

POINT PLEASANT BOROUGH HIGH SCHOOL



COURSE SELECTION GUIDE 2022 – 2023

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NONDISCRIMINATION-AFFIRMATIVE ACTION POLICY

It is the policy of the Board of Education of Point Pleasant Borough School to maintain a positive, wholesome educational environment for the students of the district. The goals of education are concerned with the transmission of values, ethics, attitudes and traits associated with responsible citizenship. Point Pleasant Borough School district does not discriminate on the basis of race, color or national origin, sex, disability and age in its educational programs. Any form of harassment and bias will not be tolerated and should be reported to the school administration.

TABLE OF CONTENTS

Topic	Page
<u>Principal's Message</u>	4
<u>Graduation Requirements, College Admissions Policies</u>	5
<u>Four Year Plan Worksheet</u>	6
<u>GPA and Rank, Grade Point Calculations</u>	7
<u>Attendance, Credit Recovery Procedure</u>	8
<u>Athletic Eligibility</u>	9
<u>Educational Planning, Teacher Recommendations</u>	10
<u>Option II, Course Advancement, Advanced Placement Courses</u>	11
<u>Dual Enrollment Programs</u>	12-13
<u>Panther Pathways with OCC, FAQ's, Associate's Degree Course Sequence</u>	14-16
<u>Ocean County Vocational Technical Schools</u>	17
<u>Scheduling Information, Timetable</u>	18-19
<u>Course Descriptions</u>	20
<u>English Course Descriptions</u>	21-24
<u>Mathematics Course Descriptions /Acceleration Pathways</u>	25-28
<u>Science Course Descriptions</u>	29-33
<u>Social Studies Course Descriptions</u>	34-37
<u>World Language Course Descriptions</u>	38-39
<u>Health and Physical Education Course Descriptions</u>	40-41
<u>Fine and Performing Arts Course Descriptions</u>	42-46
<u>21st Century Life & Careers Course Descriptions</u>	47-53
<u>Course Codes</u>	54

**UPDATES AND REVISIONS TO THIS DOCUMENT CAN BE FOUND
ON THE SCHOOL COUNSELING WEBSITE**

PRINCIPAL'S MESSAGE

This course selection guide has been designed to provide students and parents with a detailed overview of our academic programs. It is intended to be a road map that will assist you in developing a comprehensive plan for your academic experience at Point Boro High School.

Many of our former students have reported being well-prepared for the academic rigors at the collegiate level, including some of the most competitive universities in the country. A growing number of students are taking advantage of our advanced placement (AP) courses, where students have an opportunity to earn college credit by passing an AP exam. We currently offer eighteen AP courses at the high school. We also offer thirty-three dual enrollment courses through partnerships with Syracuse University, Fairleigh Dickinson University, Rider University and Ocean County College. In these designated courses, our students have the opportunity to receive *both* high school and college credits upon successful completion of a dual enrollment course.

Our academic offerings are robust and diverse. Students are expected to work closely with their parents and counselor to develop a plan to complete their required coursework as well as explore areas of interest. We are constantly re-evaluating the needs and interests of our students to provide relevant, career-based electives.

I encourage all students to challenge themselves and design a plan to meet their individual goals. The staff at Point Boro High School is here to help you achieve success! It is our goal to produce high school graduates who are well-prepared to face the diverse challenges of a complex global economy.

Kurt Karcich
Principal, Point Pleasant Borough HS
www.pointpleasant.k12.nj.us

GRADUATION REQUIREMENTS

Point Pleasant Borough High School graduation requirements include completion of 130 credits in courses designed to meet all of the Core Curriculum Content Standards, including but not limited to the following:

Core Curriculum Content	Minimum Course & Credit Requirement
English/Language Arts Literacy	At least 20 credits (5 cr. each year), in an ELA core course
Mathematics	At least 15 credits (Algebra I, Geometry, and an additional year of Algebra-based Math)
Science	At least 15 credits, including Biology, and 2 lab sciences
Social Studies	At least 15 credits, including World History, U.S. History I & II
World Language	At least 5 credits
Health, Safety, & Physical Education	3.75 credits Physical Education 1.25 credits Health Education
21 st Century Life & Careers	At least 5 credits
Financial, Economic, & Entrepreneurial Literacy	At least 2.5 credits in Personal Financial Literacy (Standard 9.1)
Visual & Performing Arts	At least 5 credits

* Cross-content workplace readiness is satisfied through infusion into existing courses.

* Technology standards (8.1, 8.2) are satisfied through infusion into existing courses.

For the classes of 2023-2026, please [click here](#) to see the most up-to-date state testing graduation requirements as per the NJDOE.

COLLEGE ADMISSIONS POLICIES

Most college standards require students to have a strong preparatory curriculum in high school. They must successfully complete a MINIMUM of 16 academic units of high school coursework in college preparatory subjects. An academic unit is a full year academic college preparatory, honors, or AP level course. A strong academic transcript should minimally include four units in English, three units of Mathematics (Algebra I & II and Geometry are minimum, Pre-Calculus and Calculus are preferred for more competitive colleges), three units of Social Studies (World History, U.S. History I & II), three units of laboratory science (Biology, Chemistry, and Physics), and at least 2 units, preferably 3 or 4 units for more competitive colleges, of World Language (consecutive years of the same language are preferred). The remaining units of academic coursework should be in any course in the above core content areas.

- For students interested in majoring in Engineering, Architecture, and Science in college, students should include another year of mathematics. For college Science majors, another year of science should be taken.
- Seniors planning to go to college should be taking 4 years in each academic subject to be competitive in the admissions process.
- Some colleges have unique requirements. It is advisable to consult each institution in order to determine exactly which courses are suitable.

FOUR-YEAR PLAN WORKSHEET

Student:

Counselor:

Subject Area (Required Courses)	Credits Needed	Grade 9	Grade 10	Grade 11	Grade 12
English/ Language Arts	20				
Mathematics (Algebra I, Geometry, Additional Algebra-Based Math)	15				
Science (Biology, 2 Additional Lab Sciences)	15				
Social Studies (World History, US History I & US History II)	15				
World Language	5				
Health & Physical Education (3.75 cr. PE & 1.25 cr. Health per year)	20				
21st Century Life and Careers	5				
Financial Literacy	2.5				
Fine & Performing Arts	5				
Other Electives					
Total Credits Earned					
Total Credits Needed to Graduate					130 Credits

GPA and RANK

All Honors and AP classes are weighted. An “H” identifies these courses after the course title. AP courses have that designation in the title. Before calculating Grade Point Average (GPA), 6 points are added to the final grade of each Honors course and 9 points are added to the final grade of each AP course. Nine points will also be added to the final grade of all courses offered through Syracuse University Project Advance. GPA and class rank are cumulative and are calculated as follows: For each course, the final grade is multiplied by the credit assigned to that course. The total number of attempted credits divides the sum of the products of all attempted courses. The average, the GPA, is used to determine class rank.

GPA translated to a 4.0 scale

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

ATTENDANCE

Daily attendance is an essential component to the academic success of our students. In order to receive credit for courses in grades 9-12, a student's total number of absences must not exceed the following:

FULL YEAR COURSE	14
3 MARKING PERIODS (PHYSICAL EDUCATION)	12
2 MARKING PERIODS (SEMESTER) COURSE	7
1 MARKING PERIOD (HEALTH) COURSE	4

Students who accrue 16 tardies in a class will also lose credit in the class.

Students are required to make up work they missed during an absence.

Letters will be sent home through [Genesis Parent Portal](#) emphasizing the potential loss of credit due to excessive absences.

For complete details on the attendance policy and make-up work, please see the Student Handbook.

CREDIT RECOVERY PROCEDURE

Students who receive a final grade of “F” in a course required for graduation must either participate in an accredited and PPBHS approved summer program at their own expense or repeat the course. An abbreviated summer recovery course must consist of at least 60 hours for a 5 credit course.

Students who lose credit due to excessive absences may also attend summer school or repeat the course. If a student loses credit due to attendance AND does not pass the course, administrative approval will be required to receive eligibility to restore credit through summer school.

In order to be eligible for summer school, a student must remain in a course to its completion.

Summer school courses and repeated courses are not included in a student’s cumulative GPA.

Students are only permitted to take two summer school courses a year, unless prior administrative approval is received.

ATHLETIC ELIGIBILITY

High School Athletic Eligibility Standards are determined by New Jersey Interscholastic Athletic Association outlined below:

1. To be eligible for athletic competition during the 1st semester (September 1-January 31) of the 10th grade or higher, a pupil must have passed 25% of the credits (30) required by the State of New Jersey for graduation (130), during the immediately preceding academic year. This does not apply to freshmen during the first semester of their 9th grade year.
2. To be eligible for athletic competition during the 2nd semester (February 1-June 30) of the 9th grade or higher, a pupil must have passed an equivalent of 12.5% of the credits (15) required by the State of New Jersey for graduation (130) at the close of the preceding semester (January 31). Full-year courses shall be equated as $\frac{1}{2}$ of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

NCAA ELIGIBILITY FOR COLLEGE ATHLETICS

Many students aspire to continue participation in athletics during college. Participation in collegiate sports at a Division I or II school requires the evaluation of a student's high school record by the NCAA Eligibility Center. This evaluation for eligibility is done at the conclusion of grade 12 and is based on standardized test scores and the final grade in "core" courses taken during the four (4) years of high school. Core courses are college preparatory courses identified by Point Pleasant Borough High School and validated by the NCAA Eligibility Center. Since courses and the student's performance in those courses are cumulative, beginning in grade 9 it is important for student athletes to plan carefully and achieve academically in preparation for the NCAA Eligibility Center evaluation.

Students looking to play sports competitively in college should review the NCAA Eligibility requirements located at www.eligibilitycenter.org. Courses approved by the NCAA are noted throughout the Course Selection Guide. In addition, the school counseling department is also available for clarification and additional information.

It is the responsibility of the student-athlete to keep track of their athletic eligibility status.

EDUCATIONAL PLANNING

The selection of a program of studies represents one of the most important decisions a student will make during his/her high school career. A student's success and happiness are directly related to the choosing of courses which are appropriate to his/her goals, needs, and abilities.

The course selection process should be a collaborative effort between the student, the parent, and the school. It is recommended that parents review the Course Selection Guide and teacher recommendations with their child. Students should also speak with their teachers and school counselor prior to finalizing course selections.

In planning a program of studies, you should ask these questions:

- What courses are offered and at what level? (Advanced Placement, Honors, College Prep)
- In which subjects do I have the most success?
- In which subjects do I have the most difficulties?
- What are the course and credit requirements for graduation?
- Am I satisfying the requirements for college entrance?
- What are my career interests?
- What subjects will help me accomplish my goals?

TEACHER RECOMMENDATIONS

Teachers make course recommendations based on a variety of criteria including, grade in the current course, work ethic, and interest in the course. It is recommended that a student seeking to move from College Prep to Honors level course(s) should conference with their teacher, demonstrate a level of mastery in the subject matter, and should maintain at least a “B-” average in the College Prep course in which they are currently enrolled.

In order to continue enrollment in the Honors level in a subject area when selecting his or her schedule for the following academic year, it is recommended that a student maintain at least a “C” average in the Honors level course in which they are currently enrolled.

IMPORTANT

Please remember that recommendations are only suggestions. Teacher recommendations only consider current performance in a similar subject and do not take into account the number of Honors or AP courses for which the student may be recommended.

For each additional Honors or AP course added to a student’s schedule, both the rigor and time commitment will increase.

Parents and students should consider extracurricular activities and other responsibilities prior to course selection. Use this [Time Management Worksheet](#) to assist your child. Please be mindful and have conversations with your child's counselor if you have a concern about how adding too many Honors or AP courses may impact your child’s well-being.

OPTION II

Option II serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. Option II may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences. Financial Literacy is available through Option II by enrolling in MoneySkill. For more information, please see your school counselor. If you elect to place an Option II course on your transcript, please note that the grade, pass or fail, will be added to your transcript.

[Click here for Option II Form](#)

COURSE ADVANCEMENT

PPBHS is committed to providing students with opportunities to succeed academically at the highest level possible. Although not common, some highly motivated students may not need a full year of a course to attain mastery of the content. These students may be capable of acquiring these skills and knowledge by attending summer classes, working with a tutor or studying independently.

Students who choose independent study will have an opportunity to “challenge” out of a course by demonstrating proficiency in the content. To demonstrate proficiency, the student will need to take the mid-term and final exams and receive a score of 70% or higher on both assessments. Students who do so will be able to move on to the next sequential course in the given subject matter. For example, a student who just completed Algebra I may opt to challenge out of Geometry. The student will be provided with available resources, such as study guides and a textbook, and will be required to take the Geometry I Midterm and Final Exam. If the student scores 70% or higher on both assessments, they will then be enrolled in Algebra II. If a student intends to take Honors Algebra II then they must take the Honors Geometry Midterm and Final Exam.

Students who wish to challenge out of a course are required to schedule a meeting with their school counselor to discuss their intentions. Their counselor will then refer the student to the appropriate department supervisor. The supervisor will meet with the student and provide helpful resources such as a course syllabus, textbook, and study guide. The supervisor will give the “Academic Advancement Form” to the student that MUST be signed by the parent or guardian. This form will state the parameters for challenging a course and inform the parent that the student is responsible for returning any resources borrowed from the school (i.e. textbook). It is the student’s responsibility to schedule an appointment with the department supervisor when they are ready to take their exams. It is recommended to contact the department supervisor no later than July 15th as all exams must be completed by August 15th to allow time for grading and scheduling.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are college level courses approved by the College Board to be offered at the high school level. Students are able to experience the rigors of college level studies while they still have the support of the high school environment.

In addition to an enriching experience that offers great preparation for college, an AP course provides a student with the opportunity to stand out in the college admission process and to receive college credit. College credit is awarded based on performance on the AP exam which is offered near the

completion of the AP course in May. The score range of an AP exam is 1 – 5, with a score of 1 the lowest and 5 the highest. While a score of 3 is generally accepted for credit by many colleges and universities, some institutions may require higher scores in certain subjects. To find additional information about AP courses, [click here](#)

PPBHS DUAL ENROLLMENT PROGRAMS

Dual Enrollment programs provide high school students a unique opportunity to jump-start their college career. It allows qualified high school students to enroll in college coursework while still in high school. These courses are designed by postsecondary institutions with an emphasis on rigor. Success in these courses requires a high level of commitment and academic responsibility.

- Admissions requirements reflect admissions standards at the respective college.
- Courses are taught by PPBHS faculty who meet the college's credentialing requirements.
- Credit for dual enrollment courses is widely accepted among private and public colleges, depending on your major. Students can contact colleges of interest to discuss the applicability of dual enrollment coursework.
- Provides college-level instruction to high school students, during regular school hours.
- Accelerates a student's college career and earns college credits at a substantially reduced rate.
- Enriches the course opportunities for qualified high school students.
- Students gain understanding of the rigor of college work as well as college faculty expectations.
- Provides access to college resources, facilities and services such as advising, career counseling and mentoring.

Currently, we have relationships with the following institutions to offer dual enrollment credit:

Fairleigh Dickinson University

Ocean County College

Rider University

Syracuse University

Current Tuition Rates for 2022-2023 (subject to change):

Fairleigh Dickinson University: approximately \$270 for a 3 credit course

Ocean County College: approximately \$315 for a 3 credit course

Rider University: approximately \$250 for Tomorrow's Teachers

Syracuse University: approximately \$460 for Forensic Science (4 credits)
approximately \$350 for Principles & Contemporary Issues in Sports
Management

WHICH ONE IS BEST FOR YOU?

