphasized. This course will develop the principles, skills and techniques necessary for hotel, restaurant and institution food preparation. We will also study Regional American Cuisine and International Foods from around the world.

The comprehensive Health and Physical Education Program offered at Robbinsville High School is intended to foster the development of healthy attitudes and behaviors, as well as promote a variety of physical activities designed to enhance fitness for all students. In accordance with the New Jersey Core Curriculum Content Standards and the New Jersey Comprehensive Health Education and Physical Education Framework our program will encompass health services, create a healthful environment and incorporate diverse health and physical education programs for students throughout the school year.

We believe in the development of the concepts of wellness, cooperation, sportsmanship and teamwork in order to provide students with the knowledge and skills needed to promote lifelong health and wellness. Our program will focus on the needs of our students to provide them with the tools, knowledge and skills to meet the challenges and demands of life. All students in grades 9 – 12 will be required to have lessons in both cardiopulmonary resuscitation (CPR) and using external defibrillators in order to graduate.

Health and Physical Education is a state required program that the student must pass every year while enrolled in the regular day of school. If a student does not pass health in grades 9, 11, and 12, the student is required to take health over the summer at the family's expense. Students may be excluded from physical activity only upon a physician's diagnosis and documentation.

Health 9

Grade: 9 1.25 Credits 1 Marking Period

Prerequisite(s): None

Students will participate in one marking period of Life/Sexual Education. Students will learn about sexuality, gender, reproduction systems, and child development. Students will also participate in teen pep workshops which coincide with the freshmen health curriculum.

Driver's Education 10

Grade: 10 1.25 Credits 1 Marking Period

Prerequisite(s): Health 9

Tenth grade classroom driver education will provide students with the information necessary to begin the process of obtaining a basic New Jersey Drivers License. The students will complete the steps of the Graduated Driver Licensing Program as per the New Jersey Driver Manual. Students will have the opportunity to obtain their 30-hour Classroom Driver Education Card as well as proof of passing the New Jersey State Motor Vehicle Commission Written Examination. Students will enhance their knowledge of operating a motor vehicle in such fields as: defensive driving techniques, hazards of drinking and driving, auto insurance procedures and costs, registering and inspecting a car, hands-on car care, common driving emergencies, traffic rules, regulations and violations. Procedure for acquiring

a 6-hour behind-the-wheel course will also be discussed.

Health 11

Grade: 11 1.25 Credits 1 Marking Period

Prerequisite(s): Health 9, 10

Students will participate in one marking period of health with the primary focus being healthy choices related to nutrition, drugs, and alcohol. Students will learn about the health risks and consequences to poor health choices and be given the tools/information to make the right decisions.

Health 12

Grade: 12 1.25 Credits 1 Marking Period

Prerequisite(s): Health 9, 10, 11

Co-requisite(s): Biology

Students will participate in one marking period of health related to Mental Health and Emotional Development. This will include goal setting, decision making, suicide awareness, mental disorders, relationships, dating violence, and aging, death and dying.

Physical Education

In the area of physical education, students will choose from the available physical education electives. Electives will include a variety of lifetime sport and leisure activities as well as individual and team sport skills. Students will

expand growth in psychomotor skills, knowledge of rules and strategies. Activities will provide experiences to learn and enjoy leisure-time activities. In addition to individual and team sports students will be provided a sequence and progression of team building activities, cooperative games, problem solving activities, and adventure education.

Physical Education 9

Grade: 9 3.75 Credits 3 Marking Periods

During the three marking periods of physical education, freshmen will participate in a variety of activities including team games, individual games, and project adventure team building activities.

Physical Education 10, 11, 12

Grade: 10, 11, 12 3.75 Credits 3 Marking Periods

Prerequisite(s): The Prior Year Physical Education

During the three marking periods of physical education, students in grades 10 - 12 will participate in elective physical education. Students will choose an elective for a 2-week unit. Examples of elective activities are the following activities:

- | | |
|---------------|-----------------|
| -soccer | -pillo pillo |
| -tennis | -scooter games |
| -floor hockey | -nitroball |
| -volleyball | -softball |
| -handball | -fitness |
| -pickleball | -backyard games |
| -badminton | -bowling |
| -basketball | -eclipse ball |
| -archery | -tag games |
| -bike unit | -tchoukball |

Teen PEP

Grade: 12 5 Credits Year

Prerequisite(s): HEPE 9, HEPE 10, HEPE 11

NOTE: This class will be a replacement class for HEPE 12. Approx 20-25 spots will be available and students must go through the application and interview process to be selected for this class.

Teen PEP (Prevention Education Program) is a full year course offered to seniors. It is a peer education program that involves the selected 20-25 senior students to learn and prepare workshops on various topics: sexual education, substance use/abuse, dating violence, etc. This class will be taught by 2 selected teachers at RHS. All applications must be

submitted by February 23, 2024 to the counseling department for consideration. [Teen PEP Application](#)

Leadership Core

Grade: 12 Part of HEPE 12

Prerequisite(s): HEPE 9, HEPE 10, HEPE 11

Note: This class is a portion of HEPE 12. Students will be pulled from their 1st MP PE class and 4th MP PE class to assist with Adventure Education courses for the freshman and sophomores. Approximately 20-25 available spots and students must go through the application and interview process to be selected for this class.

RHS Leadership Core is a ½ year course (1st and 4th MPs) for seniors who have an interest in learning Adventure Education skills and group facilitation skills in order to assist Freshman and Sophomore teachers with their adventure education courses. Students will be trained and expected to take on a leadership role amongst their peers. All applications will be distributed in the Spring through the PE Department.

Unified Physical Education

Grade: 10-12

Prerequisite(s): Complete application by February 13, 2024.

Unified Physical Education is comprised of students with differing needs and abilities. The course is designed to promote inclusion with the intent of carrying over into the greater school community while engaging in physical activity. The Unified Physical Education course will meet the physical education requirement for graduation. This class is offered as a one semester class. The unified peer's responsibilities include participating in various sports activities, assisting peers as needed through lessons, and modeling learning readiness behaviors. The class is designed to provide students with opportunities to learn in different settings, strengthen communication and collaboration, support social interactions, celebrate differences, and develop leadership skills. Students interested in serving as a unified peer will apply and be selected to participate in this course. Applications will be due by **February 23, 2024**.

[RHS Unified Electives Application](#)

MATHEMATICS DEPARTMENT

The Mathematics Department provides a variety of course offerings to help prepare students for a future in a technological society. Honors and regular classes offer college-preparatory math in a cooperative learning atmosphere in preparation for PSAT, SAT and ACT exams.

Honors classes include little review within the context of new material. Students are encouraged to take a math course every year in order to fulfill the graduation requirement and to be prepared to further their education after high school.

Evidence of competency in specific math, science, reading and writing skills is recommended in order to be successful in the various courses. Students and parents/guardians are encouraged to plan science courses in advance, so that there may be synchronization between the science and math course selection.

Students are expected to have a TI-84 or TI-Inspire graphing calculator, as they are used extensively in each mathematics course, required state testing, and AP Examinations.

Typical Mathematics Course Sequencing

<i>Sequence</i>	<i>9th grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
1	Algebra 1	Algebra 2	Geometry	Probability & Statistics
				Integrated Mathematics
2	Algebra 1, Part 2	Algebra 2	Geometry	Probability & Statistics
				Integrated Mathematics
3	Algebra 2	Geometry	PreCalculus	Probability & Statistics
				Calculus Honors
			Probability & Statistics	PreCalculus
4	Algebra 2 Honors	Geometry Honors	PreCalculus Honors	Integrated Mathematics
				Calculus Honors
				AP Calculus AB
5	Geometry Honors and Alg 2 Honors	PreCalculus Honors	AP Calculus BC	AP Calculus BC
			Calculus Honors	AP Calculus BC
			AP Calculus AB	Multivariable Calculus

*AP Statistics can be taken any time after Geometry Honors or PreCalculus (Grades 11, 12 only)

Algebra 1

Grade: 9 5 Credits Year

Prerequisite(s): Math 8 or Algebra 8, Part 1 with an assessment average of a 69 or less

Co-requisite: Math Lab 9 Required for Math 8 Students

The Algebra 1 course is designed to engage students in the application of advanced math concepts and processes applied to real-world problem solving situations. The content of the course includes solutions of equations and inequalities, systems of linear equations, operations with polynomials, factoring, exponential functions, data analysis, and the study of linear and quadratic equations. Problem solving situations are emphasized and practiced regularly.

Algebra 1, Part 2

Grade: 9 5 Credits Year

Prerequisite(s): Algebra 8, Part 1 or Algebra 1 with an assessment average of a 69 or less

Algebra I, Part 2 is the second part of a two-year Algebra I sequence. Topics studied include operations with polynomials, factoring, quadratic and exponential functions, radical expressions and equations, and data analysis. Applications of concepts are utilized throughout the course. Problem solving situations are emphasized and practiced regularly.

Geometry

Grade: 10-11 5 Credits Year

Prerequisite(s): Algebra II

Geometry will introduce the students to mathematical logic and reasoning. Students develop the ability to understand and author formal two-column proofs of geometric theorems and apply their mastery of algebraic concepts in application problems. This curriculum includes such topics as the study of basic geometric vocabulary, postulates, theorems, transformational geometry, similar figures, congruent triangles, polygons, quadrilaterals, area, surface area, volume, circles and right triangle trigonometry.

