NEPTUNE HIGH SCHOOL COURSE GUIDE 2020-2021

# Home of the Scarlet Fliers

55 Neptune Blvd Neptune, NJ 07753

Phone: (732)776-2200 "The beautiful thing about learning is nobody can take it away from you "

- B.B. King

# **MEET THE PRINCIPAL**



I look forward to building relationships with the students, parents, faculty, and staff members that represent the community of learners of Neptune High School. It is my firm belief that by providing open communication, and collaboration with families, we help to elevate the overall goals of all students. I model positive behavior, hold high expectations for our staff and students, and challenge students to exceed those expectations. **Every** student is valued and worthy of our highest level of support.

One of my goals as an educator is to continue to assist in ensuring that every student is provided with high quality instruction in a supportive learning environment. Working as a team, the Neptune High School Administration, faculty, and staff members are committed to partnering with our parents/guardians in order to provide students with outstanding academic and social opportunities. It is with this focus that we contribute in establishing and continuing the "love of learning" in our students.

I welcome and look forward to your participation, input, and support.

Mrs. Jennifer Joseph, Principal



# **NHS COURSE GUIDE**

2020-2021 Table of Contents

Page(s): 5-11	School Profile and General Information	
Page(s): 12-20	Performing and Visual Arts Department	
Page(s): 21-25	Business and Engineering Department	
Page(s): 26- 30	English Department	
Page(s): 31-34	World Language Department	
Page(s): 35-40	Mathematics Department	
Page(s): 41-43	NJROTC	
Page(s): 44-46	Physical Education Department	
Page(s): 47-51	Science Department	
Page(s): 52-57	Social Studies Department	
Page(s): 58-60	Vocational, Option II, JumpStart Program	

\*To go directly to your desired subject area, click on the name above. Clicking on the quotes for each subject will bring you back to this page to help quickly naviagate the course guide.\*

# **NEPTUNE PROFILE**

#### The Community

Neptune Township, located in Monmouth County, NJ just off exit 100 from the Garden State Parkway is a culturally diverse community of approximately 28,000 residents. Located approximately 50 miles south of New York City and 70 miles northeast of Philadelphia, the town includes the areas of Ocean Grove, Shark River Hills, Green Grove, and Gables.

#### **The School System**

With more than 4,000 children the school system is alive with its richly diverse student body. The district is made up of eight school buildings, five of which are elementary schools, one middle school, one high school, and one early childhood center.

#### The High School

Neptune High School is a comprehensive public school which is accredited by the Middle States Association of Colleges and Secondary Schools as well as the New Jersey Department of Secondary Education. The school has a general population of just over 1300 students enrolled each year.

#### The Programs

Our high school utilizes a comprehensive curriculum with a wide variety of academic concentrations and subjects offered. Students are offered a block scheduling format with a course load of four classes per semester and two semesters per year. Students in their junior and senior years may also apply to the Monmouth County Vocational and Technical School district in a shared time occupational program. After applying, students may be accepted to vocational training at facilities located at various schools in the county.

#### Welcome to NHS

The acaedmic journey of our students, while here at Neptune High School, is a vital portion of the foundation that will position them for success in their chosen college and/or career choice beyond high school. The opportunities afforded to our students through our course of study, clubs, activity choices, JumpStart Academies, and athletics will allow students to expand their academic achievements and social experiences.

We thank you for your continued support of Neptune High School!

# GRADUATION

Neptune High School Graduation Requirements: 120 Total Credits

To graduate from NHS, you must accrue at least 120 credits over the course of four years. Your guidance counselor will keep track of the credits you are earning. The credits for any course are determined by the number of blocks you spend in the course. For example, Spanish I is one semester long and you take 5 days a week of this course so you would earn 5.0 credits. Of the 120 credits now necessary to graduate, the following are required courses which you MUST pass:

- English: 20 Credits (must include English 1-4)
- **Physical Education:** 20 Credits of Physical Education/Health (Required course for each year of attendance)
- **History/Social Studies:** 15 Credits (recommend 20 credits) (including World History/Geography, US I and US II)
- **Science:** 15 Credits (recommend 20 credits) (including Lab Biology; Lab Chemistry and/or Physics and/or Environmental Science; plus a third lab/inquiry-based science)
- **Mathematics:** 15 Credits (recommend 20 credits) (including Algebra I and Geometry)
- World Language: 5 Credits (recommend 10+ credits)
- Fine/Performing Art: 5 Credits

(Art, Music, Drama courses)

• **Practical Art/21st Century Life and Careers:** 5 Credits (Business, Engineering, Technology, ROTC, Vocational courses)

#### • Financial Literacy: 2.5 Credits

(Financial, Economic, Entrepreneurial Literacy, or Discrete Math)

\*\*Additionally, students must sit for and obtain a benchmark score on the PARCC Assessment in English Language Arts and Mathematics, or on another state approved assessment.\*\*

# INFORMATION

#### Organization

The high school is organized into four 80 minute class blocks each day, per semester. Each student's schedule must include one period for lunch and four total classes. Classes begin at 7:30 AM and all formal classes end at 1:40 PM.

#### **Course Selections**

All courses are number in the following manner: The first number identifies the first year the course is offered to students: 9th grade - 100, 10th grade - 200, 11th grade -300, 12th grade - 400. The second number indicates the weight of the course, which is used in the calculation of the weighted grade point average (GPA)

#### **Early Graduation**

Any student who wishes to request permission to graduate early must arrange a conference including a parent or guardian and the Counselor. After the necessary request form has been signed by both the student and the parent/guardian, the Counselor will forward a recommendation to the high school principal, who will make the final decision before permission is to be granted. If the request is approved, the student must meet all credit and subject requirements for graduation as set forth by the board of education. A total of 120 credits are needed to qualify for graduation. In addition, subject requirements included in the previous page and benchmark scores on state approved assessments must be met. Class rank is compared to original graduating class. Senior photos and graduation ceremony are permitted.

#### **Marking Periods:**

Marking Period	Report Cards Available Via PowerSchool	
First	November	
Second	February	
Third	April	
Fourth	June	

#### **Report Cards and Grading System**

Report cards will be available on PowerSchool at the end of each marking period to all students for all classes where a grade is assigned. Students are graded on a numerical scale. 65% is the minimum score allowed to earn a passing grade. Additional quality points are assigned to courses as follows: AP +15, Honors +10, College Prep +5 points.