AP	Dual Enrollment
Ability to earn college credit and/or placement depends on college policies, major, & score on exam	Ability to transfer earned college credit depends on college policies & major
Your score on one 3 hour test determines if you can earn college credit (usually at least a 3 or better) AP Credit Policy Search can help identify which schools will award credits for each AP course.	Guaranteed college credit with a final grade of a “C” or better (student has more control) High School credit awarded with a passing grade of 65.
AP exam is \$97.00	Dual enrollment credit is a reduced college rate, usually about \$300/course
Follows national college level curriculum established by college board	Follows curriculum aligned to college standards
Has national recognition on a high school transcript	Students with high test anxiety do not need to sit for another high stakes test
Colleges look for AP classes as a sign of competitiveness on your transcript	Grades earned become a part of a students permanent college transcript
	Can lead to an Associate’s degree prior to high school graduation

PANTHER PATHWAYS

This program is open to all students Grades 9-12 should they choose to enroll. There are no admission requirements or restrictions, other than the Ocean County College prerequisites for English and Math courses. Students may take one or two classes, classes in a certain subject area, or fulfill all of the requirements to earn a two year OCC Associate's Degree upon their high school graduation. It is an open access program, with many paths for students to explore.

Students in grades 9-12 may also enroll in college courses at Ocean County College through the **Early College program**. Courses are available during the fall, spring and summer semesters at the Ocean County College main campus, as well as satellite schools such as Point Pleasant Borough High School. [Click here](#) for applications and further details on the Jump Start Program. You can also speak with your school counselor.

FREQUENTLY ASKED QUESTIONS

1) Will Ocean County College credits transfer to 4 year colleges and universities?

The transfer policy for every school varies. To determine whether or not the Panther Pathways program is beneficial for you, please consider the following options:

<http://www.njtransfer.org> - This website has all New Jersey colleges and universities and the courses they will accept from Ocean County College.

<https://www.patrac.org/> - This website has nearly 30 colleges and universities in Pennsylvania and the courses they will accept.

For other colleges and universities, students are encouraged to visit each institution's individual website or call the admissions office with questions regarding transfer credit.

2) How can I benefit from taking a dual enrollment or Jump Start course as a freshman or sophomore?

There are many benefits of exposure to challenging coursework during a student's early years in high school. Students learn study, research, and critical thinking skills, how to approach independent work, and responsibility for completing tasks on their own. Gaining these skills helps students in other courses, during later years in high school, in future AP courses, and will better prepare them for the type of workload they will face in college.

3.) Do I have to take the AP exam in May for an AP course I am enrolled in if I have already signed up for dual enrollment credit for this course?

Students who sign up for dual enrollment credit in an AP course should consider taking the AP exam for that course during the AP exam period in May. Student performance on AP exams and score reports from the College Board are helpful in many ways, both to the student and our school district.

4.) How do I create an OCC-Ocean Connect Account? Pay my bill? Request an official OCC Transcript?

Due to student privacy laws at the college level, Ocean County College does not provide Student ID #'s, Ocean Connect Log-In information, billing information, etc. with Point Pleasant Borough High School. For helpful links regarding creating an account, paying a bill or requesting an official transcript, [click here](#).

5.) How do I, as a parent/guardian, access my child's OCC records (grades, billing, course schedule, etc.)?

Federal laws regarding student privacy at the college level are much different than at the high school level. As a college student, all of the records belong to the student, not the parent. To receive access to your child's records, the [FERPA Consent Form](#) must be filled out and signed by the student. You can return this form to the School Counseling department and we will submit it to Ocean County College.

OCC BUSINESS CERTIFICATES

(course requirements for certificates are subject to change by OCC)

Financial Market Analysis Certificate (Bloomberg Certified)

- Principles of Accounting (ACCT 161)
- AP Macroeconomics (ECON 152)
- Investing in the 21st Century (BUSN 272)
- Financial Software (OCC)

Business Studies Certificate (*OCC may be making changes)

- Principles of Accounting (ACCT 161)
- Business Law (BUSN 251)
- Investing in the 21st Century (BUSN 272)
- Business Administration (OCC)
- Business Management (OCC)
- Office Software (OCC)

Small Business Management

- English (ENG 151)
- Principles of Accounting (ACCT 161)
- Business Law (BUSN 251)
- Digital Marketing (BUSN 134)
- Business Administration (OCC)
- Small Business Management (BUSN 170)
- Principles of Management (OCC)
- Office Software (OCC)
- Electives (12 credits)

POSSIBLE COURSE SEQUENCE TO EARN AN ASSOCIATE’S DEGREE IN LIBERAL ARTS

(course requirements are subject to change by OCC)

1st Year Experience	Currently Offered	CR
<i>3 Credits</i>	Can be taken at OCC through Early College	3
COMMUNICATIONS		
<i>9 Credits</i>	AP English Language	3
	AP English Literature	3
	Public Speaking	3
HISTORY		
<i>6 Credits</i>	AP US History	3
	AP World History	3
HUMANITIES		
<i>9 Credits</i>	AP Art History	3
	Film Studies I	3
	Film Studies II	3
SOCIAL SCIENCE		
<i>6 Credits</i>	Sociology	3
	General Psychology	3
	The Criminal Justice System	3
	AP Psychology	3
	AP Government	3
	AP Macroeconomics	3
	AP Microeconomics	3
MATHEMATICS-SCIENCE-TECHNOLOGY		
<i>3 Credits (Math)</i>	AP Calculus	3
	AP Statistics	3
	Discrete Math	3
<i>3 Credits (Science)</i>	AP Environmental Science	4
	Environmental Science	4
	AP Biology	4
	AP Chemistry	4
<i>3 Credits (Technology)</i>	AP Computer Science Principles	3
<i>3 Credits (Math/Science)</i>	Introduction to Robotics	4
Electives		
<i>18 Credits</i>	AP Music Theory	3
	2D Art	3
	Digital Photography	3
	Advanced Digital Photography	3
	Principles of Accounting	3
	Investing in the 21st Century	3
	Business and Personal Law	3
	Entrepreneurship	3
	Digital Marketing	3

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOLS

Grades 11-12

15 Credits

Students attending the Ocean County Vocational School are typically juniors and seniors who wish to pursue a career major related to job placement, or to continue their education in a college or postsecondary technical institution. The students attend home school for half a day, and then are transported to their Vocational School Center (Brick, Ocean, Jackson, Lakehurst, or Toms River) for the remainder of the day. Students maintain full status with their home school where they pursue academic courses, take part in sports and other co-curricular activities and graduate. Upon graduation, students receive both a high school diploma and a certificate of completion from the Ocean County Vocational-Technical School. In addition, students receive state and national certifications. Many vocational-technical programs have Tech-Prep agreements where students can earn between three and twenty college credits while still in high school.

[Applications](#) and OCVTS Guide for Applicants with complete course descriptions may be obtained from the school counseling office. The decision of acceptance is made solely by the Ocean County Vocational -Technical School and is based on space availability, the student's grades and record of attendance. It is important that interested students successfully complete all course work during grade nine and ten in order to be eligible for Ocean County Vocational Technical School Programs.

COURSE OFFERINGS 2022-2023

Shared Time Programs

Automotive Technology Building Construction Technology Child Care Collision Repair Computer Science Computer Service/Repair (1 year) Cosmetology Culinary Arts Custom Woodworking & Design Dental Assisting Design & Visual Communications Diesel Engine Technology Electrical Trades	Fashion Merchandising Design Health & Fitness Technology Heating Ventilation, Air conditioning and Heavy Equipment Operator HVAC-R Manufacturing Engineering Technology Marine Trades Medical Assistant Medical Skills and Related Health Careers Plumbing, Pipefitters, Steamfitters, Fire Suppression Systems Pre-Engineering Technology Welding Technology
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Full Time Programs

Academy of Law & Public Safety (ALPS 9-12)
Marine Academy of Technology & Environmental Science (MATES 9-12)
Performing Arts Academy (PAA 9-12)

Ocean County Vocational Technical School Programs are subject to change. Please check the website for current information at www.ocvts.org.

SCHEDULING INFORMATION

ALL COURSE REQUESTS must be finalized by February 28, 2022.

After this date, schedule changes will only be honored if there is availability after the master schedule is built.

COURSE LEVEL OVERRIDES

Point Pleasant Borough High School believes it is ultimately the decision of the student and the parent as to the level and course for which your child will be scheduled. Point Pleasant Borough High School teachers and counselors will advise the student and the parent as to their professional recommendation pertaining to course schedule requests. If a parent and student do not agree with the course for which they were recommended, they must complete the [Course Override form](#) no later than February 24, 2022, and acknowledge the following:

- The student was not recommended for the course.
- The level change indicates a faster pace and increased rigor of the course. In order for the student to be successful, he/she may have to increase their study habits, stay after school for extra help, and/or get assistance from a tutor.
- Once the student is added to this course, he/she will have three school days after the first marking period interim grades have been released to parents to drop down a level. However, the move is not guaranteed and is dependent upon space and availability. This could potentially mean that the change cannot happen if a course is already full or the student schedule may have to be rearranged and other classes dropped to accommodate the request.

Course Override Requests made after February 24, 2022, will only be honored if there is availability after the master schedule is built.

DROP/ADD PERIOD

The complexity of the schedule makes it difficult to accommodate schedule changes. Therefore, students and parents should make careful and thoughtful decisions when choosing all courses, including electives and alternate choices. While every effort is made to schedule all subjects selected by students, limitations of staff, building space, and time occasionally make necessary either the cancellation of undersubscribed course offerings or the substitution of alternate course choices.

A schedule change request is not guaranteed. It is dependent upon space and availability. Maintaining appropriate class size and balance through the school is a priority. This could potentially mean that the change cannot happen if a course is already full or the student schedule may have to be rearranged and other classes dropped to accommodate the request.

The last day to drop and/or add a course is Monday, 10/03/2022. Drop/add requests made after 10/03/2022 will not be honored. (Semester 2 drop/add date is February 15, 2023). Schedule change requests are permitted for the following reasons:

- The correction of a clerical error in the schedule.
 - A recommendation from the Child Study Team.
 - A student is repeating a course with the same teacher he/she previously had.
 - A student wishing to eliminate a study hall and take an additional course, which does not entail the dropping of any other courses.
 - A student wishing to eliminate an elective to take a study hall.
 - Preference for another subject.
 - Moving up a level in a course.
- ▲ A [Schedule Change Form](#) must accompany any request for a schedule change.
- ▲ Students may not have more than one study hall per marking period.

Under extenuating circumstances, a student/parent may request that a class be dropped after the deadline. This request will be reviewed by the administration. If approved, the transcript will reflect a “WP” or “WF”, based on the student’s current grade in the class.

LEVEL CHANGES

Level Changes (moving down a level) will only be accommodated until five school days after the first marking period interim grades become available. A schedule change form must accompany the level change request. Any student who levels down will receive a GPA weighting from the course in which they transition to and complete the year (i.e. if a student leaves an Honors class and transfers to a College Prep class they will NOT receive 6 points to their GPA weight).

COURSE AUDIT POLICY

Students may enroll in a course for their own personal enrichment as an audit without receiving credit. The student must first consult with their counselor about their plan to audit a course. There must be an available seat in the class and the audit must be approved by the teacher and the department supervisor. All students who participate in an audit must meet all requirements such as attendance, activities, assignment, as well as tests and quizzes. Students will not receive marking period or final grades in the course. An AU will be indicated on the transcript in place of the grade.

TIMETABLE

- | | |
|----------------------------|---|
| ● January 2022 | Course Selection Guide becomes available |
| ● February 2022 | Teachers will make course recommendations through Genesis |
| ● January-Feb. 2022 | Students meet with their school counselor to discuss course selection |
| ● February 2022 | Course requests inputted into Genesis |
| ● February 24, 2022 | Last day students may override teacher recommendations or change requests |

INTERNET ACCESS

Many of our course offerings require internet access for important course information. This information may include but not be limited to: class projects, textbooks, class assignments, homework assignments, supplemental documents, test information and additional internet related links. In addition, internet access is required to utilize the parent portal to remain current with attendance and grades.

GETTING INVOLVED

As a high school student, getting involved can mean joining a club, participating in student activities, or doing community service. Being involved in community service and extracurricular activities can help you get into college by giving you a well-rounded résumé and interesting experiences to write about in your admission essays. Extracurricular activities may help position you to win scholarship dollars, figure out your future career, or even help you network. [Co-Curricular Activities](#) and [Athletic Programs](#) can be found on the high school website.

We believe that students' benefit when they focus on investing themselves in a few, well-chosen extra-curricular activities. Please fill your schedule with a reasonable number of extracurricular activities because we care about your learning, health, and well-being.

[Scoilr](#) is a great resource for keeping track of your activities throughout your high school career. This will be useful for college applications, as well as scholarship opportunities.

COURSE DESCRIPTIONS

On the following pages, you will be able to read the description for every course offered at Point Pleasant Borough High School. Please note the following icons as you read:



NCAA (National Collegiate Athletic Association) approved course



College Board Advanced Placement Course

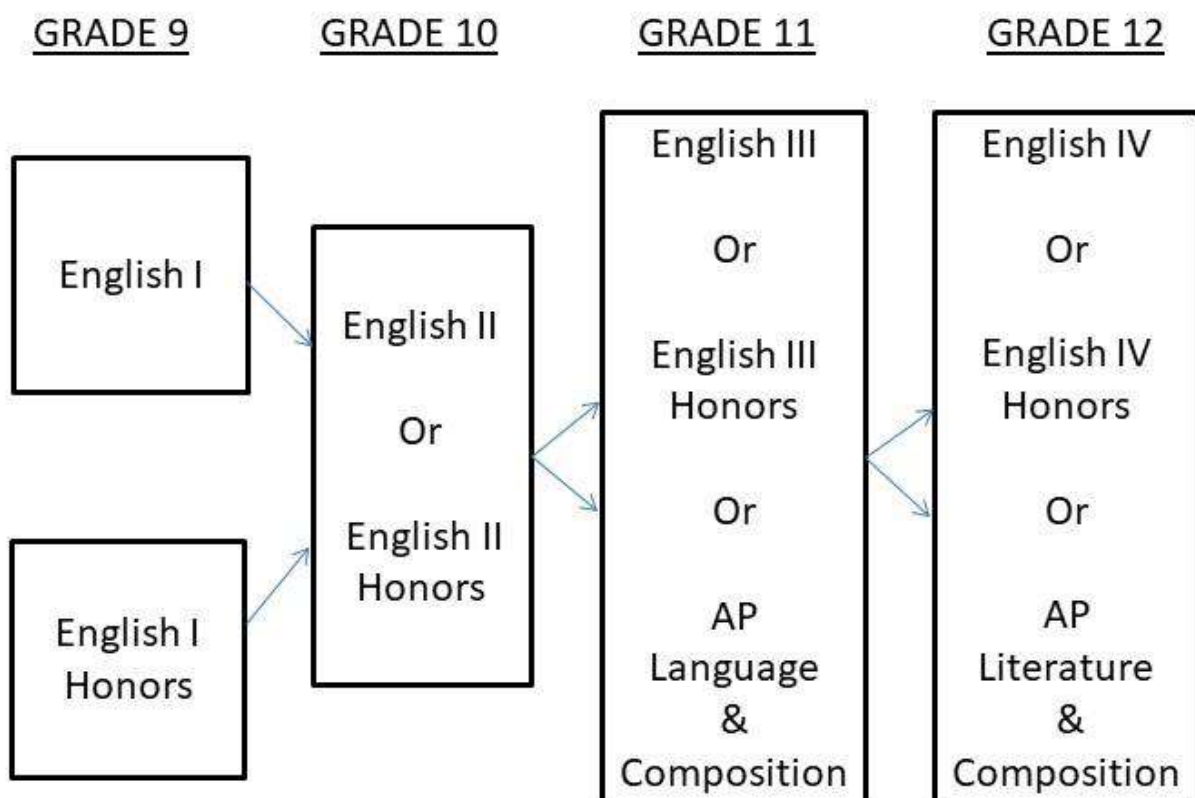


This course is eligible for Dual Enrollment credit.