Geometry Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): Algebra II Honors

Honors Geometry is a challenging course that will introduce the students to mathematical logic and

reasoning. This course will provide the students with in-depth instruction at an accelerated pace. Students develop the ability to understand and author formal two-column proofs of geometric theorems and apply their mastery of algebraic concepts in application problems. This curriculum includes such topics as the study of basic geometric vocabulary, postulates, theorems, transformational geometry, similar figures, congruent triangles, polygons, quadrilaterals, area, surface area, volume, circles, and right triangle trigonometry.

Algebra II

Grade: 9-11 5 Credits Year

Prerequisite(s):

Algebra 1 with assessment average of 70 – 94

In Algebra II, the properties of the real numbers system as developed in Algebra I are reinforced and the additional properties of the complex number system are developed. Algebra II will use the graphing calculator as a tool to delve deeper into real world application problems that require the interpretation of various algebraic and trigonometric functions, as well as statistical analysis. The course will focus on improving students' ability to identify and model given information, determine most efficient mathematical solution methods, solve for unknowns, and interpret solutions in the context of the problem.

Algebra II Honors

Grade: 9-11 5 Credits Year

Prerequisite(s): Algebra 1 with an assessment average of 95 – 100

This course will provide the students with in-depth instruction at an accelerated pace. This course is a comprehensive study of advanced mathematical concepts. In Algebra II, the properties of the real numbers system as developed in Algebra I are reinforced and the additional properties of the complex number system are developed. Algebra II will use the graphing calculator as a tool to delve deeper into real world application problems that require the interpretation of various algebraic and trigonometric functions as well as statistical analysis. The course will focus on improving students' ability to identify and model given information, determine most efficient mathematical

solution methods, solve for unknowns and interpret solutions in the context of the problem.

Integrated Mathematics

Grade: 11-12 5 credits Year

Prerequisite(s): Algebra I, II, & Geometry

Integrated Mathematics is a course which incorporates the study of various mathematical topics and skill sets. Topics studied include algebra and functions, geometry, financial math; probability and statistics, logic and sets, and number theory. This course is designed to prepare students for college entrance exams and college level math courses.

PreCalculus

Grade: 11-12 5 Credits Year

Prerequisite(s): Grade of A or B in Algebra II and Geometry

This college preparatory course covers all the fundamental topics that prepare students for calculus. Emphasis is on problem solving and the study of relations, functions, equation solving and graphing. The functions studied include polynomial, conics, rational, exponential, logarithmic, trigonometric, and inverse functions.

PreCalculus Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): Algebra II Honors & Geometry Honors

Students intending to study mathematical and scientific related fields during their college experience should elect Pre-Calculus Honors. Functions (trigonometric, exponential, logarithmic, circular, linear, polynomial, rational), inverse functions, identities, equations (trigonometric, polar, linear, and quadratic), Cartesian and polar graphing, solutions of triangles and application problems will be studied. This course is designed to prepare students to take Calculus.

Probability & Statistics

Grade: 11-12 5 Credits Year

Prerequisite(s): Algebra II and Geometry

This course is designed for seniors who want a better background in probability and statistics. Key components of the course include data collection, organization and representation, sampling, measures

of central tendency, variance and correlation, probability distributions, hypotheses tests, and analysis and inference. Technology will be used not only to simplify calculation and display charts and graphs, but also to generate and access appropriate data for activities and projects. **Use of the TI 83/84 graphing calculator is a requirement for the course.**

Math Lab 12

Grade: 12 5 Credits Year

This course is required for 12th graders who haven't met any of the State of NJ graduation requirements for mathematics by the end of their 11th grade year. Math Lab will prepare students to meet any one of the high school graduation requirements set by the State of New Jersey. First semester will be spent reviewing concepts for PSAT, Armed Services Vocational Aptitude Battery (ASVAB), and/or Accuplacer. Spring semester will focus on building a portfolio of Constructed Response Tasks that will be submitted to the state for review. This is a pass/fail course. If a student meets the math graduation requirement during the first semester, they will be able to drop the course for the second semester.

Advanced Placement Statistics

Grade: 11-12 only 5 Credits Year

Prerequisite: Geometry Honors or PreCalculus

Advanced Placement Statistics is designed to prepare students for the Advanced Placement Statistics Examination of the College Board. The topics of a one-semester college course are covered, including descriptive statistics, collection of data, the normal distribution, basics of probability, inference, confidence intervals, tests of significance and regression. Significant written analysis of data is required on a regular basis. Students electing AP Statistics should have had a high level of success in past mathematics courses. Use of the TI 83/84 graphing calculator is a major requirement of the course and the AP exam.

Calculus Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): *Grade of A or B in PreCalculus or completion of PreCalculus Honors*

Calculus begins with a review of precalculus concepts followed by an introduction to limit theory and continuity. This is followed by an in-depth study of techniques of differentiation and integration. Throughout the year, application of differentiation and integration will be emphasized, including examples of optimization, related rates, area, and volumes of solids. Graphing calculators are used throughout the course.

Advanced Placement A/B Calculus

Grade: 11-12 5 Credits Year

Prerequisite(s): *Grade of A or B in PreCalculus Honors*

This college-level Calculus course follows the Advanced Placement AB syllabus, published by The College Board. Methods of differential and integral calculus and their applications are covered. Each student is required to have a TI-84+ graphing calculator or a TI-89 graphing calculator, which will be used extensively in this course.

Advanced Placement B/C Calculus

Grade: 11-12 5 Credits Year

Prerequisite(s): *High A in PreCalculus Honors or completion of Calculus or A/B Calc.*

This course involves in-depth study of elementary differential and integral calculus, vector, polar and parametrically defined functions, and infinite series. All topics in the syllabus for the Advanced Placement Mathematics Test, Calculus BC, are included in the curriculum. Satisfactory performance on this test may qualify the student for college credit for two or more semesters of calculus.

Multivariable Calculus

Grade: 12 5 credits Year

Prerequisite(s): *AP Calculus B/C with a minimum score of a 4 on the College Board AP exam*

Multivariable Calculus is a highly rigorous college course. The concepts learned in single-variable calculus will be extended to three dimensions. This mathematics course covers multivariate and vector calculus, including partial derivatives, multiple integration, line and surface integrals, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. This course is weighted the same as an AP level course.

MUSIC AND PERFORMING ARTS DEPARTMENT

Robbinsville High School offers a varied and comprehensive program for all students who have an interest in performing arts. Enrollment in the Music and Performing Arts Program can create an exciting and stimulating high school career, as well as lay the groundwork for students to audition for and excel in college performing arts programs. Consistent enrollment and performance in the arts classes also helps students to prepare successful auditions for the myriad of arts scholarships available in post-secondary education. Courses in music and theater will fulfill the Visual and Performing Arts requirement for graduation.

RHS Concert Choir

Grade: 9-12 2.5/5 Credits Semester/Year

Prerequisite(s): None

This course is designed to acquaint vocal music students with a variety of choral literature and the techniques of vocal production. Students enrolled in this course should have a genuine interest in the vocal arts with a drive to perform and succeed.

Students will learn to read music in score form, utilize technology in the field of music, and perform repertoire from varied genres. While Chorus does not have a prerequisite, it is designed for students who aspire to advance musically in a challenging vocal music experience. This course will prepare students to accomplish their personal goals whether they plan to pursue music after high school or improve their vocal abilities. Students enrolled in the class are expected to attend performances and rehearsals outside of the school day. Auditions are required for some performances.

Vocal Techniques

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

This class will start by presenting a general overview of the inner workings of the singing voice. Through lecture and actual performance, students will begin to develop the techniques for proper voice production, including breathing, resonance, vowel formation and intonation. Students will also discuss the effects of vocal abuse and what it takes to maintain good vocal health. Solo repertoire for high school singers in various languages and genres will be explored and performed. Vocal Techniques is a performance-based class. Students will be expected to perform individually in front of an audience.

Chamber Choir

Grade: 11-12 5 Credits Year

Prerequisite(s): Audition

This auditioned ensemble performs music that is more demanding on the individual musicians. Prospective students are required to audition for Chamber Choir. Students enrolled in this course should have a passion for vocal arts with a drive to perform and succeed. Students should be fluid in music notation and basic vocal and choral techniques. Chamber Choir is designed for students who aspire to advance musically in a challenging vocal music experience. This course will prepare students to accomplish their personal goals whether they plan to pursue music after high school or improve their vocal abilities. Students enrolled in the class are expected to attend performances and rehearsals outside of the school day.

Concert Band

Grade: 9-12 2.5/5 Credits Semester/Year

Prerequisite(s): None

This program will give students opportunities to perform on their instruments in a wide variety of performing ensembles. Development of performance, technical facility, aural skills, aesthetic awareness, individualism, global relevance, music history/theory and overall understanding of music will be stressed throughout the program. Program experiences will also coincide with the N.J. Core Curriculum Content Standards.

Concert Band is appropriate for intermediate and advanced level students with prior instrumental experience. Instrumentation in this course is limited to wind instruments and electric / acoustic bass. Students enrolled in the class are expected to attend performances and rehearsals outside of the school day.