# INFORMATION

#### **Summer School**

Students attending any summer program for high school credit must first receive the approval of the Department Chair of Guidance for verification of the courses to be taken. Credit recovery may be earned in any summer school program approved by the NJ Department of Education. The state of New Jersey mandates a minimum of 60 summer school class hours for the remediation of a full year course already taken but failed.

#### **Retaking Courses**

Students who choose to retake a course that has already been passed must do so at their own expense. The grade for the repeated course will appear on the high school transcript. However, additional credit will not be awarded and the grade for the repeated course will not be calculated into the student GPA.

#### **Advanced Placement Courses**

All advanced placement (AP) courses are full year, 10 credit classes that follow College Board approved syllabus. Credits for these courses are awarded at the end of the school year. Students taking a full year AP course will have 20 consecutive calendar days from the first day of class to withdraw from the course without penalty. Students who opt to withdraw from day 21 through the end of the first semester will receive a code of "W" (Withdraw) which will be reflected on the school report card and student transcript. AP students who complete the first semester and begin the second semester of the course will not have the option to withdraw.

#### **Drop/Add Period:**

Students taking a semester long class will have 10 school days to withdraw from the class.

#### **Quarterly Evaluations and Final Exams**

Quarterly evaluations will be given once each marking period. Final exams will take place at the close of the first and second semesters. Quarterly evaluations will count as 20% of the first quarter average. Final exams will count as 20% of the first and second semester average. All students must take quarterly evaluations and final exams. Students who are absent from exams, must take make up exams. Students who fail to make up exams in a timely manner will be assigned a grade of zero for that exam.

#### **Class Rank**

Class rank is a numerical comparison of each student with all the other students in their class. The rank is computed at the end of the junior year and each semester following until graduation, and is based on the student's final grade in each subject. By assigning a weighting to our courses, a more equitable description of a student's rank in class (weighted GPA) is established. Final numerical grades are awarded additional points based upon weighting. Class rank is determined by the highest weighted GPA. Weighting is assigned as follows for most courses: AP +15, Honors +10, and College Prep +5.

# **GUIDANCE DEPARTMENT**

The Guidance department encourages a collaboration between teachers, students, and parents in making educational choices that best consider abilities, interests, and opportunities for the student. Guidance Counselor caseloads are assigned by student last name.

# NEPTUNE HIGH SCHOOL GUIDANCE DEPARTMENT

Department Chair: Mr. Juan Omar Beltran Telephone: (732) 776-2200 x 7003 or 7005

Counselor	Extension	Email	Last Name
Jonathan Gant	7018	jgant@neptune.k12.nj.us	A - Davila
Jamie Tuzencu	7021	jltuzencu@neptune.k12.nj.us	Davis - Hicks
Amanda Bradley	7017	acbradley@neptune.k12.nj.us	Hill - McMillian
Kescy Mathurin	7022	kmathurin@neptune.k12.nj.us	Medal - Rose
llene Haiber	7019	inhaiber@neptune.k12.nj.us	Ross - Z
Callandra Peters (SAC/HIB)	7609	cpeters@neptune.k12.nj.us	Poseidon Counselor

# DUAL ENROLLMENT Brookdale Community College

Brookdale Community College and Neptune High School agree to establish a Dual Enrollment Release Program . The Dual Enrollment Program was developed in response to the 12th Grade Option initiated by the New Jersey Department of Education.

#### The Dual Enrollment/Early Release Program:

This program allows qualified high school seniors to be released from their high school for a portion of the day once a week to take college level courses at Brookdale. Neptune High School will be responsible for payment of tuition, general services fees and course fees for these students in the program. Students participating in this program may be responsible for other/additional costs associated with attending, including their books, fees, course materials and transportation. Students must still attend class even when their high school is closed for the day.

Only courses taken through NHS Dual Enrollment will be calculated into student GPA. Any additional courses paid for by the family will receive credit but not included in GPA.

Courses Offered Previous Years	1	NHS Credits
Info. Tech / COMP 129 (BUS 125)	3	5
Elem. Spanish 1 / SPAN 101 (SPA 131)	4	5
Elem. Spanish 2 / SPAN 102 (SPA 231)	4	5
English Comp: Process / ENG 121	3	5
English Comp: Research / ENG 122	3	5
African American Lit / ENG 150	3	5
Public Speaking / SPCH 115	3	5
Intro to Psychology 2 / PSYC 106	3	5
Human Growth and Dev. / PSYC 206	3	5
Statistics / MATH 131 (MAT436)	4	5
Macro Economics / ECON 105 (SST332)	3	5
American Civilization / HIST 135 (SST231)	3	5
American Nat. Gov. / POLI 105	3	5
Cultural Anthropology / ANTH 105 (SST336)	3	5
Sociology / SOC 101 (SST333)	3	5
Environmental Science / ENVR 107 (SCl334)	4	5

# **COURSE SELECTION GUIDE**

#### **Course Selections:**

Each school year, students, parents, and the designated counselor will meet in the guidance department to discuss school achievements, interests, high school and post=secondary plans and courses for the next academic year. Students are encouraged to carefully review the Course Request Verification Sheet following the appointment. Unfortunately, on occasion, it will be necessary to not offer certain courses due to insufficient enrollment.

#### **Important Note:**

NHS makes every attempt to accommodate its student body, but sometimes a class cannot be offered or added to the students schedule for various reasons. If this situation occurs, you will be provided with an alternate choice. Parents will be asked to review the course selection sheet, thus giving their approval to the courses selected. Each semester will have a designated drop/add period. Should it prove absolutely necessary that a change be made to a student program, an appointent should be scheduled to contact the Guidance Counselor immediately.

#### When Looking at the Course Options Think About the Following:

- Graduation requirements
- Elective requirements (Fine/Practical Arts)
- Future Plans
  - For college, students should challenge themselves with rigorous courses all 4 years.
  - For work/trade, students should choose courses/electives that relate to the field they are interested in.
  - For Military, consider the ROTC programs (one does not have to be interested in enlisting with the military to take these courses).
- Be open to new experiences
- Be prepared to work hard in any course selected

"Every Artist Was First An Amateur"

> - Ralph Waldo Emerson

> > D3 DAX

# **NHS COURSE OFFERINGS**

### **Performing & Visual Arts Department**

The Performing and Visual Arts Department provides all students with the opportunity to embrace the arts to their fullest potential. The department provides students the opportunity to earn academic credit in all artistic disciplines: Music, Visual Art, Theater, Media Arts, and Dance. Through participation in a chosen artistic discipline students will not only achieve mastery and artistic success, but also learn valuable life skills such as leadership, dedication, resiliency, and time management skills. All Performing and Visual Arts courses are aligned to the New Jersey Learning Standards.