ENGLISH

ENGLISH COURSE SEQUENCE

Typical course sequences are listed below. Slight variations in these sequences are possible.



English Electives

Journalism
Creative Writing & Artistic Design
Film Studies I
Film Studies II
Foundations of Public Speaking

The English Department provides instruction in the reading, writing, listening, speaking, and study and reference skills needed for all curricular areas. Each grade level provides a continuum in the development of sequential literary and writing skills.

The English Department maintains a set of standards for each course. Fixed guidelines exist with reference to attendance, class participation and homework. A summer reading list may be assigned between each grade level.

ENGLISH I (110) 5 Credits

Grade: 9



The English I curriculum is designed to meet the needs of diverse students. Freshman year is a survey course that covers an overview of the various genres of literature, including but not limited to poetry, plays, novels, short stories, essays, and speeches. As denoted by the State Standards, both non-fiction and fiction pieces are incorporated to supplement understanding of how meaning is constructed and conveyed in writing. Freshman year serves as a basis not only for literature but also for a set of specific writing and reading skills. Students will explore various types of writing, including narrative, argumentative, and literary analysis. The selected units are grouped thematically and designed to focus on constructive skills. To build students 21st Century Skills, the curriculum integrates technological resources to analyze literature, collaborate on writing, and conduct effective research. Students will acquire necessary skills for success in future academic courses.

ENGLISH I HONORS (110H) 5 Credits

Grade: 9



This course is composed of two fields of study: a major literature course and composition. Throughout the Honors Program literature and writing are grouped by theme and span the globe in origin. The student who selects this course should be aware that it is a demanding course which will require independent reading, writing and study skills. A student must possess the motivational drive and academic proficiency to approach studies in a scholarly manner.

ENGLISH II (120) 5 Credits

Prerequisite: English I or English I Honors

Grade: 10



English II is a one year, five credit course which meets the state standards and satisfies one year of this state's requirements for four years of English. English II focuses on reading and research of American literature. Units and lessons are planned to encourage discussion and allow for student contribution and evaluative input. By design, students will read both full texts and excerpts of literature options, and juxtapose mentor pieces alongside contemporary texts. They will think and speak critically as well as cite textual evidence and establish habits of close reading. Writing is encouraged through projects, papers, and journal entries. Special emphasis should be placed on writing a literary analysis within the units between fiction, non-fiction, and multimedia texts. Also the use of Narrative pieces through different perspectives and continuations of the story between fiction and nonfiction. The course will also focus on argumentative writing requiring students to research reliable sources, establish claims, and support claims with valid textual evidence. As 21st century citizens, students will be expected to hone skills with mixed media, public speaking, critical consumption, and academic vocabulary in order to demonstrate proficiency in communication.

ENGLISH II HONORS (120H) 5 Credits

Prerequisite: English I or English I Honors

Grade: 10



This course is an intensive study of literature and composition. Throughout the Honors Program literature and writing are grouped by theme and span the globe in origin. The student who selects this course should be aware that it is a demanding course which will require independent reading and study skills. A student must possess the motivational drive and academic proficiency to approach studies in a scholarly manner.

ENGLISH III (130) 5 Credits

Prerequisite: English II or English II Honors

Grade: 11



This course is designed to integrate expository, argument, and narrative writing with critical reading of literature. The selections are a combination of whole class texts and student choice texts. Reading and writing will be thematically linked in each unit, and grammar, mechanics, and vocabulary will be taught in context. Reading literary texts, reading informational texts, writing, listening, speaking, and critical thinking skills are emphasized. The course also focuses on making students strategic users of digital media. Students are encouraged to read independently for pleasure.

ENGLISH III HONORS (130H) 5 Credits

Prerequisite: English II or English II Honors

Grade: 11



This course is an extensive study of literature in the British tradition and various modes of composition. The selections are organized chronologically to present the literature in a historical context. The student who selects this course should be aware that it is a demanding course which will require independent reading, writing, and study skills. A student must possess the motivational drive and academic proficiency to approach studies in a scholarly manner.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (132) 5 Credits

Prerequisite: English II or English II Honors

Grade: 11-12



The equivalent of a college level introduction to composition course, Advanced Placement English Language and Composition is designed for the highly motivated student who has an appreciation for literature and an interest in writing. Emphasis is placed on critical, analytical, and writing skills at the college level. Students are exposed to various modes of analytical reading and writing, including rhetorical analysis, argument, and synthesis. This course follows a College Board approved syllabus and prepares students to take the Advanced Placement English Language and Composition Exam.

ENGLISH IV (140) 5 Credits

Prerequisite: English III or English III Honors

Grade: 12



English IV is a course which meets the state standards. English IV focuses on reading and research. Units and lessons are planned to encourage discussion and allow for student contribution and evaluative input. By design, students will read both full texts and excerpts of literature options, and juxtapose mentor pieces alongside contemporary texts. They will think and speak critically as well as cite textual evidence, establish habits of close reading, and utilize literary theories to effectively communicate in the written arena. The curriculum will focus not only on reading and writing, but also on speaking and listening. Students will work both independently and collaboratively on projects and activities. As 21st century citizens, students will be expected to hone skills with mixed media, public speaking, critical consumption, and academic vocabulary in order to demonstrate proficiency in communication.

ENGLISH IV HONORS (140H) 5 Credits

Prerequisite: English III or English III Honors

Grade: 12



The objective of this course is to develop the student's ability to read with insight and understanding through the study of a variety of literary texts, including classic novels, short stories, plays, poetry, memoirs, and informational non-fiction. Students will respond to texts through class discussion, annotation, imitation writings, creative writing, and literary analysis essays. In addition, students will read a book of their own choosing once a marking period and also to participate in class "book clubs." The course also emphasizes the development of new vocabulary and a working knowledge of literary terms. Students are encouraged to demonstrate their understanding of diction and literary devices by employing them in their writing routinely.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (142) 5 Credits

Prerequisite: English III, English III Honors

Grade: 12



The equivalent of a college level introduction to literature, AP English Literature and Composition is designed for the highly motivated student who has an appreciation for literature and an interest in writing. Emphasis is placed on the ability to read closely, to understand the conventions of literary discourse, to analyze literature, and to write articulately on a college level. Students are exposed to literature of various periods and cultures, examining the relationship between the text and theme, characterization, tone and other resources of language. Reading focuses on a thematic study of all genres with an emphasis on poetry, drama, and the novel. This course prepares the student to take the Advanced Placement English Literature and Composition Exam.

JOURNALISM (156) 5 Credits

Grades: 10-12



Journalism is a writing-intensive workshop course that introduces students to the field's highest professional standards. The course's news laboratory is the school and local community, as students work under deadline to produce a newspaper. In keeping with the guidelines of the Journalism Education Association, the introductory topics in the course include news writing, feature writing, sports writing, photojournalism, layout and design, advertising and the evaluation of broadcast journalism. Besides writing, there is also extensive study of forms by top writers, photographers, and newspapers. This hands-on survey course is for students who simply want to upgrade their writing skills or want to become media literate, as well as for those who want to sample journalism as a possible career choice. Writing assignments range from news stories to more in-depth pieces. Assessment will emphasize journalism's A-B-C standard: Accuracy, Balance, and Clarity. On a content level, creative (if not fictional) writing is essential. This course may be repeated.

CREATIVE WRITING & ARTISTIC DESIGN (150) 2.5 Credits

Grades: 9-12

Creative Writing and Artistic Design will focus on the creation of a literary publication. The class will take students on a journey from writing material suitable for publication to the completion of actual magazine projects. Unit of study will include the foundation of a literary magazine, creative writing, art appreciation, selecting submissions, linking art to literature, formatting a publication, editing, and how to use computer programs to make their (and others') writing accessible to a wider audience. Along with individual and group projects, students will work on the school literary magazine, *Imagine*, which comes out twice a year. This schedule will make a semester course ideal since students will see a finished literary magazine at the end of the course. Along with practical writing and computer skills, the course will also engage students in higher level thinking as they ask questions about what constitutes literature, what makes something beautiful, and what appeals to an audience. Students will develop practical writing and computer skills, but they will also spend a lot of time thinking and discussing art, literature, and the creative process of creating a publication. Creative Writing and Artistic Design is ideal for students who wish to enter the field of writing or publication or students who simply enjoy reading literature and looking at art.

FILM STUDIES (152) 2.5 Credits

Grades 9-12



All students are familiar with film, but many are not aware of the rich history behind film. This course will focus on various genres of film and filming techniques used within these genres. Students will be asked to critically view, discuss, and write about these films, with a focus on plot, setting, characterization, and theme. They will also expand their viewing to think about films in the context of the society in which they are created and the impact these films have on this society. Students will be viewing movies in class, but they will also be expected to watch movies at home. This class aims to make students critical and thoughtful viewers of film.

FILM STUDIES II (153) 2.5 Credits

Grades 9-12



Film Studies II will build on the skills students developed in Film Studies. Students will continue to focus on the genres and elements of film, and they will critically view, discuss, and write about these films. Students will also extend their focus on judging films and viewing films through critical theories, including cultural theory, psychoanalytical theory, marxist theory, and feminist theory. Students will be exposed to new films, but some films may be repeated from Film Studies I with different assignments. Students will be expected to bring critical thinking and analytical skills to the viewing and discussion of all films.

FUNDAMENTALS OF PUBLIC SPEAKING (154) 2.5 Credits

Grades 10-12

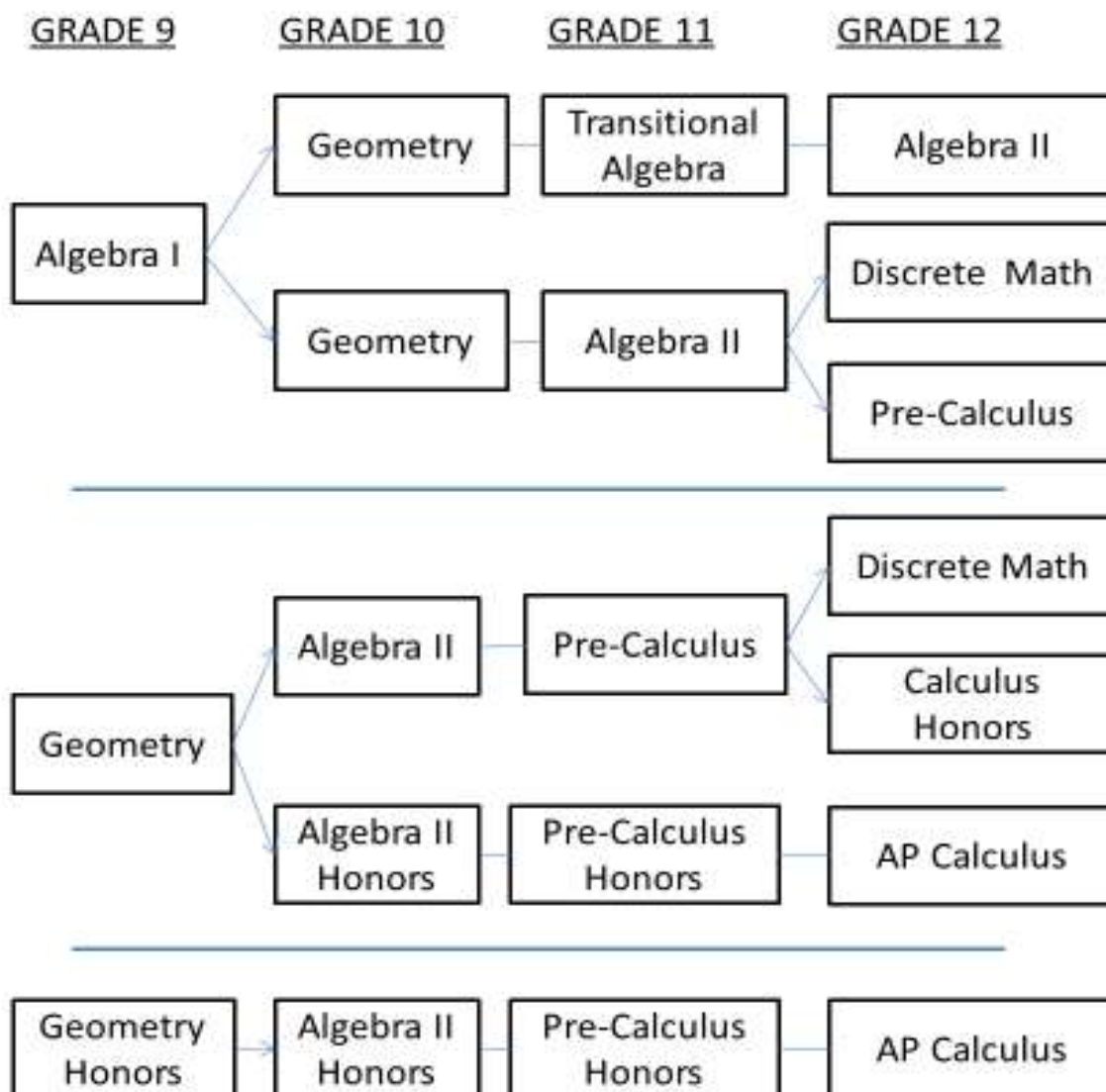


This course introduces students to basic communication theory and public speech performance skills. Emphasis is on researching, organizing, outlining, evaluating, and delivering informative, demonstrative, and persuasive speeches. Students who successfully complete this course will be able to identify and apply basic public speaking principles, analyze audiences, choose and research topics, organize speeches, and site sources to support their speaking purpose(s), deliver speeches in a variety of styles using effective verbal and nonverbal behaviors and implements effective strategies to manage public speaking anxiety.

MATHEMATICS

MATHEMATICS COURSE SEQUENCE

Typical course sequences are listed below. Slight variations in these sequences are possible.



AP Statistics may be taken after the successful completion of Algebra II. It may be taken as a replacement for the next course in the math sequence OR concurrent with a math course in the sequence.

ALGEBRA I (310) 5 Credits

Grade: 9



Algebra I is the foundation for all other high school mathematics courses, extending the skills and concepts learned in the middle grades. It is the bridge from the concrete to the abstract study of mathematics. Students will represent relationships mathematically and reason with equations. The major topics of Algebra I, aligned to the Common Core Standards for high school math, include: understanding expressions, equations and inequalities; in-depth study of linear, exponential and quadratic functions; and applications of descriptive statistics. Students will achieve college and career readiness through a rigorous and engaging program. Using differentiated instruction and visual learning, students make sense of problems, use algebraic techniques to model real world situations, develop solution plans and use tools appropriately to achieve mathematical proficiency. The problem solving abilities, skills and conceptual knowledge gained in Algebra I are required for a student to experience success in all future high school math courses.

GEOMETRY (320) 5 Credits

Prerequisite: Algebra I

Grades: 9-11



This course represents the transition from algebraic understanding to the logic and reasoning characteristic of geometric thinking. The major topics of Geometry, aligned to the Common Core Standards for high school math, include Polygons, Circles, Triangle Congruence and Similarity, Right Triangles and Trigonometry, 3-dimensional figures, Area and Volume, and Proof. Inductive and deductive reasoning skills are developed as students experiment, make conjectures, and develop proof. Students are expected to have a working knowledge of Algebra 1 concepts as these skills will be utilized in relation to geometric figures. Success in Geometry and Algebra 1 prepares the students for Algebra 2.