Jazz Ensemble

Grade: 9-12 5 Credits Year
Prerequisite(s): *Teacher Approval–Teacher will notify Counselor*

This course serves as an opportunity for students to learn about the history and stylistic performance of the only music native to the United States, Jazz. Topics to be covered are stylistic performance of swing, Latin, funk and rock. Much of the course will be focused on improvisation. Students should be comfortable playing on their instrument and have a firm understanding of how to read music. Admission to this class is by teacher approval only. Program experiences will also coincide with the N.J. Core Curriculum Content Standards. Instrumentation will be limited to 5 saxophones, 5 trombones, 5 trumpets, and a rhythm section. Students enrolled in the class are expected to attend performances and rehearsals outside of the school day.

Instrumental Percussion

Grade: 9-12 2.5/5 Credits Semester/Year
Prerequisite(s): *None*

Development of performance, technical facility, aural skills, aesthetic awareness, individualism, global relevance, music history/theory and overall understanding of music will be stressed throughout the program. Program experiences will also coincide with the N.J. Core Curriculum Content Standards. Percussionists in this class also act as the percussion section for the concert band. Students involved in this class should be prepared to attend all rehearsals and performances with the concert band.

Music in Society

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

This course consists of a planned series of project-based units that deal with the relationship between music and our society. A variety of musical styles and periods will be discussed and analyzed. Units include the effects of social issues and politics on music, movie music, protest music, and the examination of personal cultural identity through music. Students will also be given the opportunity to perform self-composed rhythmic compositions,

as well as compositions that use non-standard forms of notation.

Unified Music

Grade: 9 - 12 2.5 Credits Semester
Prerequisite(s): ***Completion of Unified Electives Application***

Unified Music is comprised of students with differing needs and abilities. The course is designed to promote inclusion with the intent of carrying over into the greater school community while exploring topics in music. Unified Music is designed with an inclusion model in mind. Students will work together through a curriculum designed to cultivate and promote student leadership, collaboration, and creativity in the music environment. The focus of the class will be to provide students with a variety of creative experiences in singing, moving, and playing both traditional and nontraditional musical instruments. Additionally, students will learn to develop their critical listening skills allowing them to respond and react to music in new ways. The course is ultimately designed to foster an inclusive environment for all students in music education. Students interested in serving as a unified peer will apply and be selected to participate in this course. Applications will be due by February 23, 2023.

**** Offered odd years (Ex: 2022-2023, 2024-2025)**

[RHS Unified Electives Application](#)

Music Theory I

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

This course is designed for the serious music student who wishes to glean a firm foundation in the fundamentals of music notation and a basis for further study in composition/arranging. Areas covered include: analysis of rhythm and the measurement of time, notation of pitch through major/minor scales and keys, intervals, chords, transposition, modulation, and musical forms and styles. Also, emphasis is placed on the creative process through composition, transcription, and arranging and musical instruments. Time is spent on ear training through singing, rhythmic and melodic dictation, and keyboard skills. Use of

computer programs to develop musical skills comprises part of the course. A music notation program is used to complete projects. The class prepares students for Music Theory II and AP Music Theory.

Music Theory II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): B- Average in Music Theory I

This course is a continuation of Music Theory I. The fundamental skills being built upon include: reading music; writing basic harmonies and melodies as used in 18th century theory; and melodic, harmonic, and rhythmic dictation.

Music Theory II will cover in more depth the use of specific chords and the basics of chromatic harmony, including, but not limited to, borrowed harmony and modulation. By the end of the course, students should have a thorough understanding of basic music theory and will be able to write their own short songs utilizing a variety of instruments. Students will also be able to conceptualize what a basic piece of music might sound like based upon their interpretation of the sheet music.

Advanced Placement Music Theory

Grade: 11-12 5 Credits Year

Prerequisite(s): Music Theory I, II and/or Teacher approval –Teacher will notify Counselor

This course is designed for the serious musician interested in pursuing music after high school. Building upon the Music Theory I and II curriculum, students will improve musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony. The ultimate goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course will also foster higher level critical thinking skills such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, and the realization of figured-bass notation. Students may elect to take the AP Music Theory exam in the spring.

Theater I: Introduction to Stage

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Throughout this course, students will get a general overview of theater. This course will allow students an opportunity to explore the following facets of theater at an introductory level by: participating as an audience member, acting (including stage movement, voice, improvisation, and basic script analysis), occupations within the theater (onstage and off), playwriting and basic theater history.

The class will act as a basic introduction for students interested in gaining a better understanding of the world of theater, building their confidence and ability to speak in public, improving their group communication skills, and/or learning to think and solve problems creatively.

Theater II: Intermediate Acting and Directing

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Theater I

This course will give students the opportunity to build upon what was learned in Theater I and advance their acting skills. Students will build characters based upon a given text, study the Stanislavski method of acting, direct and perform open scenes, and study the Meisner method of acting.

Theater III: Advanced Acting and Directing

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Theater II

This course will build upon what was learned about Method acting techniques in Theater II and introduce physical theater methods. Students will study the nine Viewpoints, eventually applying those tactics to scripted scene work as actors and directors. Students will study Devised Theater, working collaboratively to create original theater pieces from improvisational work.

Theater Design

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Theater I or Teacher approval –Teacher will notify Counselor

This course will further students' understanding of theatrical production and design. Students will study script analysis, how to design sets, costumes, props and sound for theater, how to communicate

their visual and aural ideas verbally, and how to render visual designs. Students will learn the

principles and elements of design, drafting and drawing skills, how to draw in perspective, how to

draw the body, and basic methods to finish their rendering with color.

Music Through Film

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Film as an art form is usually studied with a focus on the visual aspects of the medium while briefly noting music's role. Music, however, plays such an important part in the overall effect of a movie that Hollywood budgets for soundtracks have ballooned to astronomical heights. This course is designed to increase awareness of the many functions of film music and learn about its prominent role in cinema. Through this experience driven course, we'll be studying works in varied genres, uncover elements of music, and highlight the major accomplishments of film music history.

SCIENCE DEPARTMENT

The Science Department at Robbinsville High School believes that in order to be a responsible member of today's technical society, a comprehensive knowledge of science is required.

SEQUENCE OF CORE SCIENCE COURSES			
GRADE 9	PHYSICS/HONORS/AP PHYSICS 1		
GRADE 10	CHEMISTRY/HONORS	AP PHYSICS 1, 2	AP PHYSICS 1, 2
GRADE 11	BIOLOGY/HONORS	AP PHYSICS 1, 2, C	AP CHEMISTRY
GRADE 12	ANATOMY & PHYSIOLOGY HONORS	ENVIRONMENTAL SCIENCE	AP PHYSICS 1, 2
			AP CHEMISTRY
			AP BIOLOGY

Physics

Grade: 9 5 Credits Year
 College Prep Physics is a laboratory-based course covering the topics of kinematics, dynamics, momentum, energy, circular motion, gravitation, sound, light, and electricity. This course is designed to provide students with hands-on, direct experiences and opportunities to inquire into relevant physics concepts. It provides a knowledge base in physics for all students, including those who wish to pursue careers in the field of STEM. Students are expected to have some knowledge of basic algebra in order to engage in relevant laboratory and mathematical applications. This course will require students to engage in higher order thinking and will provide a foundation for chemistry and biology.

Physics Honors

Grade: 9 5 Credits Year
Co-requisite(s): Algebra 2
 This honors level course is a fast moving, comprehensive, laboratory-based physics course covering kinematics, dynamics, energy, power, heat, light, electricity and magnetism. This physics course, which meets requirements for a laboratory science course, is designed to prepare students for careers in engineering and physical science research. Emphasis is placed on laboratory work from which the theory is developed and mathematical concepts applied. This course will introduce students to higher-order thinking, as well as provide a foundation for chemistry and biology.

Chemistry

Grade: 10 5 Credits Year
Prerequisite(s): Physics, Physics Honors
 This laboratory and inquiry-based course provides students with a quantitative and qualitative study of the basic elements that all substances are made of and the conditions under which these substances are transformed into new substances. Students will explore the fundamental topics of chemistry, including atomic structure, the periodic table, and chemical reactions. Throughout the course, students will both collaboratively and independently investigate, measure, analyze, calculate, research, and describe the physical and chemical properties of matter. This course will draw upon theories and concepts previously discovered in Physics, as well as lay the foundation for future studies in Biology.

Chemistry Honors

Grade: 10 5 Credits Year
Prerequisite(s): Honors Physics or an A in Physics and an A in Algebra II
 This is a course for students who are interested in an extensive fast-paced overview of the theories and practical applications of chemistry. Students will develop lab skills and proper lab procedures including safety measures. They will develop their skills in measurement, observation, documentation, critical thinking and hypothesis formation. Students will be expected to record their observations, draw conclusions, interpret data and defend hypotheses orally and in written form. Students will be expected to understand the structure and interactive behavior of matter, as well as to realize the implications of its behavior as it relates to applied technology. They can expect a strong emphasis on

mathematics, including methods of problem solving and data collection.