#### FOUNDATIONS OF VISUAL ART

#### **5 CREDITS**

This course focuses on the introduction to the basic vocabulary of art, as well as the elements of art and principles of design, Included are the very basic drawing and painting techniques designed for students with a minimum of art background. The objective is to teach students technical skills to enhance their abilities to express themselves through the creative process. Students will explore the influence of the arts in history and culture. The course offers experiences with a variety of materials, concepts, and art disciplines.

No prerequisites are required for this course.

#### **STUDIO VISUAL ART I**

#### **5 CREDITS**

This course is for those students who have developed some expertise with basic materials and who wish to explore their creativity further. Introduction to new materials and a further exploration of various techniques is stressed. There is also a focus on further development of visual awareness through drawings from life. Prerequisite: Successful completion of Art I OR department approval pending visual art portfolio review.

#### **STUDIO VISUAL ART II**

This course is for students who have a serious interest in art. The in-depth exploration of advanced concepts, materials and techniques is stressed, along with an historical and cultural awareness as a resource for students' creative efforts. Career awareness is developed along with continued emphasis on the elements and principles of art through life drawing and advanced painting and mixed media techniques. Students will begin to develop a portfolio of personal artwork.

Prerequisite: Possible department approval pending visual art portfolio review.

#### HONORS ADVANCED VISUAL ART

#### Students will focus on the development of their personal portfolio. This course is designed for students seeking to develop a personal "artistic" style. Students will also explore their personal artistry in conjunction with exploring more in- depth techniques, and reviewing art history.

Prerequisite: Department approval pending visual art portfolio review.

#### **CERAMICS I**

**5 CREDITS** 

Ceramics I is designed to acquaint the student with the basic materials, tools, equipment techniques and vocabulary of making pottery. Emphasis is on designing and construction of functional pottery forms, by using hand-building techniques such as coil, pinch pot and slab. The student will work from simple to complex forms, i.e. vases, jars and tea pots. The student will learn to transform a mass of clay into a finished, glazed and fired piece of their design.

Prerequisite: Successful completion of Foundations of Visual Art

#### **CERAMICS II**

#### 5 CREDITS

The course is designed for the students who have an interest in wheel-throwing and hand building beyond the basics learned in pottery. Students will explore advanced techniques in hand building and glazing methods. Students will be required to keep to document their progress and experimentation with all the types of clays and glazes. This course will explore combining sculpture practices with hand building pottery and mixed media creations.

Prerequisite: Successful completion of Ceramics I.



#### CRAFTS

Crafts explores the design possibilities of a wide variety of materials and techniques. The work is planned to help a student examine, create and develop an understanding of materials techniques and their cultural significance as used in two and three dimensional expressions. The following are a few of the areas from which students explore: basketry, soft sculpture, leather, simple jewelry, string art pottery mobiles, puppets and weaving.

#### **DIGITAL GRAPHICS I**

This course is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, selfexpression, and creative problem-solving through the creation of commercial, interactive, and fine arts. All work is based upon the study, aesthetics, purpose, and criticism of digital art forms.

#### **DIGITAL GRAPHICS II**

This course will cover advanced Digital Graphics topics that builds upon the skills and concepts learned in Digital Graphics I. Areas expanded include vector and raster graphics, and advanced packaging and corporate identity. Building upon software application skills used in Adobe Photoshop and InDesign, students will utilize Adobe Premier to produce advanced graphic compositions.

Prerequisite: Successful completion of Digital Graphics I.

#### DIGITAL PHOTOGRAPHY I

Photo I is a beginning study in Digital Photography. Students will use the DSLR camera to capture images in the photography studio. Images will then be edited in the digital darkroom. The class is structured around projects emphasizing photographic elements such as lighting, portraiture, still life, props and more. Students will be introduced to the principles of contemporary media as a verbal and visual means of communication in today's society. Upon successful completion of this course students will be able to determine their niche in the world of photography.

#### DIGITAL PHOTOGRAPHY II

Photo II is the next step for any student photographer that successfully learned the concepts of manual photography and studio etiquette in Photo I. Photo II will further explore composition, staging, posing, and professional lighting. Students will engage with photo editing in Adobe Photoshop by taking compositing to the next level. Students will also develop a vision for their portfolio and create projects based on their theme and artist's statement.

Prerequisite: Successful completion of Digital Photography I, sophomore status and prior approval of the instructor.

**5 CREDITS** 

**5 CREDITS** 

**5 CREDITS** 

**5 CREDITS** 

#### MEDIA ARTS PUBLISHING

The Media Arts Publishing course will afford learners the opportunity to work in the fast paced environment of design and publication. The emphasis of this course will be on the effectiveness of visual communication. Learners will focus on concepts of professional layout design, typography, preparing documents for print and incorporating photojournalism into their productions all while meeting mandatory deadlines. Exploration of the elements and principles of graphic design will build the learners portfolio to communicate effectively through layout and photojournalism. Learners will create advertisements, programs, and effective visual communications for school community.

Prerequisite: Successful completion of either Photography I or Digital Graphics I

#### ACTING I AND THE THEATER

The course focuses on an introduction to stage production and related theatrical arts it provides a solid factual and literary background for further work in Theater Arts, Acting, Stagecraft, and all other aspects of the theatrical experience will be covered. It also introduces the student to the basic art of theater. The student actor begins with the basics of acting and advances to more complex techniques used in the professional theater. Group and individual acting experiences afford the student both acting and directing practice.

#### **ACTING II**

The Acting curriculum offers opportunities that provide the student with a variety of activities that enables students to understand the performing arts and appreciate the overall human experience. Through this activity, the students will acquire and demonstrate a working knowledge of the artistic process and develop a mature level of professionalism that will enable them to increase their marketable skills for many endeavors, as well as a career in the arts. Group and individual acting opportunities are provided based on each student's progression, affording the student both acting and directing practice.