GEOMETRY HONORS (320H) 5 Credits

Prerequisite: Algebra I

Grades: 9-10



This course is designed to allow students with a strong mathematical background and high academic aspirations to excel in the traditional topics of Geometry and to investigate them in greater depth. The course is presented in a hands-on, discovery based format where students use logic and reasoning skills to make and prove conjectures. This accelerated course is both rigorous and challenging, and students are expected to be able to apply skills and concepts to higher level math problems independently.

Success in Geometry Honors and Algebra 1 prepares the students for Algebra 2 Honors.

TRANSITIONAL ALGEBRA (322) 5 Credits

Prerequisite: Geometry

Grades: 10-12

This course is designed for students who need to develop a stronger understanding of algebraic thinking so they can succeed in Algebra II. In addition to introducing new concepts, this third year of mathematics elaborates on the previously learned concepts and skills of Algebra and Geometry and prepares students for college and 21st century careers. Students will apply these concepts and skills to solve real-world problems. Technology will play a major role in developing student understanding through applications of this knowledge. This course covers a range of topics, such as set theory, logic, data analysis, probability and statistics.

ALGEBRA II (330) 5 Credits

Prerequisite: Geometry or Geometry Honors

Grades: 10-12



This course extends the knowledge, skills, and understanding developed in Algebra 1 and Geometry to the more extensive topics of Advanced Algebra. These topics, aligned to the Common Core Standards for high school math, include an in-depth study of Functions and their Relationships (Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic), Sequences and Series, Trigonometry, and Probability and Statistics. Students are expected to have a working knowledge of Algebra 1 concepts and the ability to extend that knowledge to more advanced Algebra 2 topics.

Success in Algebra 2 prepares the students for Pre-Calculus and Calculus.

ALGEBRA II HONORS (330H) 5 Credits

Prerequisite: Geometry or Geometry Honors

Grades: 10-12



This honors level course is designed for those students who intend to continue in the honors math sequence and have a thorough understanding of Algebra 1 and Geometry. This course will build on a solid mathematics foundation by examining Algebra 2 topics in greater depth as well as introducing additional advanced topics with an emphasis on higher order thinking skills. This accelerated course is both rigorous and challenging, and students are expected to be able to apply skills and concepts to higher level math problems independently. Success in Algebra 2 Honors prepares the students for Pre-Calculus Honors and AP Calculus.

DISCRETE MATHEMATICS (332) 5 Credits

Prerequisite: Algebra II or Algebra II Honors

Grades: 11-12



This course is designed as an alternative to calculus or as a fourth year of mathematics. In Discrete Mathematics students use mathematical models to represent and solve a variety of problems based on real-world situations. Different methods are explored to solve these problems using a variety of algorithms. The course is based on a problem solving approach with an emphasis on developing students' critical thinking skills. In addition, students will be provided with opportunities to strengthen their understanding and skills in algebra. Students will acquire a grasp of the utility of mathematics and its applications in real life. The course will include the study of probability and statistics to help students make sense of data in both their personal and civic lives. Preparation for college entrance tests and SAT are an integral part of the curriculum.

PRE-CALCULUS (340) 5 Credits

Prerequisite: Algebra II or Algebra II Honors

Grades: 11-12



Pre-calculus provides the background theory a student must know to be successful in a calculus course. After the study of functions, statistics and trigonometry, the course goes on to preview calculus in its transformational work with functions. The use of functions and statistics to model real world situations is a major theme. This course includes components to build skill, foster critical thinking, solve applications, and apply technology to support algebraic solutions. Graphing calculators are used as an instructional tool in the course.

PRE-CALCULUS HONORS (340H) 5 Credits

Prerequisite: Algebra II or Algebra II Honors

Grades: 11-12



Honors Pre-calculus is designed primarily for students who have completed Honors Algebra II and are planning to take AP Calculus in their senior year. It is a rigorous course which proceeds at an accelerated pace to cover the topics of precalculus in more depth. Graphing calculators are used as an instructional tool throughout the course. Use of the graphing calculator will help students explore relationships between equations and their graphs, generate and analyze data, and develop limit concepts.

CALCULUS HONORS (350H) 5 Credits

Prerequisite: Pre-Calculus or Pre-Calculus Honors

Grade: 12



This course is designed for the highly motivated student who has successfully completed pre-calculus. Calculus Honors provides the student with in-depth instruction in the basic concepts of Calculus. The course begins with a review of Pre-Calculus concepts followed by an instruction 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. This course is not intended to prepare students for the AP Calculus Exam.

ADVANCED PLACEMENT CALCULUS AB (352) 5 Credits

Prerequisite: Pre-Calculus or Pre-Calculus Honors

Grade: 12



AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

ADVANCED PLACEMENT CALCULUS BC (354) 2.5 Credits

This course is only offered in the second semester.

Prerequisite: Pre-Calculus or Pre-Calculus Honors

Co-requisite: Advanced Placement Calculus AB

Grade: 12



This course expands the content and skills learned in AP Calculus AB to include parametrically defined curves, polar curves, vector-valued functions. Additional integration techniques are explored; sequences and series are introduced and used in conjunction with calculus to model functions and determine their convergence or divergence criteria. The expectations, pace and workload in this AP course are high. This second semester course, taken concurrently with the full year AP Calculus AB course, is designed to teach the content required to take the BC calculus exam.

ADVANCED PLACEMENT STATISTICS (356) 5 Credits

Prerequisite: Algebra II or Honors Algebra II

Grades: 11-12

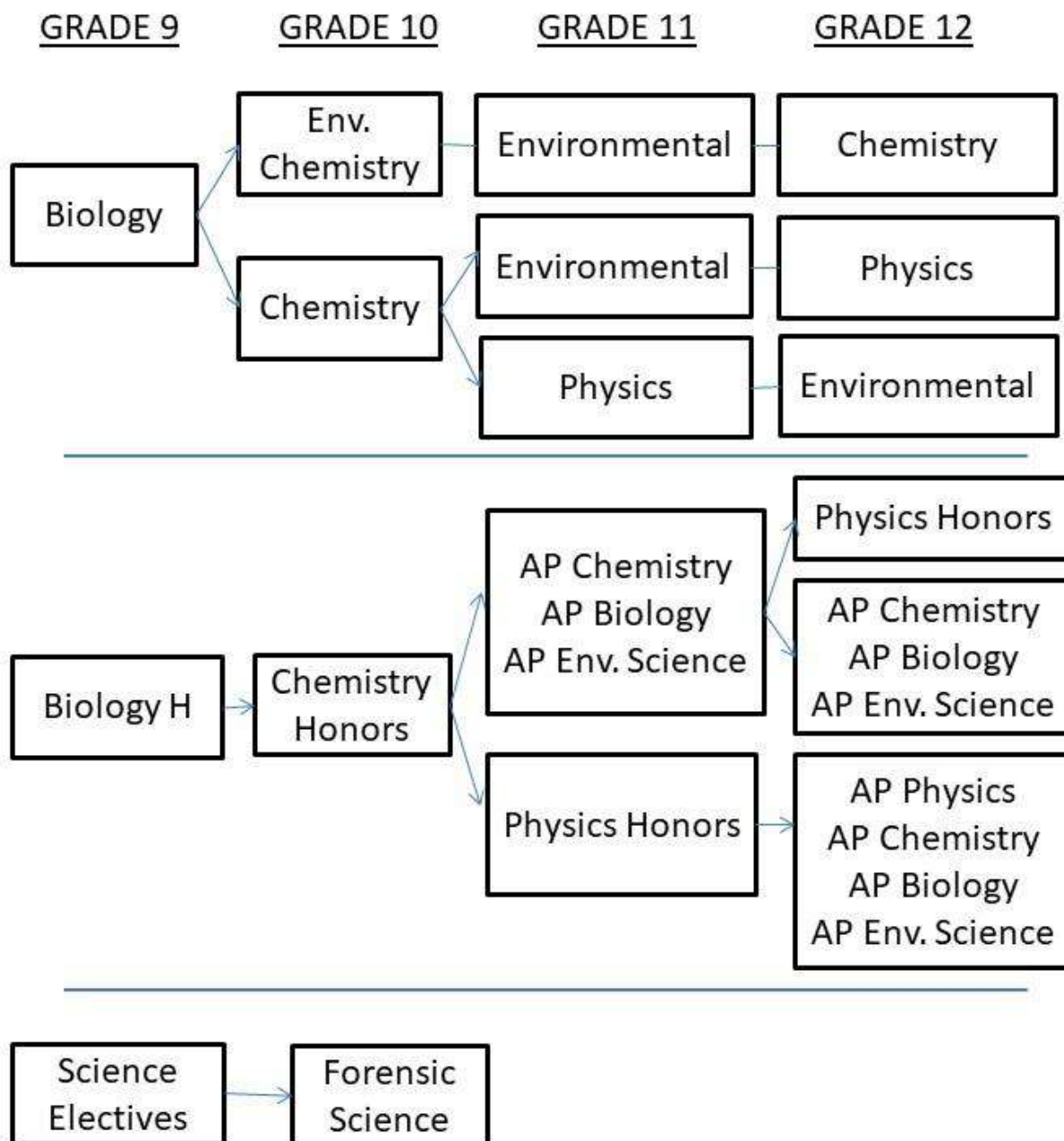


The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is an option for any student who has successfully completed Algebra 2 AND who possesses sufficient mathematical maturity and quantitative reasoning ability.

SCIENCE

SCIENCE COURSE SEQUENCE

Typical course sequences are listed below. Slight variations in these sequences are possible.



BIOLOGY (410) 6 Credits

Grades: 9-12



This course is designed to introduce the students to basic, yet essential principles of biology. The content deals with life functions of important organisms, their relationship with the physical and chemical environment, ecology, genetics, and evolution. Both general and college preparatory approaches are used so that a student is challenged on the basis of their own abilities. Laboratory work is essential to the curriculum. Topics include: basic laboratory equipment use, biological classification systems; anatomy and physiology of animals and plants; diversity of life, structure, characteristics and needs of organisms; laws of genetics and understanding of DNA as it relates to heredity; theories and processes of evolution; effects of humans on the biosphere; problem-solving, decision making and inquiry skills and contributions of various cultures to science and their discoveries which have advanced science and technology.

BIOLOGY HONORS (410H) 6 Credits

Grade: 9



Biology Honors is designed primarily for those planning to take Advanced Placement sciences or for those interested in a career in the sciences and/or medical field. This course is structured for highly motivated students with scientific aptitude and interest. The same topics as general Biology will be covered in more detail and at a more rigorous pace. In addition, advanced topics such as biochemistry, genetic engineering and advanced theoretical genetics will be taught. Laboratory work will focus on developing analytical and reasoning skills.

ENVIRONMENTAL CHEMISTRY(424) 6 Credits

Prerequisite: Biology

Grades: 10-11



This is a lab based integrated science course. Students will explore living matter through chemical methods. Through inquiry based activities and observation, work will focus on qualitative understanding of ideas. Students will build upon their knowledge of biology, develop connections to chemistry, analyze scientific concepts, support critical thinking and relate science to their everyday lives. Contemporary issues related to medicine, agriculture, the food industry and biotechnology will be explored.

CHEMISTRY (420) 6 Credits

Prerequisite: Biology. Concurrent enrollment in Algebra II (or higher) is recommended.

Grades: 10-12



Students will interpret and logically analyze scientific data and apply the basic concepts of matter, energy, atomic theory and chemical bonding to natural phenomena. Much of the laboratory work is of a quantitative nature demonstrating the application of chemical principles and utilization of problem-solving skills. Students must display a high level of the skills and concepts treated in Algebra I. All chemistry students are expected to have a scientific calculator (the TI-34 or equivalent is recommended). Upon completion of this course, students will understand that all sciences ultimately spring from the central principles of chemistry. Students will be able to apply these principles to their academic, professional and personal endeavors.

CHEMISTRY HONORS (420H) 6 Credits

Prerequisite: Biology or Biology Honors. Concurrent enrollment in Algebra II Honors (or higher) is recommended.

Grades: 10-12



Honors Chemistry is an advanced course designed primarily for those planning to take Advanced Placement science(s). It allows the most able and ambitious students to accelerate their acquisition of the foundations of chemistry in order to allow more time for advanced topics and labs. Topics include: the classification of matter, atomic structure, nuclear chemistry, the periodic table, chemical bonding, formula writing, chemical reactions and stoichiometry, kinetics and equilibrium, solutions, acids and bases, and kinetic theory. A survey of organic chemistry and biochemistry is also included. The laboratory exercises incorporate planning and design, performance, analysis, and application of problem-solving skills. Students must display a high level of the skills and concepts treated in Algebra I as much of the laboratory work is of a quantitative nature. All chemistry students are expected to have a scientific calculator (the TI-34 or equivalent is recommended).

PHYSICS (430) 6 Credits

Prerequisites: Chemistry and Algebra II

Grades: 11-12



This course is designed for students who wish to have a well-rounded science background but do not necessarily intend to major in science or engineering. Students will develop an understanding of what physics is and what physicists do. Mathematics will be used, but the emphasis will be on developing a conceptual understanding of physics through hands-on activities, experiments and computer simulations. Computers will be used extensively in class activities and the use of the Internet as a source of information and in the completion of homework assignments will be required. Topics of study include mechanics, waves, light & optics and electricity and magnetism.

This course will provide an appropriate successive year of science for students who have successfully completed chemistry. It will employ a wide range of instructional techniques designed to meet the needs of multiple interest and ability levels. Emphasis will be placed on problem solving (scientific calculator required) and on performing laboratory activities. Students will need access to an Internet connected computer.

PHYSICS HONORS (430H) 6 Credits

Prerequisites: Biology or Biology Honors and Chemistry or Chemistry Honors and Algebra II or Algebra II Honors.

Co-requisite: Pre-Calculus or Pre-Calculus Honors

Grades: 11-12



Honors Physics is a course intended for students who may want to pursue a career in science or a science related field. A priority will be placed on the ability to use symbolic and proportional reasoning, and the ability to translate between multiple representations including graphs, diagrams, and equations. Students are expected to possess strong math skills and the ability to reason and think analytically and critically. *Therefore, it is strongly recommended that candidates for honors physics have completed the prerequisite courses with a grade of "B" or better.*

Topics of study will include Newtonian mechanics, electricity, and magnetism. Other topics will be explored as time allows. Extensive use will be made of electronic probes for data collection and computer software for data analysis, simulations of physical events, and video analysis. Students will be required to access Internet-based resources at home both for delivery of course content and submission of homework. Honors physics can be taken concurrently with AP Biology or AP Chemistry, and will prepare students to take AP Physics I / II or AP Physics C the following year.

ENVIRONMENTAL SCIENCE (440) 6 Credits

Prerequisites: Environmental Chemistry or Chemistry

Grades: 11-12



Sustainable land management, water and air quality are crucial for the future of the earth. Tensions exist between a growing human population and limited natural resources. Learning to manage, use and sustain natural resources through sound ecological approaches is inherent to the preservation of the biosphere. Environmental Science is designed to teach students logical thinking and investigative skills that will enable them to make informed personal and political decisions about the natural environment throughout their lifetime. Environmental Science is by nature an interdisciplinary area of study concerned with biological, hydrological and geochemical processes and interactions that shape our natural environment. It is the expectation that the students will explore the content of Environmental Science through inquiry. This science course will utilize group lab and limited field experiences to meet these expectations. Particular emphasis will be placed on local environments. Students will develop an understanding of ecology as a basis for making ethical decisions and career choices.