Biology

Grade: 11-12 5 Credits Year

Prerequisite(s): Chemistry, Chemistry Honors

Biology is a comprehensive hands-on course that applies scientific concepts introduced in chemistry and physics to study all life on our planet. The course explores fundamental themes in the biological sciences, thus allowing students to appreciate all the interconnected scales of biology. The major units of the course include ecosystem interactions and stability, Earth's energy and matter flow, cellular and molecular biology, the genetic basis of heredity, as well as the principles of evolution. Students will participate in guided interactive lectures and utilize science skills to conduct hands-on lab investigations. Moreover, throughout the course, a strong emphasis will be placed on exploring the connections between biological concepts and human lives.

Biology Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): Chemistry Honors or an A in Chemistry

Biology Honors is a course designed for students who are interested in an extensive overview of the principals and practical application of biology. It is expected that students take a greater responsibility in his/her education and will perform biological experimentation using sound scientific methodology. The student is expected to develop independent and group learning and performance skills, within the framework of the course. Individual study and performance skills will include taking classroom notes, outlining textbook chapters, and conducting and writing laboratory reports. Group performance and study skills will involve cooperative learning in teams; sharing of group responsibilities including equitable division of work; and group presentation of project results.

Advanced Placement Physics 1

Grade: 9-12 5 Credits Year

Prerequisite(s):

9th Graders: Algebra II Completed in 8th Grade

10th – 12th Graders: Algebra II & Physics Honors or Physics with Teacher Recommendation

Advanced Placement Physics 1 is an algebra-based, introductory college-level Physics course. It is the first course in our AP Physics program. 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. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The students taking this course should be interested in a career in science, technology, Physics, or engineering. The curriculum is rigorous and challenging.

Advanced Placement Physics 2

Grade: 10 – 12 5 Credits Year

Prerequisite(s): AP Physics 1, Algebra II, Geometry

Co-requisites: Pre-Calculus

AP Physics 2 is an algebra-based, introductory college-level Physics course. It is the second course in our AP Physics program. Students cultivate their understanding of Physics through inquiry-based investigations as they explore principles of fluid mechanics, thermodynamics, electrostatics, electric current, magnetism, waves and optics, and Modern Physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The students taking this course should be interested in a career in science, technology, Physics, or engineering. The curriculum is rigorous and challenging.

Advanced Placement Chemistry

Grade: 11-12 5 Credits Year

Co-requisite(s): Algebra II & an A in Chemistry Honors

Advanced Placement Chemistry is a college level chemistry course covering first year college content. The Advanced Placement program provides students with an opportunity to gain college credit in high school and will prepare them for college programs in the health care professions and experimental and applied sciences. AP Chemistry is a math based, lab based science course covering electrochemistry, kinetics, equilibriums,

acids/bases, and thermodynamics along with an in depth review of the material covered in Honors Chemistry.

Advanced Placement Biology

Grade: 12 5 Credits Year

Prerequisite(s): Honors Biology

AP Biology is a course designed for students that have a strong interest in, or desire to pursue a career in the field of science. This course will be taught at the college level. Students accepting the challenge of an AP course will be required to actively participate in all lectures and laboratory exercises that are conducted during the year.

The two primary goals of AP Biology are to help students develop a conceptual understanding for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

ELECTIVES

Honors Anatomy & Physiology

Grade: 12 5 Credits Year

Prerequisite(s): Biology

This course is designed for self-motivated students interested in pursuing a medical career in which detailed knowledge of the human body would be expected. Topics will include advanced studies of cytology, histology, integumentary, skeletal, muscular, digestive, cardiovascular, respiratory, reproductive, urinary, nervous, endocrine systems and sense organs with an emphasis on homeostasis. Students will be required to identify anatomical structures by performing dissections of representative organisms. In addition, students will complete case studies to further investigate human diseases and participate in bioethical discussions

based on the supplemental reading of a selected text.

Environmental Science & Sustainable Development

Grade: 12 5 Credits Year

Prerequisite(s): Chemistry & Biology

Environmental Science is an interdisciplinary course that explores the impacts of modern human society on our planet. Utilizing the principles from prior science courses as well as knowledge from humanities courses, students will explore the integrated nature of environmental, societal, and economic issues. The introductory unit will explore the principles of sustainable development, teaching students how to analyze global issues and propose realistic large-scale solutions. Further units will explore each sphere of our planet, how the global society utilizes resources from that sphere, and lastly how human activities are disrupting the natural mechanisms and cycles of that sphere. Students will participate in guided interactive lectures and utilize scientific skills to conduct hands-on lab investigations. Unlike other science courses, Environmental Science & Sustainable Development will focus on interdisciplinary analysis of issues ranging from climate change to poverty and warfare, and is thus particularly well-suited for developing an informed citizenry

Forensic Science

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

Forensic Science is a half-year laboratory-based course that involves scientific investigations using microscopy, comparative analysis techniques, and qualitative vs quantitative examinations. Forensic science is multidisciplinary, encompassing concepts in many areas such as biology, chemistry, zoology, anatomy, genetics, physics, medicine, math, statistics, earth science, sociology, psychology, communications, and law. The focus is on problem solving, applying the scientific method and/or CER to physical evidence analyzed, testing, and drawing conclusions based on empirical evidence. Students are introduced to different methods used in the field of forensic analysis to help solve crime scenarios and case studies. Students will analyze fingerprints, handwriting, hair & fibers, blood types, blood stains and spatters, footprints and ballistic evidence.

Students will be asked to solve mini crime scene investigations, putting skill sets into practice. Parallel to the lab work & investigations, students will watch online forensic case studies, reinforcing how they were scientifically solved.

Lab Assistant (Option II)

Grade: 11-12 5 Credits Year

Prerequisite(s): *Physics & Option II Form*

The selected student should be dependable, familiar with general laboratory techniques and have a good knowledge base in science. Good organizational skill/potential is expected. Responsibilities include: assisting instructors with the preparation for labs, assuring all materials present, cleaning up after a lab and assisting students during the lab activity. In addition, maintain living specimens (microorganisms, plants and invertebrates) and assist with AV equipment and other duties as assigned by the supervising teacher. Rising juniors and seniors interested in a science lab assistantship need to complete an option II form with the signature of the science teacher they want to do the assistantship with. The option II can be found in the counseling department. All forms must be **submitted by June 1, 2024** to the Counseling Department. Lab assistantships will be graded on a pass/fail basis

Research in Methodology Techniques Year 1 Honors

Grade: 11-12 5 Credits Year

Prerequisite/Corequisite(s): *Honors Biology*

NOTE: This class will have limited seats available, and includes juniors & seniors. Students must go through an application process to be selected for this class. It is *strongly* recommended that 11th

Graders have prerequisites of Honors Precalculus AND Honors Chemistry (with minimum grades of B+ in each) and 12th Graders have prerequisites of Honors Biology (with a minimum grade of A) AND AP Physics or AP Chemistry (minimum grade of B).

First year students will develop and refine lab skills such as sterile technique, micro-pipetting, cloning, PCR, gel electrophoresis, restriction enzyme digests, isolation and transformation, ELISA, and bioinformatics. At the end of the year, students will have the opportunity to develop a short independent research project. All applications must be submitted by February 15, 2024 to the Counseling Department for consideration.

[Research in Methodology Techniques Honors Year 1 Application](#)

Research in Methodology Techniques Year 2 Honors

Grade: 12 5 Credits Year

Prerequisite/Corequisite(s): *Honors Biology.*

Research Year 1

NOTE: This class will have limited seats available, and run concurrently with Year 1 students. Students enrolling in Year 2 must have successfully completed Year 1 of Research.

Second year students will aid as lab assistants in the Research Year 1 class. Duties include the setup and breakdown of labs & mentoring Year 1 students through procedures, protocols, and use of equipment in the lab. Finally, Year 2 students will develop and conduct a comprehensive, authentic research project for state competition.

SOCIAL STUDIES DEPARTMENT

Students are required to take three (3) years of History for graduation: two years of American History (US I and II) and one year of World History. Additional electives are offered in grades 9 – 12 including AP United States History, AP Psychology, Sociology, Psychology, History Through Film, and AP US Gov't & Politics.

SEQUENCE OF CORE SOCIAL STUDIES COURSES			
GRADE 9	U.S. HISTORY I/HONORS		
GRADE 10	U.S. HISTORY II/HONORS		
GRADE 11	WORLD HISTORY/HONORS	AP U.S. HISTORY	AP PSYCHOLOGY
GRADE 12	AP U.S. HISTORY	AP PSYCHOLOGY	AP US Govt & Politics
	AP WORLD HISTORY		

U.S. History I

Grade: 9 5 Credits Year

Prerequisite(s): None

United States History I is a course designed to investigate the development of our country from Post Reconstruction through World War II. Students will examine different aspects of American life throughout this time period including social, political, and cultural points that helped develop us into the society we are today. Classes will investigate these points through discussion, essays, primary source documents, projects, research papers and debates.

U.S. History I Honors

Grade: 9 5 Credits Year

Prerequisite(s): None

The course curriculum is aligned with the American History I course. Extensive reading and writing beyond the standard curriculum. Summaries, essays, oral and/or written reports, projects, and research will be required. Students enrolled in the course must accept notable academic responsibilities and acknowledge high standards for evaluation.