Prerequisite: Successful completion of Acting I & The Theater

#### **5 CREDITS**

#### **5 CREDITS**

#### ACTING WRITING AND DIRECTING FOR THE CAMERA **5 CREDITS**

This course is designed to give students the basic skills and knowledge base needed to act, write, and direct a film production. Students will learn the techniques of film production from a performance-based point of view. They will learn how to perform in front of a camera, how to write scripts, and how to direct production staff and actors on a set.

Prerequisite: Successful completion of Acting I.

#### **TECHNICAL THEATER I**

The philosophy of the entry level Technical Theater 1 curriculum is to foster a student centered learning environment, allowing students to gain and use their knowledge scene design and construction, lighting, and audio. The course's essential goal is to introduce the learner to the basic operation, management, and maintenance of the various theater systems, while promoting safety, critical thinking, and communication skills across the entire course. Students will be required to pass a mandatory safety exam as part of this course.

#### **TECHNICAL THEATER II**

#### **5 CREDITS**

This course requires students to further hone their understanding and working knowledge of the various systems required to operate a theater, as well as support a theatrical production. Students will review and be required to continuously monitor safety procedures. Students will continue to refine their skill level in the fabrication of scenery and stage properties. Students will further investigate the function of theater systems and the interaction of scenery, lighting and their various effects on a production. Students will incorporate that ability into the function and operation of the theatre's lighting systems, as well as the operation, set up, and maintenance of the audio systems in the theater. Students will begin to develop individual design skills in the various theater systems, leading to a sense their unique sense of style and design. Students will be required to pass a mandatory safety exam as part of this course.

Prerequisite: Successful completion of Technical Theater I

#### **MIXED CHORUS**

Mixed Chorus provides an opportunity for students to experience performance through singing. Students will perform a variety of modern and classic repertoire while learning proper performance techniques. Numerous performance opportunities are available to students, including concerts, and other school wide special events. Participation is expected at all performances. In addition to growing as a musician students will learn numerous life skills such as dedication, leadership, time management, and resiliency. Students are strongly encouraged to take this course for a full school year

HONORS CHAMBER SINGERS	5 CREDITS
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Honors Chamber Singers is designed for the advanced vocal music students. Students will be expected to perform higher level concert literature. In addition to growing as a musician, students will learn numerous life skills such as dedication, leadership, time management, and resiliency.

Prerequisite: Department approval, pending a successful audition. .

#### **CONCERT BAND**

The Concert Band takes a multi-dimensional approach to performance literature. Students in the band class perform a variety of musical styles ranging from Baroque to Contemporary Music. Students entering the class should have a basic knowledge of their major instrument. Instruction is provided during lunch blocks, and before and after school. The student is required to perform in **all** Concert Band performances and rehearsals. Participation in Concert Band leads to other instrumental opportunities. In addition to growing as a musician students will learn numerous life skills such as dedication, leadership, time management, and resiliency. Students are strongly encouraged to take this course for a full school year

#### DIGITAL MUSIC AND PIANO

Students will have the opportunity to created music through digital means. This course will focus on developing piano skills, musicianship, and composition. The opportunity will be granted utilize available technology to explore student's interest in chosen musical genres and compositional styles.

#### PERCUSSION

This music course will introduce students to reading music and playing percussion instruments. Students do not need prior experience to enroll in this course. Students will have the opportunity to participate in a variety of performance opportunities. Participation is expected at all performances.

#### HONORS MUSIC THEORY

This course will expand student's knowledge base of music fundamentals. Students will explore counterpoint, fundamentals of harmony, chord structure, harmonic progress, and score analysis. This course is designed for the serious student musician. Prerequisite: The ability to read and notate at least one clef of music.

#### HONORS WIND ENSEMBLE

Honors Wind Ensemble is designed for the advanced instrumental music students. Students will be expected to perform higher level concert literature. In addition to growing as a musician, students will learn numerous life skills such as dedication, leadership, time management, and resiliency. Prerequisite: Department approval, pending a successful audition.

#### 5 CREDITS

5 CREDITS

**5 CREDITS** 

#### MARCHING ARTS (OPTION II PROGRAM)

Marching Arts is an interdisciplinary course, instructing students through the participation and performance in a competitive Marching Unit. This is a non-traditional course that meets outside of regular school hours. Students may participate as a musician or color guard (dancer) member. Credit is awarded through the N.J. Department of Education's Option II program. Marching Arts instruction is a year-round cycle that begins on July 1 before the upcoming school year, ending on June 30 of the given school year, meeting for approximately 240 hours during that time frame. Based on a student's role, one may earn credit for either Music or Dance (not both). As determined by the school's administration, eligible students (Juniors or Seniors) may receive Physical Education credit. Those students who receive Physical Education credit will be required to take an appropriate Health Education course as a co-requisite.

Prerequisite: Prior approval of the Marching Arts instructor.

#### DANCE (NEW FOR 2020)

Students will have the opportunity to learn specific dance techniques, from a variety of genres and styles. This course will explore techniques in creating dance, choreography, performance, and responding to critique to improve performance. Students will have the opportunity to focus on genres that may interest them, if they choose to further participate in Dance. Students will also learn specific techniques to help them use their bodies in an appropriate manner for Dance performance.

#### **5 CREDITS**

# Business and Engineering Department

"It's not who you are that holds you back... It's who you think you're not. "

**Eric Thomas** 

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RESEARCH

The courses offered by the Business Department are designed to help students prepare for careers in the business world. Students will learn skills that can be applied to their everyday lives, building an understanding of personal finance and common computer applications. All courses are aligned to the New Jersey Student Learning Standards.

The courses offered by the Engineering Department are designed to help students to bridge the gap between science, mathematics, and the real world. Students will participate in a hands on learning experience that will apply what they are learning to real life situations. All courses are aligned to the New Jersey Student Learning Standards.

ACCOUNTING

Students will learn the language of business as it relates to maintaining financial records. Students will be able to journalize and post transactions in order to be able to issue financial statements required by law.

#### **ACCOUNTING II**

Students will learn about accounting for corporations, including noncollectable accounts, depreciation of plant assets, accounting for inventory, notes payable and interest.