ADVANCED PLACEMENT BIOLOGY (412) 6 Credits

Prerequisites: Biology or Biology Honors and Chemistry or Chemistry Honors

Grades: 11-12



Advanced Placement Biology follows the currently recommended outline published by the College Board. Advanced Placement Biology is a college level course taken at the high school setting. This AP course will encompass the following in detail: biochemical and cellular basis of life, cell organization, energy transformation, nutrient procurement, transport and processing, genetics, evolution, ecology, animal behavior and botany. Students will be expected to demonstrate scientific literacy and critical thinking skills in order to evaluate scientific data in academia and the real world. Dissections may be performed but are not a major component of this course. Advanced Placement Biology is designed for the student who plans to major in biology, chemistry, medicine, veterinary medicine, dentistry, nursing or other health careers. Students are encouraged to take the AP exam given in May each year.

ADVANCED PLACEMENT CHEMISTRY (422) 6 Credits

Prerequisites: Biology or Biology Honors and Chemistry or Chemistry Honors and Algebra II or Algebra II Honors.

Concurrent enrollment in Pre-calculus (or higher) is recommended.

Grades: 11-12



AP Chemistry is a second-year chemistry course that is designed for highly motivated students with strong interests and abilities in science and mathematics, especially those who are considering the fields of empirical science/research, medicine, or engineering. Topics are synonymous to those taught in entry-level chemistry courses at most colleges and universities, such as atomic theory, intramolecular bonding/intermolecular forces, chemical reaction-writing, kinetics, thermodynamics, and chemical equilibrium. Laboratory experiments are in the style of guided inquiry and utilizes advanced analytical techniques and instruments. Students are encouraged to take the AP exam given in May each year.

ADVANCED PLACEMENT PHYSICS II (436) 6 Credits

Prerequisite: Honors Physics

Co-requisite: Calculus recommended

Grade: 12



AP Physics II continues the sequence of learning from Honors Physics and is the equivalent to a second-semester college course in algebra-based physics. The course content is organized around seven fundamental big ideas in physics and seven foundational scientific practices. The course covers advanced topics in Newtonian mechanics, fluid mechanics, thermodynamics, advanced topics in electricity and magnetism, waves and sound, optics, and modern and nuclear physics. A priority will be placed on the ability to use symbolic and proportional reasoning, and the ability to translate between multiple representations including graphs, diagrams, and equations. An emphasis will be placed on the use of scientific inquiry in laboratory investigations and collaborative problem solving. Students are expected to be highly motivated and independent learners possessing strong math skills and the ability to reason and think analytically and critically. Students will be required to access Internet-based resources at home both for delivery of course content and submission of assignments. Taken in succession with Honors Physics, students will prepare to take the AP Physics I and/or AP Physics II exams.

ADVANCED PLACEMENT PHYSICS C (432) 6 Credits

Prerequisite: Honors Physics

Co-requisite: AP Calculus AB

Grade: 12



This course is designed to be the equivalent of a college-level introductory calculus-based physics course. It provides students who are highly motivated in science and mathematics the opportunity to experience a college level course while still in high school and is intended to prepare students to take the AP Physics C Exams. The topics covered are Newtonian mechanics and electricity and magnetism. A great deal of time and effort is required from students enrolled in AP Physics C and students are expected to be highly motivated and independent learners. This course is intended as a second year physics course for those students who demonstrate a strong aptitude and interest in physics and who expect to pursue a career in the physical sciences or engineering.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (442) 6 Credits

Prerequisite: Biology or Honors Biology AND Chemistry or Honors Chemistry AND Algebra 1. Concurrent enrollment in Algebra 2 (or higher) is recommended.

Grades: 11-12



The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

FORENSIC SCIENCE (444) 6 Credits

Prerequisite: Biology or Honors Biology AND Chemistry or Honors Chemistry

Grades: 11-12

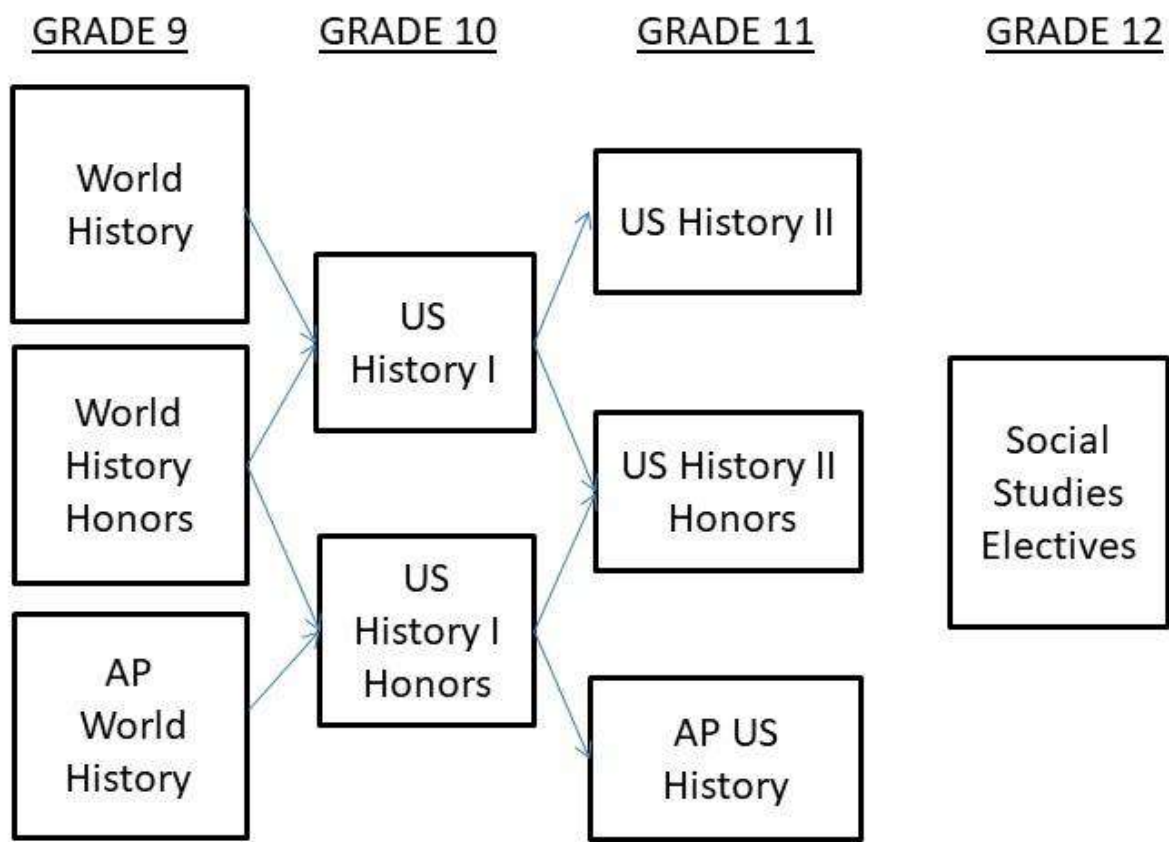


Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Laboratory exercises will include techniques commonly employed in forensic investigations. (This course is offered through Syracuse University Project Advance and receives AP weighting for GPA calculation.)

SOCIAL STUDIES

SOCIAL STUDIES COURSE SEQUENCE

Typical course sequences are listed below. Slight variations in these sequences are possible. Please see required course list to assist with trajectory of class.



Optional AP Electives

Human Geography
US Government & Politics
Psychology
World History

Other Social Studies Electives

American Government
Criminal Justice
General Psychology
Sociology

WORLD HISTORY/CULTURES (210) 5 Credits

Grade: 9



The study of World History/Cultures includes interrelated core proficiencies in knowledge, skill, attitudes, and social participation. The proficiencies provide a historical and cultural knowledge base. They reflect the intellectual skills which are vital to the reasoning processes and to the resolution of social issues. The proficiencies promote a reasoned adherence to a set of values based upon the worth of human beings and emphasize the examination of values and value conflicts, rather than the indoctrination in specific values.

WORLD HISTORY/CULTURES HONORS (210H) 5 Credits

Grade: 9



This course is designed to begin preparing students considering taking the advanced placement history exam. World History/Cultures provides a historical and cultural knowledge base. This course reflects the intellectual skills, which are vital to the reasoning process and to the resolution of social issues. Topics include early people and civilizations; understanding of the major religions of the world; appreciation of European culture and understanding of the nations of the world today. Extensive reading, research, and writing will be required.

ADVANCED PLACEMENT WORLD HISTORY (212) 5 Credits

Grade: 9-12



The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in the international framework and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

UNITED STATES HISTORY I (220) 5 Credits

Grades: 10-11



Each generation encounters and responds to persisting issues, conflicting ideas and new challenges. The study of history is the bridge which connects the past with the present. Such continuity provides a student with a rich heritage. The study of history is the study of change and continuity over time with a global setting. This course is a general survey of United States history through the Civil War and Reconstruction. The emphasis is on a chronological study of the major forces that shaped our history.

UNITED STATES HISTORY I HONORS (220H) 5 Credits

Grades: 10-11



This course is designed to prepare students considering taking the Advanced Placement history exam. Each generation encounters and responds to persisting issues, conflicting ideas and new challenges. The study of history is the bridge which connects the past with the present. Such continuity provides a student with a rich heritage. The study of history is the study of change and continuity over time with a global setting. This course is a general survey of the United States history through the Civil War and Reconstruction. The emphasis is on a chronological study of the major forces that shaped our history. Extensive reading, research and writing will be required.

UNITED STATES HISTORY II (230) 5 Credits

Prerequisite: United States History I or United States History I Honors

Grades: 11-12



United States History II is the study of the centralizing ideas of our national experience as it has evolved from a somewhat isolated agrarian society to a post-industrial nation in an independent world. This course will examine American history from Reconstruction to the present rise of the United States as a world power.

UNITED STATES HISTORY II HONORS (230H) 5 Credits

Prerequisite: United States History I or United States History I Honors

Grades: 11-12



This course is a continuation of US History I. Chronologically, it begins with 19th century imperialism and continues through to the present focusing on Progressivism, WWI, the Roaring Twenties, the Great Depression, the New Deal, WWII, the Cold War, the Fifties, the Sixties, the Vietnam War and the administrations of the 20th century. Completion of this course will provide the skills necessary to compete successfully in a college or university environment.

ADVANCED PLACEMENT UNITED STATES HISTORY (232) 5 Credits

Prerequisite: Recommended United States History I Honors

Grades: 11-12



This course is designed for students who wish to complete studies in secondary school equivalent to an introductory college course in U.S. history. This course also prepares students to take the Advanced Placement US History exam. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Chronologically it begins with 19th century imperialism and continues through to the present. *This course meets the second year of United States History requirement.*

ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS (240) 5 Credits

Grade: 9-12



AP US Government and Politics will give students an analytical perspective on government and politics in the United States. By utilizing student-centered discussion, debates and opportunities for collaboration, this college-level, year long course teaches students to think critically about the government and politics of the United States while preparing them for the rigorous AP exam. Current political events and other provocative topics are explored through research, analytical writing, and discussions. Students will be able to analyze and interpret data relevant to US government and politics; critically analyze relevant theories and concepts, apply them appropriately and develop their connections across the curriculum.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (242) 5 Credits

Prerequisite: Recommended World History Honors or United States History Honors

Grades: 9-12



This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface, as many geographers have concurred, "Geography is in everything and everything is in Geography." Human Geography will help students gain a clear sense of how humans use earth's space, and why the events they see and hear on the news and observe around them every day turn out the way they do. Students will take part in interactive activities that will help them understand Human Geography.

ADVANCED PLACEMENT PSYCHOLOGY (252) 5 Credits

Grades 9-12



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

GENERAL PSYCHOLOGY (250) 2.5 Credits

Grades 9-12



This introductory course focuses on the study of behavior and cognitive processes. Emphasis is on neuroscience, states of consciousness, human development, sensation and perception, learning, memory, intelligence, emotion and motivation, personality, psychological disorders, psychotherapy, and social behavior.

AMERICAN GOVERNMENT (244) 2.5 Credits

Grade: 9-12



American Government is a half year course designed to give students the opportunity to understand the structure of American government and the nature of American democracy. This course is a study of the origins, development, structure and functions of the American national government. Topics include: the constitutional framework, branches of government, federalism, the bureaucracy, civil rights and liberties. Upon completion, students will be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

THE CRIMINAL JUSTICE SYSTEM (248) 2.5 Credits

Grades 9-12



An introduction to the philosophy of justice, identification of the various subsystems and the significance of their interrelationships; analysis of past, present and future expectations in law enforcement; judicial and corrections discipline; role expectation; ethics and the need for professionalism.

SOCIOLOGY (246) 2.5 Credits

Grades: 10-12



Sociology is the systematic study of social behavior and human groups. It focuses on the influence of social relationships on our attitudes and behaviors as well as how societies function and change. Sociology looks closely at human interaction over individualism. In the study of sociology, students will learn to think like a social scientist. Humans generally think that they determine their own thoughts, feelings, and actions. However, sociologists recognize that the groups and institutions that humans belong to have a profound influence over the way individuals relate to each other. The key to studying society is the ability to view one's own ability to view one's own society as an outsider would, instead of from the perspective of personal experiences and cultural biases. Units of study include socialization, culture, social interaction, deviance, social stratification, race and ethnic relations, and sociological research.

WORLD LANGUAGE

SPANISH I (511) 5 Credits

Grades: 9-12



In this course students learn to communicate in Spanish through listening, speaking, reading and writing. They learn basic vocabulary, grammar, and parts of speech. Students also examine the culture and customs of different Spanish-speaking countries, and compare them to our own.

SPANISH II (512) 5 Credits

Prerequisite: Spanish I

Grades: 9-12



Skills learned in Spanish I are strengthened and mastered. This course continues with grammar fundamentals. Grammar, pronunciation and vocabulary are strengthened through the use of supplementary materials.

SPANISH II HONORS (512H) 5 Credits

Prerequisite : Spanish I

Grades: 9-12



This course is specifically intended for those students who have taken and successfully completed Spanish I and who are interested in continuing onto the next level, a higher level than Spanish II. This course continues with grammar fundamentals. Grammar, pronunciation, and vocabulary are strengthened through the use of workbooks, tapes and supplementary materials. Students are expected to participate at an advanced level through speaking activities. The student is expected to show a strong interest in the language, work at excelling in all skills and have an interest in going onto the next level.

SPANISH III (513) 5 Credits

Prerequisite: Spanish II or Spanish II Honors

Grades: 10-12



The skills learned in Spanish II are reviewed and mastered. Students are introduced to new vocabulary, verbs, and expressions. New cultural information, short reading selections, more writing exercises, and speaking activities are incorporated and practiced.

SPANISH III HONORS (513H) 5 Credits

Prerequisite: Spanish II or Spanish II Honors

Grades: 10-12



This course incorporates all of the elements of Spanish III with some additional advanced level activities. Students will participate in individual, partner, and group projects and assignments.

SPANISH IV HONORS (514H) 5 Credits

Prerequisite: Spanish III or Spanish III Honors

Grade: 11-12



This course reviews all of the previously learned material from Spanish I through III. New units are introduced on topics such as technology, music, driving, dating, food, college, and careers. This course also includes daily conversations in Spanish as well as individual, partner, and group assignments and projects.