U.S. History II

Grade: 10 5 Credits Year

Prerequisite(s): U.S. I, U.S. I Honors

US II continues the study of American history and picks up at the conclusion World War II. Highlights of the curriculum include the Cold War, international diplomacy, the Korean War, the Civil Rights Movement, the Vietnam War, the turbulence of the 1960s domestically and abroad, international

and domestic issues of the 1970s and 1980s, and the role of the U.S. in the 21st century. The course will focus on the U.S. being a part of a global society and challenges students to be actively involved in a global perspective of history.

U.S. History II Honors

Grade: 10 5 Credits Year

Prerequisite(s): U.S. I, U.S. I Honors A- or higher

The course curriculum aligns with the U.S. History II course with extensive reading and writing beyond the standard curriculum. Summaries, essays, oral and/or written reports, projects, and research are required. Students enrolled in the course must accept notable academic responsibilities and acknowledge high standards for evaluation.

World History

Grade: 11 5 Credits Year

Prerequisite(s): U.S. II, U.S. II Honors

The world is a big place! Students will study the major turning points that shaped the modern world. The goal is for all students to develop an understanding of the historical roots of current world concerns. Students will develop social studies skills, including analysis of written primary sources, reading and lecture note-taking, essay writing, information collection and organization, debating, public speaking, critical thinking and map/graph/table reading and interpretation.

World History Honors

Grade: 11 5 Credits Year

Prerequisite(s): U.S. II, U.S. II Honors

The course aligns with the World History course. Extensive reading and writing beyond the standard curriculum. Summaries, essays, oral and written reports, projects, and research is required. Students enrolled in the course must accept notable academic responsibilities and acknowledge high standards for evaluation.

Advanced Placement World History

Grade: 11-12 5 Credits Year

Prerequisite(s): U.S. II Honors, World Honors or AP US History

The AP World History course provides a clear framework of six chronological periods viewed through the lens of related key concepts and course themes, accompanied by a set of skills that clearly define what it means to think historically. The themes and key concepts presented in this course are designed to provide foundational knowledge for future college-level coursework in history. The structure of the class requires numerous hours of reading each week; a strong independent work ethic is required for success.

Advanced Placement U.S. History

Grade: 10-12 5 Credits Year

Prerequisite(s): U.S. II, U.S. II Honors or A- or higher in U.S. I Honors

AP US History is a full-year course offered to students who have demonstrated superior and consistent performance in the study of history and culture. It is the most challenging course that culminates in a rigorous exam offering college credit.

Emphasis will be placed on primary sources and document based questions with specific attention to the skills that will be assessed on the AP exam. Students must be aware of the intensive labor that must be put into the course and the high academic responsibility that comes with any AP course.

ELECTIVES

History Through Film

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

Let's go to the movies! Movies are a wonderful medium to tell a story. This course provides students with the opportunity to delve deeper into the stories of groups that have been historically underrepresented. Come explore the experiences of these groups and participate in discussions about where we came from, where we are now and what the future could and should hold. Through film screenings and discussions, we explore whether it is truly possible for the filmmaker to tell an interesting and believable story that accurately portrays the experiences of people.

AP Psychology

Grade: 11-12 5 Credits Year

Prerequisite(s): None

This course will connect courses in biology, anatomy, research methods, and statistics. AP Psychology 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. They also learn about the ethics and methods psychologists use in their science and practice. Students who take AP Psychology are willing to accept the challenge of a rigorous curriculum.

AP US Government and Politics

Grade: 11 - 12 5 Credits Year

Co-requisite(s): World History/Honors

By utilizing the student-centered discussions, debates, and cooperative learning activities, this college level yearlong course teaches students to think critically about the government and politics of the United States in preparation for the AP exam. Students analyze foundational documents, Supreme Court decisions, and other writing to enhance their comprehension of politics. Current political events and other topics are explored through research, analytical writing, and discussions.

Psychology

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): None

This course is designed to provide a basic introduction to the study of psychology. Students will explore a vast spectrum of topics including, but not limited to, the biological functions of the brain, learning and memory, consciousness and human behavior. Students will be required to participate in many activities throughout the semester, including various research projects, hypnosis and personality

inventories. Additionally, students will investigate the emotional motivation behind human behavior.

Modern Global Issues

Grades: 11 – 12 5 Credits Year

Students will consider the challenges facing humankind in an increasingly interdependent and ever-changing world. Topics include the environment, political organizations, globalization, social and economic inequities and human relations. This course encourages students to actively participate in discovering solutions to problems that threaten human progress.

Our goal is to guide students toward discovering the excitement and promise of technology while preparing them to competently apply various technologies in their present and future lives. All of the courses are projects based, which encourage group and self- motivated learning and feature three areas of interest:

- Design - create your own designs, websites & learn to use multimedia applications: for the artist, graphic and web designers
- Pre-Engineering - explore engineering and technical fields of study to solve design challenges. Learn to create machines and robots, use 3D modeling software to fabricate 3D objects on a makerbot, laser engraver and mill, and electronics.
- Computer Science – solve challenges using algorithms and learn to program computers from novice level friendly animations/games to the Advanced Placement Java based courses.

*Young women are extremely welcome in these classes since you are 50% of the users of technology (cell phones, computers, cars, social networking). The future of technology needs to hear more female voices since only 15 of Fortune 500 companies are run by female executives with technological expertise in the field. Bring your friends and take a technology class to make an impact on the future using your science, technology, engineering and math skills!

The curriculum is designed to strengthen students' skills in design, team cooperation, decision-making, critical thinking, logical reasoning, troubleshooting, problem-solving, technical documentation, and independent learning. Students learn to break down complex problems into small manageable tasks. We encourage students to take risks and develop their creativity and innovation and learn resiliency in preparation for college.

In addition to developing measurable technical and problem- solving skills and overall technical knowledge in a variety of areas, the curriculum integrates reading, listening, viewing, writing, and career exploration. Using hands-on activities, students gain a greater understanding and retention of material as they learn to create, build and articulate their solutions. Each program teaches students to think logically as they incorporate overall academic skills (e.g. Mathematics, Language Arts, History and Science) to solve open-ended, real-life design challenges.

Pre-Engineering Course Sequence

Year	Technology	Mathematics	Science
Freshman	Engineering Graphics & Design	Algebra I or Algebra II	Physics
Sophomore	Engineering Design & Fabrication	Algebra II or Geometry	Chemistry
Sophomore	Engineering Principles	PreCalculus	Chemistry
Junior	Engineering Principles OR Engineering Design & Fabrication OR Electronics Engineering	PreCalculus	Biology
Senior	Engineering Graphics & Design; Engineering Principles, Engineering Design & Fabrication, Electronics Engineering or Independent Study	PreCalculus	Elective

Note: Junior and Senior Advanced Math students may take Engineering Principles or Electronics Engineering without Engineering Graphics & Design with the permission of the instructor. Sophomores with a strong math background may take Engineering Principles

Engineering Graphics & Design

Co-requisite(s) *Algebra 1 or Algebra 2*

Grade: 9-12

5 Credits

Year

This course will explore engineering principles by applying hands-on and minds-on problem solving skills to solve engineering problems using the Engineering Design Process. This class will help students see a connection between math, science, communication, and technology through open-ended design problems. Students will learn advanced engineering drawing and design techniques through the use of hand drawing and the latest 2-D and 3-D AutoCADD and Inventor programs. Skills learned will include pictorial, sectional, auxiliary, multiview & assembly drawings. Students will apply this information in the engineering design process individually and in groups on a number of design activities to solve problems including a reverse engineering project.

Engineering Design & Fabrication

Grade: 10-12 5 Credits Year

Prerequisite(s): Engineering Graphics & Design

Co-requisite(s): Algebra II or Geometry

Students learn concepts of robotics and automated manufacturing by creating three-dimensional designs with modeling software and manufacturing models of their designs. You will learn to use automation, control systems, sensing devices, computer programming and robotics. Projects will be completed using VEX electronics, robotics arm, Autodesk Inventor CAM and other technologies. Students will design and build assembly lines, Automated Guided Vehicles and more. Students will design, fabricate, and test a product of their own design as a final project. This is a hands-on projects based course.

Engineering Principles

Multimedia

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Students learn how to create, edit, and manipulate audio and video files in this media-rich course. Students will use Windows Movie Maker, Audacity, PhotoShop, and Flash to create true multiple-media

Grade: 10-12 5 Credits Year

Prerequisite(s): Engineering Graphics & Design

Co-requisite: PreCalculus

In this dynamic hands-on course, students explore the field of engineering and engineering technology. Working in teams, students solve open-ended, real world challenges using all available resources. Exploring various technology systems and manufacturing processes, students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. Students consider the social and political consequences of technological change. Possible design challenges will typically include designing, building, testing, and analyzing: mousetrap vehicles, paper & cardboard structures, a balsa wood bridge, and more. Each project concludes with individual written documentation and a formal team presentation.

Electronics Engineering

Grade: 10-12 2.5 Credits Semester

Prerequisite(s): Engineering Graphics & Design or Teacher Approval–Teacher will notify Counselor

Prerequisite(s): PreCalculus

This projects-based course is the study of electronic circuits that are used to process and control digital signals. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. The major focus of this course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. This course covers basic electric circuit theory, the nature of electricity, resistance, current and voltage. Detailed coverage of topics includes direct current, alternating current, Ohm's law, series circuits and parallel circuits as well as energy and power relationships.