Prerequisite: Successful Completion of Accounting I

#### **BUSINESS LAW**

Students will differentiate among the ways in which ethical decisions can be made in the business world. Students will identify major classes of crimes and defenses available and penalties provided. Problems of modern society, such as drugs and alcohol, will be discussed. They will identify and define a variety of intentional torts and differentiate between federal and state court systems and describe their functions.

#### **COMPUTER APPLICATIONS I**

Computer Applications I is a semester long course designed to prepare students for work in an environment that utilizes computer systems. They will gain an understanding of the Microsoft Office Suite products, including Word, Excel, Access, Power Point, and Publisher, as well as gain practical experience using these programs. We will also discuss the use of technology and how it affects society, including on-line predators, safe use of the Internet, and the use of Social Networking Sites, such as Facebook and Twitter. Lastly, students will learn how these programs and knowledge of these programs and knowledge of these programs are helpful in various career paths, as well as in their personal lives.

**5 CREDITS** 

**5 CREDITS** 

**5 CREDITS** 

#### **COMPUTER APPLICATIONS II**

Computer Application II is a semester long course designed to prepare students for work in an environment that utilizes computer systems. They will build upon prior knowledge of the Microsoft Office Suite products as well as discuss the use of technology and how it affects society. We will discuss online identify theft, Social Networking Sites, and other current and emerging technologies. Lastly, students will learn how these programs and knowledge of these programs are helpful in various career paths, as well as in their personal lives.

Prerequisite: Successful Completion of Computer Applications I

#### INTRODUCTION TO COMPUTER PROGRAMMING

In this introductory course, students will learn and practice introductory computer science terminology and principles using the Java programming language. They will learn fundamentals of Java language syntax and object-oriented programming. Students will gain practical experience and apply their programming skills by designing, coding, running, and debugging simple Java applications. At the completion of the course students will be able to apply Java and object-oriented basics to develop more complex programs on their own, as well as apply these skills in future advanced computer science courses.

#### **AP COMPUTER SCIENCE A**

#### The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. This course curriculum is compatible with many CS1 courses in colleges and universities.

#### **ECONOMICS**

Economics is the study of our unlimited wants and limited resources. This course examines the production, distribution, and consumption of goods and services. Domestic economic issues as well as global economic dependencies will be highlighted. Analysis of the stock market, politics, and business/finance will be integrated.

**5 CREDITS** 

**10 CREDITS** 

**5 CREDITS** 

## **Business and Engineering Department**

#### **ENTREPRENEURSHIP**

Recognize the role entrepreneurs play in the U.S. economy, and examine the reasons that businesses succeed or fail. Identify characteristics of good team players, and assess what it takes to succeed in business. Research sources for new business ideas and recognize different business opportunities and create one's own personal goals.

#### **FINANCIAL LITERACY**

Focusing on the student's role as a citizen, student, family member, consumer and active participant in the business world, Financial Literacy informs the students of their various financial responsibilities. Provide opportunities for self- awareness expression, and satisfaction in a highly a competitive society. Students will discover new ways to maximize their earning potential, develop strategies for managing resources, explore various careers, learn how to get a job and how to adapt to the workplace, explore skills for the wise use of credit, and gain insight into money management, including banking services checking and savings account.

#### MARKETING

This course is designed to educate students on the marketing process and designing and producing a successful product and service. Students will explore major marketing concepts, factors that affect the marketing process such as economics and social issues, and the process of developing an effective marketing mix. They will learn about using marketing research and data to improve the decision making process and will be introduced to the different type of information that businesses must consider when developing new products and services. The course will focus on understanding customer needs and perceptions in order to develop a successful marketing plan. Through the course, students will take an in-depth look into each element of marketing and analyze how the marketing process plays a role in the products and services that students use in their everyday lives. The course will explore current trends in marketing and advertising, including use of social media. The course will culminate with a focus on marketing in the sports and entertainment industries, providing students an opportunity to design marketing plans for major sports and entertainment events.

Prerequisites: Successful completion of Financial Literacy, Entrepreneurship, and/or Economics

#### 5 CREDITS

#### **5 CREDITS**

## **Business and Engineering Department**

#### INTRO TO ENGINEERING

This course is a rigorous, project-based precursor to the Engineering I course. The student will learn about the mathematical skill required for success in the field of engineering. They will also practice using sealing as a resource for exploring real life object. Students will spend an entire unit learning the basics of engineering surveying and the mathematical skills required to create a proper survey of an area. Students will have an opportunity to survey many of the various mathematical and scientific applications related to engineering, including statistics, thermodynamics, and equilibrium.

#### **ENGINEERING I**

The course is a rigorous, project-based introduction to engineering. The student will learn about the foundations of engineering including its history and impacts. They will also practice using the design process as a recipe for creating successful solutions. Students will spend an entire unit learning the basics of sketching and technical drawing along with an introduction to computer aided drawing as a way to convey their solutions more clearly. The basic science and mathematics that underlie most of engineering will be reviewed and explored further as the student is tasked with solving relevant problems across biomedical, aerospace, civil, mechanical, and other fields of engineering.

Prerequisite: Success in prior science and math courses

#### **ARCHITECTURAL DRAWING**

This course is a comprehensive introduction to be the field of structured, standardized drawings used by architects and engineers. Students will learn to freehand sketching, manual, and computer aided drawing methods. Students will learn to construct two dimensional plan and orthographic projection drawings as well as professional quality three dimensional perspective, isometric, cutaway, and exploded view drawings. Standardized paper, symbol, and drawing conventions will be emphasized and implemented throughout the course. Collaboration opportunities with the Engineering I course will be pursued and applications will be taken from the fields of architecture, engineering and technical illustration. Successful students will be organized detail oriented, and hard working.

#### **5 CREDITS**

"The more that you read, the more things you will know. The more that you learn, the more place you'll go."

Dr. Seuss

Courses provide students with standards based rigorous instruction that encourages them to become critical and creative thinkers who are college and career ready. The standards driven curriculum focuses on critical reading and writing skills across literary and informational text. All courses are aligned to the New Jersey Student Learning Standards. Three levels of courses are offered in grades 9-12.

**College Prep**: These courses prepare students with the knowledge and skills needed for post-secondary opportunities that may include college, technical training, military service or direct entry into the workplace.

Honors: These courses require students to display advanced critical reading, writing, speaking, and reasoning skills as well as the independent work ethic necessary for high academic achievement. Honors level English courses are recommended for students who maintain an above average grade in College Prep level course(s).