SPANISH V HONORS (515H) 5 Credits

Prerequisite: Spanish IV Honors

Grade: 12



This upper level course focuses on mastering the four elements of language acquisition—reading, writing, speaking, and listening. Students will be expected to produce mature compositions and conversations predominantly in Spanish.

ITALIAN I (521) 5 Credits

Grades: 9-12



This course introduces the student to the fundamentals of the Italian language. Emphasis is on comprehension, reading, and listening with a small focus on speaking and writing. Italian current events and cinema are used as gateways into culture and comparisons between Italy and the U. S.

ITALIAN II (522) 5 Credits

Prerequisite: Italian I

Grades: 9-12



Skills learned in Italian I are reviewed and strengthened. There is increased emphasis on writing and speaking to refine and expand language skills. Multimedia tools assist with storytelling and pronunciations. Italian current events and cinema are used as gateways into culture and comparisons between Italy and the U. S.

ITALIAN II HONORS (522H) 5 Credits

Prerequisite : Italian I

Grades: 9-12



Skills learned in Italian I are strengthened and mastered. Conversing and writing short stories will be introduced. Multimedia tools assist with storytelling and pronunciations. Italian current events and cinema are used as gateways into culture and comparisons between Italy and the U. S.

ITALIAN III (523) 5 Credits

Prerequisite: Italian II or Italian II Honors

Grades: 10-12



Skills learned in Italian II are strengthened and mastered. Italian cultural aspects such as social behaviors, gestures, trends, history and the arts are enhanced. Oral and written comprehension of short stories, dialogues, etc., is expected. More advanced grammar and more complex sentence structures are introduced. Multimedia tools to assist in both oral comprehension as well as correct pronunciation are used. Conversation, diction, and production of original compositions in Italian are required. The course is conducted in Italian.

ITALIAN III HONORS (523H) 5 Credits

Prerequisite: Italian II or Italian II Honors

Grades: 10-12



Skills learned in Italian II are strengthened and mastered. Italian cultural aspects such as social behaviors, gestures, trends, history and the arts are enhanced. Oral and written comprehension of short stories, dialogues, etc., is expected. More advanced grammar and more complex sentence structures are introduced. Multimedia tools to assist in both oral comprehension as well as correct pronunciation are used. Conversation, diction, and production of original compositions in Italian are required. The course is conducted in Italian.

ITALIAN IV HONORS (524H) 5 Credits

Prerequisite: Italian III or Italian III Honors

Grades: 11-12



This course is a continuation of Italian III and emphasizes the acquisition of more advanced reading, writing, and oral skills, with attention paid to the finer points of grammar. This course includes more exposure to culture and an introduction to selected literary readings. Use of the target language in speaking and writing is a priority. Vocabulary enrichment, study of idiomatic expressions, grammar review, and class discussion in the target language offer the opportunity to advance every phase in the study of Italian.

ITALIAN V HONORS (525H) 5 Credits

Prerequisite: Italian IV Honors

Grade 12



This course is a continuation of Italian IV and emphasizes the acquisition of more advanced reading, writing, and oral skills. This course focuses on literary works, cinematography and conversation. This course is conducted in Italian.

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION 9 (010), 10 (020), 11 (030), 12 (040) 3.75 credits

The State of New Jersey requires all high school students to participate in health, physical education and safety. In order to graduate, a student must pass four years of these courses.

Physical Education includes the following components: fitness awareness and development, movement education, team sport, individual and dual sports, dance, recreational activities and safety education. It is the purpose of the Department of Physical Education to offer students a program which will not only maintain high individual fitness levels but also broaden students' knowledge and skills in all areas of sport and recreation. Therefore, grade 9 and 10 students will be required to take a prescribed set of activities. Students in grades 11 and 12 will be offered a structured elective program which provides them the opportunity to select the activities most suited to their own interests with a strong emphasis on lifetime sports.

1. No student will advance to the next level of physical education/health without successful completion of the present level of instruction, except:
2. A 12th grade student may take an additional physical education/health program at the same time.
3. Summer school may be attended to make up any failure in physical education/health.

The following is the basic program of Physical Education. This program may be modified from time to time to meet the changing needs of the students.

Project Challenge: An adventure based, challenge by choice program available to grades 9-12. The program utilizes both high and low elements of a ropes course which focus on individual and group decision making as well as physical skills.

Grade:

- 9th** Basketball, flag football, lacrosse, soccer, softball, volleyball, fitness activities, pickleball, body pump
10th Basketball, badminton, floor hockey, softball, volleyball, paddle tennis, step class, yoga, body pump
11-12th Tennis, badminton, soccer, flag football, floor hockey, lacrosse, softball, fitness activities, volleyball, basketball cross fit training, team handball, kettlebell training

DEVELOPMENTAL AND ADAPTED PHYSICAL EDUCATION

This program is designed to have the teacher work individually with students with special needs in the areas of motor coordination, fitness and medically-oriented limitations. Classes are therefore structured to meet the students' specific individual needs. Students will be screened to determine whether or not this program will be beneficial to them.

HEALTH AND DRIVER EDUCATION

The Department of Physical Education and Health is deeply concerned about the spread of substance abuse, particularly among young people. To address these areas, the department will provide 10 hours of drug, alcohol and tobacco education at each grade level. This portion of the program covers self-image development, decision making, refusal skills and information regarding the dangers of substance abuse.

HEALTH I 1.25 credits

Grade: 9

Health I is the study of healthy relationships and violence prevention. One area of exploration is the study of both communicable and non-communicable diseases, specifically AIDS and STD's. Integrated through these varied topics are drug and alcohol education. In addition, students will gain knowledge in building healthy relationships, as well as identifying and recognizing dating and domestic violence warning signs.

HEALTH II (Driver Education Theory) 1.25 credits

Grade: 10

The purpose of this course is to provide the student with the knowledge and skills necessary to become a safe, efficient user of the highway transportation system as a driver, passenger, pedestrian, bicyclist or motorcyclist. The student is introduced to the New Jersey Permit Manual with discussions pertaining to qualification for a drivers license, penalties, rules of the road, drugs, drinking and driving and other information pertinent to becoming a safe licensed driver. The state examination will be administered to all students at the conclusion of the course.

HEALTH III 1.25 credits

Grade: 11

This course provides the student with information that can be used to develop healthy decision making over a lifetime. Students will learn concepts that will aid in developing and evaluating a personal fitness plan, explain ways to avoid risk and injury during exercise, and explain the components of an exercise session. Students will also learn and critique positive and negative effects of the use of ergogenic aids. The other area of exploration includes the study of the body systems including the skeletal, muscular, cardiovascular, and respiratory systems.

HEALTH IV 1.25 credits

Grade: 12

The emphasis of the Health IV curriculum is to provide and prepare students with knowledge and the skills necessary to safely identify and give appropriate care when handling emergency situations. Specifically, students will be trained in First Aid and CPR/AED. The course also involves a unit on the prevention and treatment of different types of cancer.

Option II for Alternative Physical Education Overview

Grades: 10-12

Please be advised that Option II provides students with the opportunity to meet New Jersey Core Curriculum Content Standards in a setting other than the traditional classroom. Participation in activities such as gymnastics, dance, competitive swimming and interscholastic athletics can be used as an alternative to a 45-minute daily physical education class if the student can demonstrate that he or she is learning the standards that would be guiding the instruction developed by the physical education teacher.

If approved for Option II Alternative Physical Education, the student will receive a copy of the New Jersey Core Curriculum Content Standards for Health and Physical Education. He/She should review Standard 2.1 Wellness, Standard 2.2 Integrated Skills, Standard 2.5 Motor Skill Development and Standard 2.6 Fitness. In order to grant credit under Option II, the Point Pleasant Borough School District requires the student to a) answer guided journal questions related to health and physical education based on their out-of-school activity, competition band, or interscholastic sport b) create a portfolio, or c) design a project, where he/she documents the ways in which he/she is learning these standards. All students applying for an Option II Physical Education Program off campus (i.e. outside dance studios, travel soccer, all-star cheerleading) must complete a log of hours he/she participated in his/her activity and must have his/her coach/instructor verifying the participation hours. The Point Pleasant Borough High School Physical Education Teachers will provide the student with more information following approval of the request.

In addition, NJ State Statute 18A: 35-5, 7 and 8 requires 150 minutes of participation in physical education weekly. The Point Pleasant Borough School District requires that the student must have the coach/instructor verify that the student was present for at least 150 minutes over a 3 day period each week.

Athletic Seasons and Marking Period Alignments

School Athletic Season	Physical Education Exemption
Fall	Marking Period 1
Winter	Marking Period 2 or 3
Spring	Marking Period 4

FINE & PERFORMING ARTS

FINE ARTS

Artistic creation is a vital component of our lives, a fundamental element in our learning, well being, and existence. It helps us develop values, understand the past, and prepare for the future. It enables us to communicate ideas, express feelings, and respect the values, attitudes, and beliefs of others. It encourages us to develop the skills needed for making creative and critical choices. Today, art-related careers, such as Graphic Design, Interior Design, Architecture, Photography, Industrial Design, Fine Arts, Fashion Design, Illustration and Animation are prevalent. Students considering attending art college or pursuing a career in the arts should plan on taking Studio Art their freshman year, Two-dimensional Design (and Three-dimensional Design if possible) their sophomore year and Portfolio Art in their junior year.

APPLIED ARTS (712) 2.5 Credits/ CULTURAL ARTS (Art of the Eastern Hemisphere) (710) 2.5 Credits

Grades: 9-12

Applied Arts will focus on the forms of creative expression found in the various cultures represented in North, Central and South America. Many of the art forms of Native Americans, Mayans and Incas and other inhabitants of the region will be covered, along with information on the history and geography of the regions involved. Projects include basket weaving, pottery, printmaking, plaster sculpture, papier-mâché, and many others, along with discussions of aesthetics and critique.

Cultural Arts will focus on the creative art forms of the Europeans, Africans, Asians and other peoples of the Eastern Hemisphere. This course will cover the background information and related artwork of origami, calligraphy, tiles, fabric design, stained glass, and many other forms of expression. Historical and cultural information will be included in each project unit, as well as aesthetics and critique of the work created.

STUDIO ART (714) 5 Credits

Grades: 9-12

Studio Art introduces the student to art by presenting a variety of two-dimensional and three-dimensional projects. Examples of these projects could be drawing, painting, cartooning, clay sculpture and basics in computer art. The student will be introduced to art history, aesthetics, and art criticism.

TWO-DIMENSIONAL DESIGN (716) 5 Credits

Prerequisite: Studio Art

Grades: 10-12



This course continues to develop 2-dimensional design skills introduced in Studio Art. Projects may include drawing, color-theory, watercolors, oil painting, printmaking, pastels. Art history, aesthetics and art criticism will be included.

THREE-DIMENSIONAL DESIGN (718) 5 Credits

Grades: 9-12

This course introduces the techniques of creative sculpture. Students will work with clay, wire, plaster, cardboard, metal and paper mache to build their creative expression. Subjects may include architecture, Native American pottery, cartoon & character development, animal sculptures, etc. Various famous artists both current and from history will be introduced.

ADVANCED THREE-DIMENSIONAL DESIGN (719) 5 Credits

Prerequisite: Three Dimensional Design

Grades: 10-12

This course will expand upon previous knowledge and skill developed in 3D art. It will encourage problem solving skills to create innovative design solutions. Creativity and original design will be emphasized through projects using clay, wood, paper, metal plaster and wire. Subjects and projects may vary in accordance with the interest and focus of the individual student. (Student directed curriculum)

PORTFOLIO ART (720) 5 Credits

Prerequisite: Studio Art, Two-Dimensional Design. Three-Dimensional Design is preferred but not required.

Grade: 11-12

This course is an extension and intensification of all areas previously cited and for students creating an art portfolio for college admission, it should be taken junior year. Subject offerings will vary in accordance with the interests and needs of the class, with an emphasis on building quality, in-depth portfolios. General subject areas may include drawing, painting, design, illustration, and computer imaging. Career orientation is expanded for those planning a profession in the arts. Interested students will prepare artwork for a personal portfolio. Experience in art history, aesthetics, and critiquing will be continued.

ADVANCED PLACEMENT ART HISTORY (722) 5 Credits

Grades: 10-12



This course is designed for the highly motivated student interested in understanding and enjoying works of art. Participants learn to examine works of art intelligently and critically, and are acquainted with the major forms of Western and Non-Western artistic expression from Paleolithic to modern times. The production of written analyses, class presentations and research papers, as well as visits to museums will be required. Lectures, visual aids, discussions and text will be utilized. Results on the College Board AP Art History Exam will determine advanced-credit status for college.

DIGITAL PHOTOGRAPHY (750) 2.5 Credits

Grades: 10-12



Students will explore digital photography as it is related to fine arts. Students will be assigned various projects and present their work for class discussions/critiques. Learning to shoot in Manual Mode, students will apply knowledge of shutter speed, aperture, and ISO to create uniquely composed images. Additionally, students will gain experience using Adobe Photoshop to enhance their photographs. Emphasis will be placed on the students' understanding of digital photography in relation to the elements and principles of design.

ADVANCED DIGITAL PHOTOGRAPHY & GRAPHICS (752) 2.5 Credits

Prerequisite: Digital Photography

Grades 10-12



Advanced Digital Photography & Graphics is an extension of the intro course. Concepts, software, tools, and creative thinking will be challenged. Diving into the world of graphic and logo design, use of extended lenses and various other camera equipment, this course would prepare students to enter the fields of graphic communications as well as photography and photojournalism. 4-dimensional work will also be incorporated to the course, combining photography and videography for an interactive display of media. The advanced course pushes students to create their "own" work not just work based on the project given. Students would build their own portfolio of images and have them printed and bound professionally to exit the course.

Participation in the Performing Arts teaches and nurtures each individual's capability to make music/theatre an important part of his/her life for the present and the future. This aesthetic development can take place in daily rehearsals, performances, listening or music theory skills.

PERFORMING ARTS

The performing arts courses are designed to educate the student in all phases of music and theatre. The benefits of the arts in education are well-documented and last a lifetime. Through the opportunities presented in the performing arts program here at Point Pleasant High School, students, under the direction of their teachers, are able to find their own means of expression, develop strong relationships with their peers and build self-confidence. Skill sets students will develop include teamwork and collaborative work, prioritising and setting goals, independent learning, self-expression, and creativity. The arts also enrich students' emotional and social well-being by providing various pathways for students to understand themselves and the world, and to introduce them to various ways of expressing thoughts, experiences, and feelings that are not easily expressed in everyday language.

While some students may be preparing for a career in the performing arts, the main objective for the student is to develop skills for use in a vocational manner, to enjoy for a lifetime. The educational goals of the Performing Arts Department are to provide many and varied opportunities in vocal and instrumental music, acting, and stagecraft, for the entire student body.

MIXED CHORUS (733, 732) 2.5/5 Credits

Grades: 9-12

Mixed Chorus is the largest vocal ensemble at PPBHS. The chorus sings and performs a wide variety of music literature from Bach to Broadway. Students will learn the basics of how to read music, sing with proper vocal technique and gain a working knowledge of performance style and etiquette. Performance experience is gained through local and regional events. This course is available as a semester or full year course. This course may be repeated.