ELECTIVES

projects. Through trimming, clipping, and converting different files, students are able to create original films related to their interests and hobbies. Students practice public speaking, organization, leadership, and group collaboration as they perform, build, and present their projects. Students will utilize these important life skills in their core classes

and in preparation for college. This is a projects based foundation course open to all students.

***Unified Multimedia**

Grade: 9-12 2.5 Credits

Semester

Prerequisite(s): Completion of Unified Electives

Application by February 23, 2024

Unified Multimedia is comprised of students with differing needs and abilities. The course is designed to promote inclusion with the intent of carrying over into the greater school community while exploring topics of technology. Students work together through a curriculum designed to cultivate and promote student leadership, communication, and collaboration in this media rich course. Students will develop proficiency of various technology platforms towards creating true multiple-media projects. Students practice public speaking, organization, leadership, and group collaboration as they perform, build, and present their projects. Students will utilize these important life skills across academic settings and in preparation for post-graduate endeavors. Students interested in serving as a unified peer will apply and be selected to participate in this course.

****Offered odd years (Ex: 2022-2023; 2024-2025).***

[RHS Unified Electives Application](#)

Digital Design I

Grade: 9-12

2.5 Credits

Semester

Prerequisite(s): None

Digital Design combines photography, photo editing, and the graphic design process as a tool to create engaging and effective visuals. Students learn how to edit photographs using Adobe Photoshop software and create graphics and illustrations with Adobe Illustrator. Students learn to use Photoshop to create layers, make selections, incorporate color techniques, place and transform type in an image, use painting tools, create special effects with filters, adjust color, use clipping masks, paths, & shapes, and liquefy an image, and retouch photographs. Students learn to use Illustrator to create simple graphics, icons, text, complex and multilayer illustrations which can be used within a page layout, a multimedia presentation, or on the Web.

Digital Design II

Grade: 9-12

2.5 Credits

Semester

Prerequisite(s): Digital Design I

Students explore advanced design concepts using Adobe Photoshop and Adobe Illustrator techniques. Techniques include working with layers and layer styles, adjusting images, levels and curves, design with multiple images, retouching and enhancing images, advanced type, color theory, shape layers, and filters, investigating production tricks and techniques, creating special effects and working with blending modes. Students create a portfolio from a series of open-ended design projects

Web Design I

Grade: 9-12

2.5 Credits

Semester

Prerequisite(s): None

Students learn web design principles, use 3 web languages and use Adobe Dreamweaver to make creative and user friendly websites. Students begin by learning how the Internet works and how web pages are uploaded onto the Internet. Students are introduced to Hypertext Markup Language (HMLT), Cascading Style Sheets (CSS), and JavaScript. Students also learn how to use Photoshop to create web graphics, including rollover graphics. Web elements such as buttons, divs, tables, links, rollovers and animations are incorporated into the web pages coded with created HTML and styled with CSS. This is a project-based foundation course.

Web Design II

Grade: 9-12

2.5 Credits

Semester

Prerequisite(s): Web Design I

Students delve more deeply with HTML5 and CSS3 by focusing on responsive design across multiple browsers and devices. Topics include creating templates, external style sheets, CSS positioning, drop down menus and scaling. Students use Adobe Dream Weaver and Adobe Photoshop. Students create a web design portfolio from a series of open-ended design projects.

Computer Animation

Grade: 10-12

2.5 Credits

Semester

Prerequisite(s): None

Do you have a vision to bring 3D film effects to the big screen? How about generating realistic characters in a top-selling game? This project-based course introduces the creation of three-dimensional objects and animations using Autodesk 3DS Max. The course covers the necessary skills to become proficient in working with three-dimensional objects and animation and builds on prior two-dimensional concepts. Course topics include: building and modifying objects, modeling, materials and maps, camera and lighting, animation, rendering, Character Animation Toolkit and kinematics, particle systems, and special effects.

Robotics Engineering I

Grade: 9-12 2.5 Credits Semester

Prerequisite: None

This is a fun hands-on class that provides an introduction to robotics for students with no programming background using Lego Mindstorm kits. Students work in teams to build their robots in stages to solve a variety of difficult challenges. Students develop strategies, problem-solving, build and programming, teamwork and presentation skills as they work on open-ended design challenges. Topics include gears, torque, mechanical systems, programming with sensors, and technical documentation. Students will learn to construct, control and program these robots through investigative and exploration activities.

Robotics Engineering II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Robotics Engineering I

This is a continuation of the Robotics I class. Students work independently and in teams to solve complex autonomous design challenges and games using sensors, LEGO robotics and EV3 Mindstorms programming. Students hone problem-solving techniques, teamwork, presentation, and programming skills as they work on their open-ended design solutions. Topics include programming with sensors, mechanical advantage, data logging, boolean logic, algorithms and technical documentation.

Digital Fabrication

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): None

Artistic and Design students independently create 2D and 3D models using Adobe Illustrator, Onshape (CAD), or online 3D modeling tools to fabricate their art designs, which may include phone stands, chess/checker boards, coaster sets, bridges, structures, labyrinths, jewelry, mobiles, signs, plaques, custom boxes, and 3D objects. You will learn to use the laser engraver & MakerBot 3D printer to take your projects from the PC screen and watch it become a tangible item. Students not only learn software skills, but also develop an adaptive mindset for working with machines, hardware, and materials to ensure that their creative designs can be turned into tangible realities.

Introduction to Computer Science I

Grade: 9-12 2.5 Credits Semester

Co-Requisite(s): Algebra II

The Computer Science - I introduces students to the foundation of Computer Science along with an introduction to programming using Python with an emphasis on helping students develop logical thinking and problem-solving skills. This course is designed for complete beginners with no previous background in Computer Science. We will move quickly through topics in computer science with a focus on embedded systems and computer programming. Students will have hands-on experience in writing Python codes along with understanding the basics behind a programming language. By the end of this course, students will be able to break down a big problem into smaller tasks and write an efficient program in Python to solve the problem.

Introduction to Computer Science II

Grade: 9-12 2.5 Credits Semester

Prerequisite(s): Intro. to Computer Science I or Python Competency Test (See Ms. Vaidyanathan)
Co-requisite(s): Algebra II

Computer Science II introduces students to programming using Java language. The logical reasoning and programming skills that they learned from Python language are emphasized in this course. This course teaches them one concept at a time, layering previous concepts from before. This would also prepare students to take AP Computer Science A.

Grade: 11-12 *5 Credits* *Year*
Prerequisite(s): Intro. to Computer Science II
Co-requisite(s): PreCalculus

Students use Java to learn object -oriented programming concepts and skills in this introductory college level computer course. Logic and reasoning skills are sharpened as they design and code applications. Programming methodology, algorithms and data structures are incorporated in this one -year course which prepares students for the Advanced Placement Computer Science A examination.

AP Computer Science A

Robbinsville High School offers French, Spanish and Chinese. Listening, speaking, reading, writing, and culture are integral parts of each course.

A language level is not specific to a grade. For example: Level 1 classes can include students from different grade levels who are beginning language study or are beginning the study of a second or third world language. All Level 4 and Level 5 World Language classes are Honors level classes and should be considered a preparatory class for Advanced Placement level course work. All students may be eligible to enroll in AP World Language courses contingent upon completion of prerequisite requirements. All criteria for placement into an Honors level course apply.

French I

Grade: 9-12 5 Credits Year

Prerequisite(s): None

French I is an introduction to the four skills of language acquisition, listening, speaking, reading, and writing, all within the context of the contemporary French speaking world and its various cultures. The vocabulary is current and grammar is introduced in the context of meaningful, authentic language. Students are encouraged to communicate in the target language. Contemporary cultural readings and engaging activities also provide students with an appreciation for French culture. French I is designed for students with no or limited exposure to the language.

French II

Grade: 9-12 5 Credits Year

Prerequisite(s): French I

French II expands to more complex language constructions, with an emphasis on communicative skills. Students are encouraged to use the language in meaningful, authentic contexts, while continuing to develop their speaking, reading, writing, and listening skills. Contemporary cultural readings and engaging interactive activities provide students with an appreciation for the French-speaking world and its diversified cultures. Varied practice opportunities, CD ROMs, and the use of the internet will engage students in a variety of innovative and creative approaches.

French III

Grade: 10-12 5 Credits Year

Prerequisite(s): French II

Expanded use is made of the language patterns already mastered. This level also provides a review and intensification of French grammar with continued attention being given to active engagement such as conversations in the target language prompted by the reading of current authentic text. Writing is more extensive with a focus on creative expression and accurate use of grammar in context. Students at this level generally begin to function independently in the world language. Students will be expected to speak in French only during class time.

French III Accelerated Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in French II, and teacher recommendation

This accelerated immersion course prepares students for entry into Advanced Placement French the following year. Expanded use is made of the language patterns already mastered and more complex and sophisticated constructions. There is an applied emphasis on communicative skills; students will be expected to speak in French only during class time. Writing is also more extensive with a focus on creative expression and accurate use of grammar in context. This course requires active engagement in conversations in the target language prompted by the reading of current authentic texts, deciphering of graphs and charts, and listening to and interpreting the current situations in French-speaking countries today. Students will

develop their skills through more sophisticated and complex topics and themes.