Advanced Placement (AP): These full year courses follow College Board approved syllabus designed to expose the students to college level reading and writing opportunities. AP classes are recommended for students who have mature academic habits and advanced proficient scores and grades. Teacher recommendation, grades, and completion of independent summer work are required to take these courses.

#### **9TH GRADE ENGLISH**

This course builds upon the eighth grade standards and challenges students to expand their critical reading and writing skills through literary analysis, argumentative writing and research based essays. Short stories, poetry, plays novels, historical documents and informational text will be read throughout the course.

#### **10TH GRADE ENGLISH**

Students will read a variety of world literature, non-fiction and U.S. foundational documents. Standards based instruction will feature an in-depth analysis through analytical essays across the three types of writing (argumentative, informative/explanatory, and narrative). Students will continue to develop speaking and listening skills as they participate in debate, Socratic seminars, and deliver formal presentations.

**5 CREDITS** 

#### 11TH GRADE ENGLISH

17th-19th century foundational U.S. documents and literature are the focus of this course. Documents such as *The Declaration of Independence* and *The Bill of Rights* will be featured in class discussions, Socratic Seminars, close reading and analytical writing. Students will examine historical and present-day speeches for their use of rhetorical devices, methods of delivery and impact on culture/ society. Students will be expected to write with increasing sophistication as they engage in narrative, argumentative and research-based writing throughout the course.

#### **12TH GRADE ENGLISH**

In this course, students will continue to develop their critical thinking, reading and writing skills in preparation for success in college or the work place. Student choice will be a driving force behind many of the texts as students will participate in book clubs that feature a mixture of current young adult literature and timeless classics. Students will explore their own identities and college and career choices through narratives, poetry and informational texts. Through the research process students will find their voices as they raise awareness about a local or societal issue. As the culminating project of senior year, students will complete "Finding Your Legacy," a portfolio of the student's writing along with a multi-media presentation.

#### 11TH GRADE AP LANGUAGE AND COMPOSITION

**10 CREDITS** 

The Advanced Placement Language and Composition is a full year course that follows a College Board approved syllabus designed to expose students to college level reading and writing opportunities. Readings focus on classical and contemporary examples of argumentation, persuasion, and expository essays which lead students to join the conversation and respond in synthesis, analysis and argumentation.

The course requirements are established by the College Board, which administers the AP English Language and Composition exam in May. This exam may lead to course credit at some colleges and universities.

Students who succeed in this class have mature academic habits, advanced proficient scores and grades and a mastery of grammar and usage. Previous English teachers' recommendations, grades and completion of independent summer work is required to take this class.

#### **5 CREDITS**

#### 12TH GRADE AP LITERATURE AND COMPOSITION

**10 CREDITS** 

**5 CREDITS** 

**5 CREDITS** 

Advanced Placement Literature and Composition will engage students in careful reading and analysis of challenging literary works including novels, short stories, poetry, and drama. The focus of the course will be on intensive reading and discussion of literature.

The course requirements are established by the College Board, which administers the AP English Language and Composition exam in May. This exam may lead to course credit at some colleges and universities.

Students who succeed in this class have mature academic habits, advanced proficient scores and grades and a mastery of grammar and usage. Previous English teachers' recommendations, grades and completion of independent summer work is required to take this class.

#### **CREATIVE WRITING**

This course is an elective at NHS. It allows for students to produce high quality writing using various styles and approaches. This course is designed for students who enjoy writing for purposes which differ from those in English classroom. It also promotes communication and feedback amongst peer writers and the teacher in a safe, productive environment. Ultimately, students complete this course with a polished portfolio of some of their best creative work with writing. Students are also encouraged to submit their writing to various school publications for enjoyment by the greater Neptune community.

#### ENGLISH AS A SECOND LANGUAGE I, II, III, IV

English as a Second Language program at Neptune High School is designed to teach English language skills in the areas of listening, speaking, reading and writing to students of limited English proficiency (LEP). The classes incorporate second language teaching techniques and cultural aspects of the student's experiences. ESL classes are held 5 days a week. A wide variety of supplemental materials and teaching strategies are employed based on the diagnosed needs of the students. Students use the ACCESS ESL series which includes a student text, lesson transparencies, lesson cards, vocabulary titles and a teacher CD ROM. In addition to the ACCESS services, the Rosetta Stone computer series is also utilized for independent English language learning. All students are given whole group instruction in addition to small group instruction. The students are tested each spring (ACCESS for ELL) to gauge their language proficiency. The scores from this exam, in addition to teacher input, are used to determine which students can be exited from the ESL program.

#### AFRICAN AMERICAN LITERATURE

In this elective class students will analyze and discuss a variety of essays, poetry, prose and plays in order to understand how this literary tradition has shaped the African American community. The course features selections from the 18th century through the Harlem Renaissance to the present day from such authors such as Ernest J. Gaines, Zora Neale Hurston, Langston Hughes, Maya Angelou, Martin Luther King, Jr. and Ralph Ellison. Students will evaluate the literature for their literary merit and make connections between the literature and their own experiences.

#### **PUBLIC SPEAKING (NEW FOR 2020)**

In this elective class, students will study the craft and practice of public speaking, focusing on the composition of well-researched speeches and their delivery. Students learn techniques of presentation and speech writing to address a specific situation. Through a variety of instructional strategies-discussion, class workshops, readings, written analyses, and presentations-students learn the processes by which effective and coherent speeches are conceived, prepared and delivered.

#### ENGLISH I, II, III, IV (AUDITORY IMPAIRED)

**5 CREDITS** 

**5 CREDITS** 

The Neptune Regional Deaf education program is a total communication program designed for both self-contained and mainstreamed Deaf and Hard of Hearing students. The students' individual learning styles and ability levels are assessed and class placement addresses their specific learning needs. Students who are deemed to be at he appropriate education level are able to participate in mainstreamed College Prep, Honors, and AP level classes. Students are provided with the following support services: In-Class Support with a Teacher of the Deaf, Education Interpreters, note takers, Speech and Language Therapy, and a Study Skills class with a Teacher of the Deaf.

# World Language Department

"If you talk to a man in a language he understands, that goes to his head... If you talk to him in his language, that goes to his heart."