HONORS CHOIR (732H) 5 Credits

Grades 9-12

Honors Choir is open to all students who are enrolled in Chorus. In order to receive honors credit, the student must meet the criteria listed below:

1. Perform, from memory, the required All Shore Bach Chorale for that year or the required audition solo for the New Jersey Music Educators Association (NJMEA) All State choral group.
2. Perform, from memory, the required All Shore scales for each voice part to include the high and low major scales, the chromatic scale and a specified arpeggio, or the scales and sight-reading required for the NJMEA choral group audition.
3. Students must register AND audition for at least one selective honors choral group. These organizations are: All Shore Chorus, NJMEA All State Mixed Chorus, All State Women's Chorus, Honors Jazz Choir or All State Opera Festival.
4. Students must document a minimum of 2 ½ hours (150 minutes) of independent vocal practice, spread over a minimum of five (5) days.

AND:

5. Students must document 2 hours of classical listening per semester. This may be recorded on a CD or DVD, or on radio or TV. Students are required to submit a written 500 word critique of the music.

OR:

*Attend one live performance of classical music, also followed by a 500 word written critique of the performance.

OR:

*Participation in Madrigals/Show Choir/A Cappella singers

This course may be taken again for credit.

SYMPHONIC BAND (730) 5 Credits

Grades: 9-12

The band program offers instruction to anyone who wishes to play a conventional concert band instrument. Through group lessons and performances, a student will acquire understanding and appreciation of different styles of music while continuing to develop techniques on specific instruments. Students will become proficient in ensemble performance, music appreciation, personal music expression and basic musicianship. Students in symphonic band are required to attend and participate in all concerts and any school functions that take place during the day. Symphonic band members are encouraged to participate in football games, but participation is not mandatory. Students are required to participate in rotation lessons to develop individual skills and self-discipline. This course may be taken more than once for credit.

HONORS BAND (730H) 5 Credits

Grades: 9-12

Honors Band is open and available to all students who are enrolled in Symphonic Band. In order to receive honors credit, the student must meet the criteria listed below:

1. Perform the required New Jersey Music Education Association (NJMEA) All State Solo for the particular year. (The solos are on a four-year rotation and are listed on the njmea.org website and printed in the May issue of Tempo magazine)
2. Perform (from memory) the 12 major scales and a chromatic scale, all in the ranges listed on the NJ All State audition requirements. Diatonic scales will be performed in quarter / eighth note patterns at a minimum speed of 100 beats per minute. Chromatic scales will be performed in 16th note patterns at a minimum of 80 beats per minute. Percussionists will be able to perform (from memory), the mandatory rudiments as required by the NJMEA All State Procedures Committee.

OR:

3. Register and successfully complete an audition for at least one selective honors group that uses the NJMEA guidelines for their audition requirements. These organizations include: NJMEA Region Honors Band; All Shore Band; Garden State Youth Philharmonic; New Jersey Youth Orchestra.

AND:

4. Listen to a total of 2 hours of classical / or Jazz listening per semester. This may be recorded on CD, Radio, TV or on the internet. Students will be required to submit a written critique of their listening. The listening requirement may also be fulfilled by attending one live performance followed by a written critique.

OR:

5. Participation with perfect attendance in the Competition Marching Band.
This course may be taken more than once for credit.

MUSIC THEORY I (736) 5 Credits

Grades: 9-12

Music Theory I will further develop the students' understanding of how music is written and performed. Students taking this course must already know how to read music. The fundamentals of music, including elements of pitch and rhythm, chords, tonalities, voice leading, dictation, and composition will be addressed. Aural aspects of music, such as ear training and sight reading will also be addressed. Musical notation software will also be introduced.

ADVANCED PLACEMENT MUSIC THEORY (738) 5 Credits

Prerequisite: Music Theory I

Grades: 11-12



Advanced Placement Music Theory offers the student the opportunity to expand musical skills into writing and arranging for vocal and instrumental groups of various sizes. The course covers transposition techniques, common practice voice leading rules, rhythmic alterations of melody, harmony in keyboard close and open position, and principles of arrangement. The course will continue the sight singing and ear training begun in Music Theory I.

VOICE AND MUSICAL THEATRE (755, 754) 2.5/5 Credits

Prerequisite: An interest in learning about music and theatre through singing and acting.

Grades: 9-12

Students will explore music in the following areas:

VOICE: Breathing techniques, vocal health and diction are emphasized in order to help each student reach their potential as a singer. Students will learn and perform a variety of music literature such as Italian Art songs, Jazz, Broadway, duets and pop music. Students will also study well-known singers from many genres. Basic piano skills are introduced to enhance students' abilities as musicians.

MUSICAL THEATRE: Students will learn standard audition songs and duets as well as appropriate acting monologues and be coached on preparing the presentation and staging of this material. Students will explore community and professional musical and theatrical opportunities for them to consider as a career or as an avocation. Students may request to take the course again, pending counselor/teacher approval.

ACTING I (740) 5 Credits

Grades: 9-12

Acting is a workshop course designed for the beginning actor. Various techniques of acting will be examined to provide each student with performance experience.

ACTING II (742) 5 Credits

Prerequisite: Acting I

Grades: 10-12

This course is designed to provide a deeper appreciation of the theatre. The survey section studies how theatre developed throughout history, why it evolved, and what contributions it made to the society that nurtured it. The performance part of the course will include a continuation of Acting I. Sensory/emotional work and their relation to characterization is further explored leading to an in-depth study of motivation and subtext. Sensory, emotional and adaptation exercises, as well as improvisation and two character scenes are used to deepen the actor's ability to execute honest and purposeful stage action and communication. Both performance and personal journals are maintained on a continuing basis, and outside rehearsals on scenes and monologues are expected. All scene work is directed by the instructor, using an individualized hands-on approach.

ADVANCED ACTING (744) 5 Credits

Prerequisite: Acting I / Acting II

Grades: 11-12

This course is a continuation of the study of Theater, building on the curriculum of Acting. The class will further the student's technique in building character for this genre from various periods and styles. Acting techniques using various methods will be studied, as well as voice and speech techniques for Shakespearean texts. Students will begin with individual monologues, then prepare, rehearse and present two-person scenes from various theatrical works including William Shakespeare, Anton Chekhov, Arthur Miller and Tennessee Williams. Students may request to take the course again, pending counselor/teacher approval.

THEATRICAL DESIGN AND TECHNICAL THEATRE (746) 5 Credits

Grades: 9-12

This course is particularly advantageous to a student who likes technical hands-on experience. Students learn the skills needed to research, plan, design, and create a complete environment for a stage production. The student will participate in the designing and construction of two department productions. The craft of model making, prop construction, lighting design, painting techniques, special effects, costuming, and make-up design are a few of the topics that will be examined. Students may request to take the course again, pending counselor/teacher approval.

STAGECRAFT (748) 5 Credits

Grades: 9-12

Stagecraft introduces students to a practical, hands on approach to technical aspects of a theatrical production. Students learn the skills needed to construct scenery, hang and focus lighting instruments, and implement a sound system. Students are trained in the usage of power tools, lumber, special effects, and painting. Students will play an active role in the designing and construction of two department productions, and are expected to participate in various performances and assist at a number of assemblies, concerts and meetings. This course is designed for students who thrive in a hands-on environment. Students may request to take the course again, pending counselor/teacher approval.

21ST CENTURY LIFE & CAREER SKILLS

BUSINESS EDUCATION

The Point Pleasant Borough Business Education Department offers a program of sequential instruction designed to provide planned learning experiences that will enable students to become effective and responsible contributors to the decision making process of the economic community. Business students learn to enjoy the process of learning and to acquire skills necessary for a lifetime of continuous learning and adaptation to change.

PRINCIPLES OF ACCOUNTING (620) 5 Credits

Grades: 9-12



This full year course provides for an understanding of basic accounting concepts and involves taking the students through the accounting cycle for both a sole proprietor service business and a merchandising business organized as a corporation. In addition the class will include banking and cash control systems, payroll records, payroll taxes and accounting for stock transactions and dividends of corporations. Special accounting procedures will be covered including accounting for uncollectible accounts, accounting for plant assets, depreciation and intangible assets, and accounting for inventory, to name a few. The student learning experience will be enhanced with commercial technology integrated throughout the text to equip students to work with spreadsheets Sage 50®, QuickBooks® and Automated Accounting Online.

ECONOMICS (618) 2.5 Credits

Grades: 9-12

The course is designed to provide students with an understanding of economic issues and how these issues apply to their financial status throughout their lives. Students will be able to combine classroom training with field trips, speakers and hands-on activities. In addition, students are encouraged to develop leadership skills, good citizenship traits and career awareness. Major themes in the course will focus on: how the economy functions, how to make purchases wisely, how to manage money to best advantage, how to evaluate sales and advertising practices, how to guard against fraudulent or deceptive sales practices and how to be socially responsible.

ADVANCED PLACEMENT MICROECONOMICS (624) 5 Credits

Grades: 10-12 (Grade 9 with Counselor permission) (Not offered 2022-23)



This course is intended to give students a thorough understanding of the principles of Microeconomics. Microeconomics applies to the function of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equality in the economy. Other basic concepts that are explored include the functions performed by an economic system and the way the tools of supply and demand can be used to analyze a market economy. This course prepares the student to take the Advanced Placement Microeconomics Exams.

ADVANCED PLACEMENT MACROECONOMICS (622) 5 Credits

Grades: 10-12 (Grade 9 with Counselor permission)



This course is intended to give students a thorough understanding of the principles of Macroeconomics. Macroeconomics introduces students to fundamental concepts such as scarcity and opportunity costs. Students will study comparative advantage to determine the basis on which mutually advantageous trade can take place between countries and to identify comparative advantages from differences in output levels and labor costs. Other basic concepts that are explored include the functions performed by an economic system and the way the tools of supply and demand can be used to analyze a market economy. This course prepares the student to take the Advanced Placement Macroeconomics Exams.

BUSINESS & PERSONAL LAW (614) 5 Credits

Grades: 10-12



How will the law affect your personal life and career? What are your rights and how can you protect yourself and your family? Did you know there are many high paying careers available in the legal field? Understanding the law will help improve your life and may even help you find a career that you love and enjoy. If you are interested in the law or just looking to learn more about how the legal system works this is the course for you. Learn about both criminal and civil law and careers in the legal field. Topics include mock trials, consumer rights and protections, buying and selling goods, internet and privacy law and negotiating contracts. Students may have the opportunity to visit the Ocean County Jail and Courts as part of the course.

PERSONAL FINANCIAL LITERACY (612) 2.5 Credits

Prerequisite: Algebra I

Grades: 9-12

(This course meets the 2.5 credit Financial Economic, Business and Entrepreneurial Literacy requirement.)

This course is designed to prepare students for personal and civic financial literacy. The Personal Financial Literacy course reflects the growing need for 21st-century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities. The seven major topics that will be taught in this course include income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; civic financial responsibility; risk management and insurance.

ENTREPRENEURSHIP (616) 2.5 Credits

Grades: 9-12



Entrepreneurship is the process of designing, launching and running a new business. The people who create these businesses are called entrepreneurs. You will create a business plan based on your own unique idea and find the target customers, costs, profits and design your own logo, web page and promotional items. We also watch the hit television show Shark Tank to learn about the personal character, effort and success of entrepreneurs. The best way to become wealthy and successful in the United States is to be an entrepreneur. These are the people that take the financial risk to start a business and generate wealth, rather than working for someone else.

DIGITAL MARKETING (660) 2.5 Credits

Grades: 9-12



Students will explore the use of digital marketing in the 21st Century. Companies use marketing tactics through Internet search engines, social media, email, mobile phone advertising and others. Students will explore how the information is collected, sold, and used to increase sales and influence the masses.

INVESTING IN THE 21ST CENTURY (662) 2.5 Credits

Prerequisite: Personal Financial Literacy

Grades: 10-12



Cryptocurrency, Stocks, Real Estate and so much more! Learn the art and science of building wealth through investing. Successful people use money to make money; it's not a secret, it's a skill. Learn how investing works. Develop your own philosophy on investing to help you reach your financial goals. Investing Today provides the foundation needed to make good investment decisions and get the most out of your life.

PRINCIPLES & CONTEMPORARY ISSUES IN SPORT MANAGEMENT (626) 5 Credits

Grades: 11-12



SPM 205 introduces the student to sport management concepts and sectors through an examination of problems and issues faced by contemporary sport management. Unique characteristics of sports and resulting social and ethical responsibilities of sport managers will be discussed. In addition to the use of traditional pedagogical teaching methods to deliver basic sport management concepts, students are required to complete a comprehensive, hands-on project that demonstrates their comprehension of the different sectors of the industry covered throughout the semester. *(This course receives AP weighting for GPA calculation.)*

By the end of the course, students will be expected to fulfill the following course objectives:

- Identify and describe the unique characteristics and dimensions of sport.
- Examine some of the major problems/issues facing sport management.
- Develop a knowledge and understanding of what is involved in the management of sports.
- Gain an appreciation and an understanding for the realm of facets within the sports industry.
- Apply the foundation and principles of sport management to various aspects of the sport industry.
- Understand the social and ethical responsibilities involved in managing sport organizations and events.
- Identify career opportunities in the sports industry and how to be prepared for these opportunities.

COMPUTER SCIENCE

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (362) 5 Credits

Prerequisite: Algebra I

Grade: 9-12



AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. The course introduces the essential ideas of computer science with a focus on how computing can impact the world. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Along with the fundamentals of computing and programming, students will analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society.

COMPUTER SCIENCE PROGRAMMING (360) 5 Credits

Grades: 9-12

In this course, the student learns the principles of computer program design and construction. The student is introduced to elementary programming terminology, commands and techniques, and is shown the various ways to input, manipulate, and output data. Students are taught all elements of the software development life-cycle as well as the basics of Computer Science. In addition, students are taught basic data types and structures such as arrays as well as common algorithms for sorting and searching.

ADVANCED PLACEMENT COMPUTER SCIENCE A (364) 5 Credits

Prerequisite: Computer Science Programming

Grades: 10-12



AP Computer Science Programming is a comprehensive overview of advanced computer science concepts including computer architecture, computer systems, networks, object-oriented programming, programming languages, data structures and Java programming. Students are taught object-oriented programming with the Java programming language utilizing a state of the art Integrated Development Environment (IDE) and Class/Object Modeling Tool. Students design and develop real world applications and applets by participating in both individual and team programming projects.

FAMILY AND CONSUMER SCIENCE

CULINARY ARTS (630) 2.5 Credits

Grades: 9-12

This introductory course teaches food preparation techniques and principles of nutrition. Students learn to prepare a variety of foods as well as to plan, prepare and evaluate meals to improve their personal nutrition. Consumer education skills such as reading food labels and smart shopping strategies are explored.

TECHNOLOGY

The Technology Department offers a variety of student experiences in several areas of technology. These programs will develop life-long skills and leisure time activities through hands-on experiences and student made projects

AUDIO-VIDEO TECHNOLOGY (650) 5 Credits

Grades: 9-12

Students will learn the basics for creating music videos, video-game graphics, plays of the week and movie scripts. Acting, directing, shooting and editing will be the focus of the introductory course. Students will produce videos for Comcast Network – broadcast on Ch. 97, PPBHS' closed circuit channel – Ch. 21 and district website via web-streamed video.

ADVANCED AUDIO-VISUAL TECHNOLOGY (652) 5 Credits

Prerequisite: Audio Visual Technology

Grades: 10-12

Students will continue their video education through Final Cut Pro editing using MAC computer stations. Students will create film festival entries for the OCC Teen Arts Festival and the OC Library County Festival in addition to various state and national contests. Students will produce videos for Comcast Network – broadcast on Ch. 97, PPBHS' closed circuit channel – Ch. 21 and district website via web-streamed video.