French IV Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): French III

French IV expands to include more complex and sophisticated constructions, with more of an emphasis on communicative skills. Students are encouraged to use the language in meaningful, authentic contexts, while continuing to develop their writing and listening skills. Students will be expected to speak in French only during class time.

Advanced Placement French

Grade: 11-12 5 Credits Year

Prerequisite(s):

French III Honors or French IV Honors

This course is a comprehensive review of all previous knowledge pertaining to the French language. This class builds upon the skills developed within introductory and intermediate French classes by applying each skill to a specific, contemporary context (health, education, careers, literature, history, family, relationships, and environment being common themes). Thus, the students strive to refine their skills in writing, reading, speaking, and understanding spoken French. Students concentrate on developing proficiency in such skills specifically in preparation for the AP French Language examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency. Students will be expected to speak only in French during class time.

Spanish I

Grade: 9-12 5 Credits Year

Prerequisite(s): None

Spanish I is a rigorous introductory course for students with no prior experience in Spanish designed to prepare students for Spanish II. In Spanish I, students develop interpersonal, interpretive, and presentational proficiencies through contextualized and meaningful vocabulary building, speaking, reading, writing, listening, presentation, grammatical and collaboration based activities.

Spanish I combines several instructional approaches; the course frequently creates an immersion-like experience for students in which they use only the target language during spontaneous and interpersonal speaking activities, emphasizing comprehensible output. At other times, grammar and syntax are taught and practiced explicitly with the support of English. These two methods reach a variety of learning styles and allow students to quickly begin creating with language; both are captured through assessment. The course's high level of student-teacher and student-student interaction renders participation and attendance extremely important as many learning activities cannot be replicated outside of the classroom

Spanish II

Grade: 9-12 5 Credits Year

Prerequisite(s): Spanish I or referral

Spanish II is an intermediate Spanish course for students with prior experience in Spanish (either 3 years at PRMS, Spanish I at RHS, or equivalent coursework at another school). In this course, students delve deeper into three thematic units: Contemporary Life, Global Challenges, and Science and Technology. Over the course of the year, Spanish II aims to grow students' interpersonal, interpretive, and presentational proficiency from Novice High to Intermediate Low. Students engage in contextualized vocabulary building, speaking, reading, writing, listening, presentational, grammatical and collaboration based activities.

Spanish II combines several instructional approaches; the course frequently creates an immersion-like experience for students in which they use only the target language during spontaneous and interpersonal speaking activities, emphasizing comprehensible output. At other times, grammar and syntax are taught and practiced explicitly with the support of English. These two methods reach a variety of learning styles and promote the creation of original language; both are captured through assessment. The high level of student-teacher and student-student interaction renders participation and attendance extremely important as many learning activities cannot be replicated outside of the classroom.

Spanish III

Grade: 9-12 5 Credits Year

Prerequisite(s): Spanish II

In Spanish III students will learn the skills necessary to communicate at an intermediate level. Expanded use is made of the language patterns already mastered. This level also provides a review and intensification of Spanish grammar with continued attention being given to active control of listening, reading, writing and speaking. Students at this level generally begin to function independently in the world language.

Spanish III Honors

Grade: 9-12 5 Credits Year

Prerequisite(s): A- or better Spanish II & teacher recommendation

In Spanish III Honors, students will enhance the skills necessary to communicate at an intermediate level. Expanded use is made of the language patterns already mastered. This level also provides an intensification of Spanish grammar with continued attention being given to active control of listening, reading, writing and speaking. Students will develop their skills through more sophisticated and complex topics and themes. Students at this level will begin to function independently in the world language. Instruction is through immersion and students are expected to speak only in Spanish during class time.

Spanish IV

Grade: 10-12 5 Credits Year

Prerequisite(s): Spanish III

This course is designed to develop proficiency in Spanish for active communication. It stresses oral skills, composition, and an in depth review of grammar. Students are encouraged to use the language in meaningful, authentic contexts, while continuing to develop their writing, reading, speaking and listening skills. Instruction is through immersion and students are expected to speak only in Spanish during class time.

Spanish IV Honors

Grade: 10-12 5 Credits Year

Prerequisite(s): A- or better in Spanish III

This course is designed to develop proficiency in Spanish for active communication. It stresses oral skills, composition, and advanced grammar. Students will develop their skills through more sophisticated and complex topics and themes. Students are encouraged to use the language in meaningful, authentic contexts, while continuing to develop their writing, reading, speaking and listening skills. Instruction is through immersion and students are expected to speak only in Spanish during class time.

Advanced Placement Spanish

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in Spanish IV Honors

This course is a comprehensive review of all previous knowledge pertaining to the Spanish language. This class builds upon the skills developed within introductory and intermediate Spanish classes by applying each skill to a specific, contemporary context (health, education, careers, literature, history, family, relationships, and environment being common themes). Thus, the students strive to refine their skills in writing, reading, speaking, and understanding spoken Spanish. Students concentrate on developing proficiency in such skills specifically in preparation for the AP Spanish Language examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency. Instruction is through immersion and students will be expected to speak only in Spanish during class time.

Spanish Literature and Cinema Honors

Prerequisite(s): Completion of Spanish IV or Spanish IV Honors

This course will cover various genres of literature (novels, short stories, poems, articles, biographies, etc.) as well as motion pictures from Spanish speaking countries. Throughout this course, students will continue to advance their reading, listening, writing and speaking skills through their participation in class activities and discussions. This course will provide numerous opportunities for discussion, critical thinking and analysis. Students will be able to relate the topics and themes discussed in class to real life events.

Chinese I

Grade: 9-12 5 Credits Year

Prerequisite(s): None

Chinese I is a beginner's level course that teaches basic skills; reading, listening, speaking and writing Mandarin Chinese. Emphasis will be placed on the tonal system and proper pronunciation of sounds. Basic grammar, vocabulary, expression, and basic sentence structure will also be taught. Class activities will consist of oral dialogues, small group activities, skit presentations, individual and cooperative projects, videos and tapes. The students will gain an understanding of the history, geography and culture of China and other Chinese speaking countries.

Chinese II

Grade: 10-12 5 Credits Year

Prerequisite(s): Chinese I

This course enables further development of the four proficiency skills: reading, writing, speaking, and listening with an emphasis on grammatical structures. By building upon skills learned in Chinese I, the students will expand their vocabulary and sentence patterns enabling them to carry on everyday conversations. Continued exploration into the study of Chinese culture, history, and geography will foster deeper understanding of its language. Students will engage in meaningful conversation by using varied activities, authentic contexts, multimedia, foreign films, CD-ROM, cultural activities and computer applications.

Chinese III

Grade: 11-12 5 Credits Year

Prerequisite(s): Chinese II

This course is a continuation of Chinese II with a review of grammar and further development of listening, speaking, reading and writing skills in practical situations. The course will further emphasize Chinese pronunciation, the Pinyin Romanization system, the Chinese character writing system, and sentence composition. Students will engage in meaningful conversations by using varied in-class activities. Authentic contexts, multimedia, foreign films, CD-ROM, cultural activities and computer applications will also be used throughout the class to enhance the student's learning experience.

Chinese IV Honors

Grade: 11-12 5 Credits Year

Prerequisite(s): A- or better in Chinese III

Chinese IV offers continuing instruction in listening, speaking, reading and writing, with particular emphasis on consolidating basic conversational skills and improving reading confidence and depth. Upon completion of this course, students should be able to speak, in Chinese, with some fluency in basic conversational topics, they should be able to read texts composed of characters introduced in the textbook in simplified characters, and they should be able to write short compositions using these characters. Classes are made up of lecture sessions, drill practice, discussions, reading comprehension practice, listening comprehension practice, situational dialogue practice, and language games. This class will be instructed as a total immersion class and will be conducted in Mandarin.

The special education program at Robbinsville High School includes comprehensive educational services to meet the learning needs of every student regardless of the student's level of ability or disability. Programming is tiered and based on the level of support a student may need. Programming includes in-class resource, resource rooms, or self-contained classes. Decisions regarding a student's level of programming and needs are discussed and determined in collaboration with the student's IEP team which includes the student's Case Manager and School Counselor.

In-class Resource programs provide instruction in a general education classroom with the support of certified content and special education teachers.

Resource Room programs provide instruction in a smaller setting around key concepts of the general education curriculum while targeting students' identified Individualized Education Plan (IEP) goals and objectives.

Multidisciplinary Seminar I (Grades 9-12)

This program is designed to provide explicit instruction in the areas of executive function including organizing, prioritizing, time management, cognitive flexibility, self-checking, and accessing working memory and relevant opportunities to support and generalize these skills to other academic coursework. Specific areas of focus are identified and outlined in the student's Individual Education Plan (IEP).

Multidisciplinary Seminar II (Grades 9-12)

This program is rooted in Executive Function instruction and Social Emotional Learning. The course is designed to provide explicit instruction in the areas of executive function including organizing, prioritizing, time management, cognitive flexibility, self-checking, and accessing working memory and relevant opportunities to support and generalize these skills to other academic coursework. Social-emotional and wellness support is provided by a School Social Worker. Specific areas of focus are identified and outlined in the student's Individual Education Plan (IEP).

Self-Contained Courses:

Mathematics (Grades 9-12)

This program is designed to expose students to key mathematical concepts throughout their high school careers and is adapted to the student's specific learning needs as identified in a student's Individualized Educational Program.