**Nelson Mandela** 

## **World Language Department**

The aim of the World Language Department is to assist students to acquire a working knowledge of the languages which they select to student. The aim is to foster, through the study of foreign literature and culture, a broader and more sympathetic understanding of the life and thought of the people who speak the foreign language. All courses are aligned to the New Jersey Student Learning Standards.

Placement Exams: Students who successfully pass a department created placement exam will be placed into a higher level language course. Placement exams may only be used to test into Spanish II or III, or French II or III. Students may not use placement exams to test into AP Spanish.

#### SPANISH I

The students learn basic word patterns of the spoken language and are encouraged to participate orally from the first day. By actively participating, they are encouraged to think in the target language. Listening for understanding is first and speaking is next. Correct verbal and written responses become automatic through practice. Grammatical discussions are in English. Translation and writing are based on material previously learned orally. Spanish culture will also be interwoven into the course.

#### **SPANISH II**

Spanish II is a continuation of the process begun in Level 1. Films, tapes, discs and other audio-visual aids are employed in order to learn as much as possible about the people and the country of the target language. More reading and writing and required than in Level 1, and speaking is emphasized.

#### **SPANISH II HONORS**

Spanish II is a continuation of the process begun in Level 1. Films, tapes, discs and other audio-visual aids are employed in order to learn as much as possible about the people and the country of the target language. More reading and writing and required than in Level 1, and speaking is emphasized. At the honors level, students are expected to involve themselves in emerging in the language, and the Spanish culture.

Prerequisite: Successful completion of Spanish I, with a course GPA of at least 90%.

# 5 CREDITS

5 CREDITS

# World Language Department

#### SPANISH III

In this phase of the language program reading and writing are emphasized. A thorough analysis of the structure of the language is made. Writing is emphasized more, instruction in grammar is not an end but a means to an end. All students are also emerged in the Spanish language, and culture, at this level of language development.

Prerequisite: Successful completion of Spanish II

#### **SPANISH III HONORS**

In this phase of the language program reading and writing are emphasized. A thorough analysis of the structure of the language is made. Writing is emphasized more, instruction in grammar is not an end but a means to an end. All students are also emerged in the Spanish language, and culture, at this level of language development. At the honors levels, students are expected to read and write a multitude and variety of texts in Spanish.

Prerequisite: Successful completion of Spanish II (regular or honors), with a course GPA of at least 85%.

#### **AP SPANISH**

AP Spanish is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. At the completion of this course students will sit for the AP Spanish Language Exam.

#### FRENCH I

The students learn basic word patterns of the spoken language and are encouraged to participate orally from the first day. By actively participating, they are encouraged to think in the target language. Listening for understanding is first and speaking is next. Correct verbal and written responses become automatic through practice. Grammatical discussions are in English. Translation and writing are based on material previously learned orally. French culture will also be interwoven into the course.

#### **5 CREDITS**

**5 CREDITS** 

**5 CREDITS** 

## World Language Department

#### FRENCH II

French II is a continuation of the process begun in Level 1. Films, tapes, discs and other audio-visual aids are employed in order to learn as much as possible about the people and the country of the target language. More reading and writing and required than in Level 1, and speaking is emphasized. At the honors level, students are expected to involve themselves in emerging in the language, and the French culture.

Prerequisite: Successful completion of French I (regular or honors).

#### **FRENCH II HONORS**

French II Honors is a continuation of the process begun in Level 1. Films, tapes, discs and other audio-visual aids are employed in order to learn as much as possible about the people and the country of the target language. More reading and writing and required than in Level 1, and speaking is emphasized. At the honors level, students are expected to involve themselves in emerging in the language, and the French culture.

#### FRENCH III

In this phase of the language program reading and writing are emphasized. A thorough analysis of the structure of the language is made. Writing is emphasized more, instruction in grammar is not an end but a means to an end. All students are also emerged in the French language, and culture, at this level of language development. At the honors levels, students are expected to read and write a multitude and variety of texts in French.

Prerequisite: Successful completion of French II (regular or honors).

#### **FRENCH III HONORS**

In this phase of the language program reading and writing are emphasized. A thorough analysis of the structure of the language is made. Writing is emphasized more, instruction in grammar is not an end but a means to an end. All students are also emerged in the French language, and culture, at this level of language development. At the honors levels, students are expected to read and write a multitude and variety of texts in French.

Prerequisite: Successful completion of French II Honors, with a course GPA of at least 85%.

34

#### **5 CREDITS**

**5 CREDITS** 

**5 CREDITS** 

# Mathematics Department

"Not everything that can be counted counts, and not everything that counts can be counted."

- Albert Einstein

## **Mathematics Department**

The courses offered by the Mathematics Department are designed to help students develop problem solving skills and critical thinking. Students will take rigorous courses that will teach them to apply mathematical concepts to real life phenomena. All courses are aligned to the New Jersey Student Learning Standards.

TRACK 1	TRACK 2	TRACK 3
Algebra I (9th Grade)	Geometry (9th Grade) Must have completed 8th Grade Algebra I.	Geometry and Algebra II (one each semester) Must have completed 8th Grade Algebra I
Geometry (10th Grade)	Algebra II (10th Grade)	Pre-Calculus (10th Grade)
Algebra II (11th Grade)	Pre-Calculus or Discrete Math (11th Grade)	Calculus H, AP Calculus AB, or Discrete Math (11th Grade)
Pre-Calculus or Discrete Math (12th Grade)	Calculus H, AP Calculus AB, or Discrete Math (12th Grade)	AP Calculus BC (12th Grade)

### **Mathematics Department**

### ALGEBRA I

### 5 CREDITS

This course integrates skills required in the study of more advanced mathematics. The course includes the study of rational and irrational number properties, variables, polynomials, exponents and factoring. The algebra of linear equations and inequalities, and the graphing of lines are emphasized. Probability concepts are integrated, along with geometric applications modeled by algebraic equations and preparation for PARCC.

Prerequisite: Successful completion of 8th Grade Pre-Algebra.

Algebra I Honors Placement based on teacher recommendation and fulfillment of Honors criteria.

### GEOMETRY

### **5 CREDITS**

This course explores basic geometric concepts associated with the spatial relationships of points, lines, and planes. Students will learn definitions, postulates, and theorems to solve problems using inductive and deductive reasoning skills, Students will develop a working knowledge of the properties of angles. Parallel lines, triangles, quadrilaterals, and circles, and apply this knowledge to the algebraic solution of geometric problems. Open-ended problems with practical applications will be integrated throughout the course.