ENGINEERING DESIGN AND ROBOTICS (658) 5 Credits

Prerequisite: Algebra I

Grades: 9-12

The purpose of the Engineering Design and Robotics course is to introduce students to a variety of engineering disciplines through collaborative and competitive design tasks. Students will take a hands-on constructivist approach to designing and creating projects and will incorporate their learning into building and designing VEX robots. This course will introduce students to basic concepts of engineering and will allow them to explore a variety of engineering disciplines. We will utilize industry standard computerized design software in this course. Students will then apply their learning by building robots and competing in a variety of challenges and tasks. This course will provide students with the necessary foundation for success in future STEM courses and careers.

WOODWORKING I (640) 2.5 Credits

Grades: 9-12

The course introduces basic woodworking machines, which include the handsaw, jointer, lathe, jig saw, drill press, and sander. Primary jointery, wood finishing techniques, wood selection, project layout and current woodworking terminology are also covered. Due to the time element this is a more structured course than future courses.

WOODWORKING II (642) 5 Credits

Prerequisite: Woodworking I

Grades: 10-12

In addition to the basic woodworking machines from Woodworking I, will be the introduction of the router and electric miter saw. Also included will be basic techniques and related units in finishing, hardware, and other fasteners. Project work is more advanced but still within the boundary of curved-line layout and construction. Emphasis is on quality and craftsmanship rather than quantity.

WOODWORKING III (643) 5 Credits

Prerequisite: Woodworking II

Grades: 11-12

The course introduces advanced machines, which include the table saw, spindle shaper, and surface planer. Along with these machines will be the introduction of cabinet making, furniture construction, and other advanced techniques to be used with these advanced machines. Additional areas to be stressed will include design, problem solving, woodworking vocabulary, logical thought, and work organization.

WOODWORKING IV (644) 5 Credits

Prerequisite: Woodworking III

Grade: 12

The course at the upper level provides more technical knowledge and advanced machine processes. The student is given the opportunity to select machines, techniques, and methods which will best perform necessary operations. The course will also include a brief unit on house construction and plastic laminates. All work must reflect safety and be done under close supervision.

OTHER

CREATIVE WRITING & ARTISTIC DESIGN (150) 2.5 Credits

Grades: 9-12

Creative Writing and Artistic Design will focus on the creation of a literary publication. The class will take students on a journey from writing material suitable for publication to the completion of actual magazine projects. Unit of study will include the foundation of a literary magazine, creative writing, art appreciation, selecting submissions, linking art to literature, formatting a publication, editing, and how to use computer programs to make their (and others') writing accessible to a wider audience. Along with individual and group projects, students will work on the school literary magazine, *Imagine*, which comes out twice a year. This schedule will make a semester course ideal since students will see a finished literary magazine at the end of the course. Along with practical writing and computer skills, the course will also engage students in higher level thinking as they ask questions about what constitutes literature, what makes something beautiful, and what appeals to an audience. Students will develop practical writing and computer skills, but they will also spend a lot of time thinking and discussing art, literature, and the creative process of creating a publication. Creative Writing and Artistic Design is ideal for students who wish to enter the field of writing or publication or students who simply enjoy reading literature and looking at art.

JOURNALISM (156) 5 Credits

Grades: 10-12



Journalism is a writing-intensive workshop course that introduces students to the field's highest professional standards. The course's news laboratory is the school and local community, as students work under deadline to produce a newspaper. In keeping with the guidelines of the Journalism Education Association, the introductory topics in the course include news writing, feature writing, sports writing, photojournalism, layout and design, advertising and the evaluation of broadcast journalism. Besides writing, there is also extensive study of forms by top writers, photographers, and newspapers. This hands-on survey course is for students who simply want to upgrade their writing skills or want to become media literate, as well as for those who want to sample journalism as a possible career choice. Writing assignments range from news stories to more in-depth pieces. Assessment will emphasize journalism's A-B-C standard: Accuracy, Balance, and Clarity. On a content level, creative (if not fictional) writing is essential. This course may be repeated.

DIGITAL PHOTOGRAPHY (750) 2.5 Credits

Grades: 10-12



Students will explore digital photography as it is related to fine arts. Students will be assigned various projects and present their work for class discussions/critiques. Learning to shoot in Manual Mode, students will apply knowledge of shutter speed, aperture, and ISO to create uniquely composed images. Additionally, students will gain experience using Adobe Photoshop to enhance their photographs. Emphasis will be placed on the students' understanding of digital photography in relation to the elements and principles of design.

ADVANCED DIGITAL PHOTOGRAPHY & GRAPHICS (752) 2.5 Credits

Prerequisite: Digital Photography

Grades 10-12



Advanced Digital Photography & Graphics is an extension of the intro course. Concepts, software, tools, and creative thinking will be challenged. Diving into the world of graphic and logo design, use of extended lenses and various other camera equipment, this course would prepare students to enter the fields of graphic communications as well as photography and photojournalism. 4-dimensional work will also be incorporated to the course, combining photography and videography for an interactive display of media. The advanced course pushes students to create their “own” work not just work based on the project given. Students would build their own portfolio of images and have them printed and bound professionally to exit the course.

Participation in the Performing Arts teaches and nurtures each individual’s capability to make music/theatre an important part of his/her life for the present and the future. This aesthetic development can take place in daily rehearsals, performances, listening or music theory skills.

ACTING I (740) 5 Credits

Grades: 9-12

Acting is a workshop course designed for the beginning actor. Various techniques of acting will be examined to provide each student with performance experience.

ACTING II (742) 5 Credits

Prerequisite: Acting I

Grades: 10-12

This course is designed to provide a deeper appreciation of the theatre. The survey section studies how theatre developed throughout history, why it evolved, and what contributions it made to the society that nurtured it. The performance part of the course will include a continuation of Acting I. Sensory/emotional work and their relation to characterization is further explored leading to an in-depth study of motivation and subtext. Sensory, emotional and adaptation exercises, as well as improvisation and two character scenes are used to deepen the actor’s ability to execute honest and purposeful stage action and communication. Both performance and personal journals are maintained on a continuing basis, and outside rehearsals on scenes and monologues are expected. All scene work is directed by the instructor, using an individualized hands-on approach.

ADVANCED ACTING (744) 5 Credits

Prerequisite: Acting I / Acting II

Grades: 11-12

This course is a continuation of the study of Theater, building on the curriculum of Acting. The class will further the student’s technique in building character for this genre from various periods and styles. Acting techniques using various methods will be studied, as well as voice and speech techniques for Shakespearean texts. Students will begin with individual monologues, then prepare, rehearse and present two-person scenes from various theatrical works including William Shakespeare, Anton Chekhov, Arthur Miller and Tennessee Williams. Students may request to take the course again, pending counselor/teacher approval. Students may request to take the course again, pending counselor/teacher approval.

THEATRICAL DESIGN AND TECHNICAL THEATRE (746) 5 Credits

Grades: 9-12

This course is particularly advantageous to a student who likes technical hands-on experience. Students learn the skills needed to research, plan, design, and create a complete environment for a stage production. The student will participate in the designing and construction of two department productions. The craft of model making, prop construction, lighting design, painting techniques, special effects, costuming, and make-up design are a few of the topics that will be examined. Students may request to take the course again, pending counselor/teacher approval.

STAGECRAFT (748) 5 Credits

Grades: 9-12

Stagecraft introduces students to a practical, hands on approach to technical aspects of a theatrical production. Students learn the skills needed to construct scenery, hang and focus lighting instruments, and implement a sound system. Students are trained in the usage of power tools, lumber, special effects, and painting. Students will play an active role in the designing and construction of two department productions, and are expected to participate in various performances and

assist at a number of assemblies, concerts and meetings. This course is designed for students who thrive in a hands-on environment. Students may request to take the course again, pending counselor/teacher approval.

TOMORROW'S TEACHERS (654) 5 Credits

Grades: 11-12



Tomorrow's Teachers is a course for students who are possibly considering teaching as a career path. The course will include a variety of hands-on experiences with a strong emphasis on observations, field experiences, and classroom activities. Students will become familiar with the various learning styles students possess; learn the requirements for teacher certification and licensing; become acquainted with the professional roles of educators and create a portfolio of their field experiences. Students could be eligible to earn credits through a dual enrollment agreement with Rider University. The student who selects this course should be aware that it is a challenging course which will require independent study skills as well as the ability to speak in front of others. A student must possess the motivational drive and academic proficiency to approach studies in a scholarly manner.

(Rider University offers college credit for the Tomorrow's Teachers course. The tuition of the Rider University course is approximately \$250.00.)

THE CRIMINAL JUSTICE SYSTEM (248) 2.5 Credits

Grades 9-12



An introduction to the philosophy of justice, identification of the various subsystems and the significance of their interrelationships; analysis of past, present and future expectations in law enforcement; judicial and corrections discipline; role expectation; ethics and the need for professionalism.

FILM STUDIES I (152) 2.5 Credits

Grades 9-12



All students are familiar with film, but many are not aware of the rich history behind film. This course will focus on various genres of film and filming techniques used within these genres. Students will be asked to critically view, discuss, and write about these films, with a focus on plot, setting, characterization, and theme. They will also expand their viewing to think about films in the context of the society in which they are created and the impact these films have on this society. Students will be viewing movies in class, but they will also be expected to watch movies at home. This class aims to make students critical and thoughtful viewers of film.

FILM STUDIES II (153) 2.5 Credits

Grades 9-12



Film Studies II will build on the skills students developed in Film Studies. Students will continue to focus on the genres and elements of film, and they will critically view, discuss, and write about these films. Students will also extend their focus on judging films and viewing films through critical theories, including cultural theory, psychoanalytical theory, marxist theory, and feminist theory. Students will be exposed to new films, but some films may be repeated from Film Studies I with different assignments. Students will be expected to bring critical thinking and analytical skills to the viewing and discussion of all films.

ADVANCED PLACEMENT PSYCHOLOGY (252) 5 Credits

Grades 9-12



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

GENERAL PSYCHOLOGY (250) 2.5 Credits

Grades 9-12



This introductory course focuses on the study of behavior and cognitive processes. Emphasis is on neuroscience, states of consciousness, human development, sensation and perception, learning, memory, intelligence, emotion and motivation, personality, psychological disorders, psychotherapy, and social behavior.

ENGLISH		SOCIAL STUDIES		PERFORMING ARTS	
ADVANCED PLACEMENT ENG. III LANG.	132	ADVANCED PLACEMENT HUMAN GEO.	242	ACTING I	740
ADVANCED PLACEMENT ENG. IV LIT.	142	ADVANCED PLACEMENT PSYCHOLOGY	252	ACTING II	742
CREATIVE WRITING & ART. DES.	150	ADVANCED PLACEMENT US GOV. & POL.	240	ADVANCED ACTING	744
ENGLISH I	110	ADVANCED PLACEMENT US HISTORY	232	ADVANCED PLACEMENT MUSIC THEORY	738
ENGLISH I HONORS	110H	ADVANCED PLACEMENT WORLD HIST.	212	HONORS BAND	730H
ENGLISH II	120	AMERICAN GOVERNMENT	244	HONORS CHOIR	732H
ENGLISH II HONORS	120H	CRIMINAL JUSTICE SYSTEM	248	MIXED CHORUS (FULL YEAR)	732
ENGLISH III	130	GENERAL PSYCHOLOGY	250	MIXED CHORUS (HALF YEAR)	733
ENGLISH III HONORS	130H	SOCIOLOGY	246	MUSIC THEORY I	736
ENGLISH IV	140	UNITED STATES HISTORY I	220	STAGE CRAFT	748
ENGLISH IV HONORS	140H	UNITED STATES HISTORY I HONORS	220H	SYMPHONIC BAND	730
FILM STUDIES	152	UNITED STATES HISTORY II	230	THEATRICAL DESIGN & TECH. THEATRE	746
FILM STUDIES II	153	UNITED STATES HISTORY II HONORS	230H	VOICE & MUSICAL THEATRE (FULL YEAR)	754
FUNDAMENTALS OF PUBLIC SPEAKING	154	WORLD HISTORY CULTURES	210	VOICE & MUSICAL THEATRE (HALF YEAR)	755
JOURNALISM	156	WORLD HISTORY CULTURES HONORS	210H	BUSINESS	
MATHEMATICS		WORLD LANGUAGE		ADVANCED PLACEMENT MACROECON.	622
ADVANCED PLACEMENT CALCULUS AB	352	ITALIAN I	521	ADVANCED PLACEMENT MICROECON.	624
ADVANCED PLACEMENT CALCULUS BC	354	ITALIAN II	522	ADVANCED PRINCIPLES OF ACCOUNTING	621
ADVANCED PLACEMENT STATISTICS	356	ITALIAN II HONORS	522H	BUSINESS & PERSONAL LAW	614
ALGEBRA I	310	ITALIAN III	523	DIGITAL MARKETING	660
ALGEBRA II	330	ITALIAN III HONORS	523H	ECONOMICS	618
ALGEBRA II HONORS	330H	ITALIAN IV HONORS	524H	ENTREPRENEURSHIP	616
CALCULUS HONORS	350H	ITALIAN V HONORS	525H	INVESTING IN THE 21ST CENTURY	662
DISCRETE MATHEMATICS	332	SPANISH I	511	PERSONAL FINANCIAL LITERACY	612
GEOMETRY	320	SPANISH II	512	PRIN. & CONT. ISSUES IN SPORT MANAGE.	626
GEOMETRY HONORS	320H	SPANISH II HONORS	512H	PRINCIPLES OF ACCOUNTING	620
PRE-CALCULUS	340	SPANISH III	513	COMPUTER SCIENCE	
PRE-CALCULUS HONORS	340H	SPANISH III HONORS	513H	ADVANCED PLACEMENT COM. SCIENCE PROG.	364
TRANSITIONAL ALGEBRA	322	SPANISH IV HONORS	514H	ADVANCED PLACEMENT COM. SCIENCE PRIN.	362
SCIENCE		SPANISH V HONORS	515H	COMPUTER SCIENCE PROGRAMMING	360
ADVANCED PLACEMENT BIOLOGY	412	PHYSICAL EDUC./HEALTH		FAMILY & CONS. SCIENCE	
ADVANCED PLACEMENT CHEMISTRY	422	PE/HEALTH 9	010	CULINARY ARTS	630
ADVANCED PLACEMENT ENV. SCIENCE	442	PE/HEALTH 10 (DRIVERS ED)	020	TOMORROW'S TEACHERS	654
ADVANCED PLACEMENT PHYSICS II	436	PE/HEALTH 11	030	TECHNOLOGY	
ADVANCED PLACEMENT PHYSICS C	432	PE/HEALTH 12	040	ADVANCED AUDIO-VISUAL TECHNOLOGY	652
BIOLOGY	410	ART		AUDIO-VIDEO TECHNOLOGY	650
BIOLOGY HONORS	410H	ADVANCED PLACEMENT ART HISTORY	722	ENGINEERING DESIGN AND ROBOTICS	658
CHEMISTRY	420	ADVANCED THREE-DIM. DESIGN	719	WOODWORKING I	640
CHEMISTRY HONORS	420H	ADVANCED DIGITAL PHOTO. & GRAPH.	752	WOODWORKING II	642
ENVIRONMENTAL CHEMISTRY	424	APPLIED ARTS	712	WOODWORKING III	643
ENVIRONMENTAL SCIENCE	440	CULTURAL ARTS	710	WOODWORKING IV	644
FORENSIC SCIENCE	444	DIGITAL PHOTOGRAPHY	750		
PHYSICS	430	PORTFOLIO ART	720		
PHYSICS HONORS	430H	STUDIO ARTS	714		
		THREE-DIMENSIONAL DESIGN	718		
		TWO-DIMENSIONAL DESIGN	716		

Notes