English (Grades 9-12)

This program is designed to expose students to key English concepts throughout their high school careers and is adapted to the student's specific learning needs as identified in a student's Individualized Educational Program.

History (Grades 9-12)

This program is designed to expose students to key history concepts throughout their high school careers and is adapted to the student's specific learning needs as identified in a student's Individualized Educational Program.

Science (Grades 9-12)

This program is designed to expose students to key science concepts throughout their high school careers and is adapted to the student's specific learning needs as identified in a student's Individualized Educational Program.

Job Skills

Full Year 5 credits

This course can be taken each year as determined by a student's IEP Team.

This course is designed to instruct students in pre-vocational and vocational skills. Students will be given the opportunity to develop vocational behaviors and vocational skills and to practice these skills. This course is tiered to allow for student's to sample jobs within the school district and within the community with support as needed.

Life Skills

Full Year 5 credits

This course can be taken each year as determined by a student's IEP Team.

Life Skills is a course that provides students with an opportunity in their day to work on topics and skills that will impact them as they grow into young adults navigating community and personal life. Some skills or topics discussed include shopping, hygiene, transportation, managing personal relationships, utilizing social media and technology in today's society, and budgeting and planning related to home and social activities. Additional skills or topics may be included based on individual student needs and as determined by the student's IEP team.

Post Graduate English

Full Year, 5.0 credits

This course can be taken each year beyond Grade 12

The Post Graduate English course is designed to meet the needs of students in self-contained classes as they begin to transition from typical 4-year high school education to transitional education available to them through age 21. It emphasizes functional literacy skills needed to become independent during adult life. Topics include obtaining information from tables, graphs & charts; using technology and

the internet to communicate & seek information, completing applications with personal identifying information, as well as continuing to increase reading comprehension and ability to produce meaningful written communications. Topics are determined by the student's IEP team based on the student's educational needs.

Post Graduate Math

Full Year, 5.0 credits

This course can be taken each year beyond Grade 12

The Post Graduate Math course is designed to meet the needs of students in self-contained classes as they begin transition from typical 4-year high school education to transitional education available to them through age 21. This course emphasizes functional math skills needed to become independent during adult life. Topics include obtaining and interpreting numeric information from tables, graphs & charts; exploring consumer math skills needed to manage spending in the community, exploring budgeting and financial management, understanding measurement tools as used in real life situations, understanding time and management of elapsed time, and solving real world problems using numerical concepts.

Post Graduate Job Skills

Full Year 5 credits

This Course can be taken each year beyond Grade 12

This course is designed to give students the opportunity to practice vocational skills in the community in positions that match student skill and area of interest with support as determined by the student's IEP team.

ADDITIONAL ACADEMIC PROGRAMS

RHS offers educational programs designed to extend the learning opportunities beyond courses in the standard curriculum. The programs described in this section offer students the chance to participate in dual enrollment programs at Mercer County Community College and Princeton University courses.

DUAL ENROLLMENT PROGRAM AT MERCER COUNTY COMMUNITY COLLEGE

Grades: 11 – 12

Pre-requisites: See Below

The Dual Enrollment Agreement between Robbinsville High School and Mercer County Community College was approved for the fall 2024 semester. Robbinsville High School junior and senior students can become eligible based upon an application and interview admission procedure. Accepted students can complete approved college-level classes at Mercer County Community College and receive both high school and college credits for satisfactory course completion.

The following college level courses have been approved for the Fall 2024 semester:

TV Production/Communications

GPA Requirement for Admission: 2.5 GPA

Fall 2024 Course Offerings

- ***Introduction to TV Production CMN141:** Basic theory and operation of TV production equipment including camera, switcher, character generator, prompter, audio console, and lighting. Following study of studio procedure, students plan, produce, write, and direct several short video productions. *Counts for 21st Century Skills Elective Graduation Requirement
- ***Screenwriting CMN144:** Aimed at the conception, planning, and writing of screenplays. Through a series of writing exercises, scenes, short scripts and treatments, the student is expected to complete a 20-page short film script. The basics of character development, narrative, structure, texture, genre, and the ability to visualize in writing are explored. *Counts for 21st Century Skills Elective Graduation Requirement

Spring 2025 Course Offerings

- ***Intermediate to Field Production CMN142:** Production of programming with complete formats such as news, interview, music, drama, and fashion. Students plan, produce, write, and direct 15-minute interview/demonstration programs. *Counts for 21st Century Skills Elective Graduation Requirement
- ***Introduction to Editing CMN 148:** This course covers the art of composing space and time through the arrangement and assembly of images and sounds. Students will learn basic concepts of editing, storytelling, and emotion. Students will develop their editing skills utilizing current and professional Non-Linear editing software and tools. *Counts for Art Elective Graduation Requirement

Criminal Justice

GPA Requirement for Admission: 2.8 GPA

Fall 2024 Course Offerings

- **Introduction to Criminal Justice CRJ 101:** Overview of the systems of criminal justice in the United States, including a survey of the agencies for the administration of justice and the relationships among them.
- **Introduction to Sociology SOC101:** An introduction to the sociological analysis of society and culture, including the origin and design of political, economic, and social institutions such as religion, the family,

class and caste, education, values, norms, roles, and sociocultural change. Students learn to analyze, evaluate, and critique social structures.

Spring 2025 Course Offering

- **Criminology CRJ105:** In depth analysis and evaluation of criminal behavior including street crime, organized crime, and occupational crime. Students learn to investigate, categorize, and describe the theories of criminality and social control.
- **Introduction to Psychology PSY101:** The scientific study of human nature- facts, principles, and theories concerning the mental, emotional, neurological, and social dimensions of human experience. Topics include consciousness, learning, thinking, memory, brain structure and function, motivation and emotion, development, personality, mental illness and its treatment, relationships, and social influence.

Liberal Arts Are we keeping the liberal arts track?

GPA Requirement for Admission: 3.0 GPA

Fall 2024 Course Offerings

- **English Composition 101 ENG101: (Placement Test Required or SAT EBRW Score 450 or higher)** College-level composition course designed to assist students in writing 750 to 1500 word essays in topics in various academic disciplines. Focuses on development and support of ideas, essay structure, critical thinking, analysis of readings, and other aspects of writing. Students are introduced to research techniques and documentation.
- **Introduction to Sociology SOC101:** An introduction to the sociological analysis of society and culture, including the origin and design of political, economic, and social institutions such as religion, the family, class and caste, education, values, norms, roles, and sociocultural change. Students learn to analyze, evaluate, and critique social structures.
- ***Speech: Human Communication CMN111:** Exploration of the fundamental elements, characteristics, and processes of communicating in a multicultural society, interpersonal, intrapersonal, as well as small group contexts. Oral presentation experiences are heavily integrated throughout the course with a focus on public speaking design and delivery. *Counts for Art Elective Graduation Requirement

Spring 2025 Course Offerings

- ***World History Since 1500 HIS113:** Survey of world history from 1500 to the present, examining the development of societies in Asia, Europe, Africa, the Americas, and Oceania. Charts the development of individual societies in the Modern Age by focusing on interactions among diverse cultures and the driving forces of changes such as industrialization/technology, nationalism and colonization/decolonization. *Can Replace RHS World History Graduation Requirement
- **Introduction to Psychology PSY101:** The scientific study of human nature- facts, principles, and theories concerning the mental, emotional, neurological, and social dimensions of human experience. Topics include consciousness, learning, thinking, memory, brain structure and function, motivation and emotion, development, personality, mental illness and its treatment, relationships, and social influence.

The Robbinsville School District will pay for the cost of the bus transportation to and from Mercer County Community College's campus. Robbinsville High School students/families are responsible for the tuition (\$150.00 per course) and book fees associated with each class. Students enrolled in the dual enrollment program will leave Robbinsville High School at approximately 11:55 am and will return to Robbinsville High School by 2:05pm.

Application materials and information packets are located in the Counseling Department. **Applications are due to the Counseling Department on March 28, 2024.**

Princeton University

Princeton University Course

Grades: 11 – 12

Prerequisites: See below

High school students may apply for courses in mathematics, biology, physics, chemistry, foreign languages, and music (when special talent can be demonstrated) if they meet all of the following requirements:

Note: Princeton University has clarified their stance on District procedures which allow students to take outside course work. Princeton University provides RHS students with the opportunity to take their courses as a courtesy. The intent is to offer courses to a limited number of exceptional students who meet their criteria and follow the application procedures.

The student must have completed all the courses that RHS has to offer in the subject they are applying to take at Princeton. Princeton University has made it clear that they will not allow our students to circumvent that rule by taking outside course work. Therefore, Princeton University will not accept an RHS student who has accelerated past the last course in the RHS curricular sequence by taking an outside course work.

Students may not contact Princeton University directly. Information and applications are coordinated through the RHS Counseling Department and approved by the Director of Counseling Services. Applications outlining specific requirements for inclusion in the program as established by Princeton University are available in the Counseling Department for fall courses in April and for spring courses in November. Eligibility for a Princeton University course does not guarantee that the course will be scheduled at a time by the University that will allow a student to take this course. The University does not issue transcripts to high school students. RHS awards high school credits for these courses. Grades are not calculated into the student's grade point average. It is a non-refundable application fee of \$50.00.