Prerequisite: Successful completion of Algebra I or teacher recommendation (Honors with teacher recommendation and fulfillment of Honors criteria).

### **Mathematics Department**

### ALGEBRA II

This course explores the process of solving equations as well as the solutions of the equations with problem solving applications. Students review fundamental ideas of algebra as they gradually deepen their understanding of concepts and skills necessary for success in more advanced mathematics courses. Students will study exponential expressions and equations, quadric functions, systems of equations and inequalities, polynomial functions as well as roots and radicals and rational equations and functions. Many topics will be explored via the graphing calculator.

Prerequisites: Successful completion of Algebra I, Geometry, or teacher recommendation.

### PRE-CALCULUS

This course contains the background information that enables students to study advance mathematics. In this course the students will be studying extensions of Algebra II along with advanced trigonometry and analytic geometry. All major areas of Algebra II are covered in greater depth and application. Students will analyze functions and curve sketching, advanced trigonometry including radian measures and trigonometric graphing, along with selected topics from discrete mathematics including sequences, series, and probability models. This course is designed to cover all topics that are necessary for the student to be successful in a college calculus course. Appropriate use of technology is integrated. throughout the course.

Prerequisite: Successful Completion of Algebra I, and Algebra II (Honors with teacher recommendation and fulfillment of Honors criteria).

### **DISCRETE MATH**

### **5 CREDITS**

This course will use problem solving and reasoning skills to explore areas of mathematics not traditionally covered in earlier courses of study. It is the study of mathematics dealing with objects that have distinct separate values that lends itself to a wide variety of "real world" applications. Topics will include counting and sorting techniques, probability, the exploration of combinations, game strategies, the appropriate use of building tree diagrams, and the many applications of networking. Additional topics to be included are the mathematics of iterative patterns, problem solving, transformations on polygons, and cryptography.

Prerequisite: Successful completion of Algebra I and Geometry and must have taken Algebra II

### **5 CREDITS**

### **Mathematics Department**

### STATISTICS

Statistics is a semester long course designed to prepare students for careers involving the use of data to study populations and make predictions. They will gain an understanding of the polar and vector functions geometric interpretation of differential equations and sequences, and Taylor series. Students in this course will take the Advanced Placement exam in May.

Prerequisites: Successful completion of Algebra II.

### HONORS CALCULUS

The honors level Calculus course provides students with an opportunity to develop a conceptual understanding of calculus and its applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed analytically, graphically and numerically. Topics covered include properties of functions, limits, derivatives, integrals and their applications.

Prerequisite: Successful completion of Pre-Calculus.

### AP CALCULUS AB

This advanced placement course consists of a full academic year of work in Calculus and related topics. One semester of college calculus credit can be earned. Course topics include properties of functions, limit theory, differential and integral calculus and its applications. Students will be required to represent concepts and results verbally, analytically, graphically and numerically. Students in this course will take the Advanced Placement exam in May.

Prerequisites: Successful completion of Pre-Calculus or Honors Pre-Calculus.

### AP CALCULUS BC

**10 CREDITS** 

This advanced placement course consists of a full academic year of work in Calculus and related topics. One semester of college calculus credit can be earned. Course topics include properties of functions, limit theory, differential and integral calculus and its applications. Students will be required to represent concepts and results verbally, analytically, graphically and numerically. Students in this course will take the Advanced Placement exam in May.

Prerequisites: Successful completion of Pre-Calculus or Honors Pre-Calculus.

### **5 CREDITS**

**5 CREDITS** 

### INTRODUCTION TO COMPUTER PROGRAMMING

**5 CREDITS** 

In this introductory course, students will learn and practice introductory computer science terminology and principles using the Java programming language. They will learn fundamentals of Java language syntax and object-oriented programming. Students will gain practical experience and apply their programming skills by designing, coding, running, and debugging simple Java applications. At the completion of the course students will be able to apply Java and object-oriented basics to develop more complex programs on their own, as well as apply these skills in future advanced computer science courses.

### AP COMPUTER SCIENCE A

**10 CREDITS** 

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. This course curriculum is compatible with many CS1 courses in colleges and universities.

# NJROTC

"The only easy day was yesterday. " - U.S. Navy Seals

### NJROTC

The Naval Junior ROTC is a joint secondary school Navy youth program that emphasizes leadership, academic and citizenship development, self-discipline, and the Navy's role in national security. As society's demands for advanced education and strong leadership abilities continue to rise, this program provides the initial training and incentive necessary to meet these needs. By its nature and scope, the NJROTC program seeks to stimulate the student to set and achieve worthwhile goals in high school, in advanced education, and in lifetime careers. There is no military obligation associated with this course. Students and their parents are encouraged to fully explore the demands expected of those enrolling in this program, especially the requirements to meet uniform and grooming standards as set forth by the United States Navy. Participation in physical fitness training is an integral part of this program.

### **NAVAL SCIENCE I**

Naval Science I is an introductory course for NJROTC students. It emphasizes the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. It also promotes an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress. It consists of a series of topics which includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness; introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills; and an introduction to the U.S. Navy.

### NAVAL SCIENCE II

Naval Science II builds on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership, introduce cadets to the technical areas of naval science and the role of the U.S. Navy in maritime history, and the vital importance of the world's oceans to the continued well-being of the United States. Classroom topics include ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U.S. to world power status, World Wars I and II, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

Prerequisite: successful completion of Naval Science I.

42

5 CREDITS

### NJROTC

### NAVAL SCIENCE III

Naval Science III is designed to broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of naval ships and aircraft, as well as an introduction to marine navigation and seamanship. Classroom topics include instruction in Sea Power and National Security; Naval Operations and Support Functions; Military Law, International Law and the Sea; Ship Construction and Damage Control; Shipboard Organization and Watch Standing; Basic Seamanship; Marine Navigation; and Naval Weapons and Aircraft. There is ongoing instruction in leadership, citizenship and discipline.

Prerequisite: successful completion of Naval Science II.

### NAVAL SCIENCE IV

Naval Science IV focuses primarily on practical leadership techniques and implementation. The intent is to assist cadets in understanding leadership and improving these skills by actively participating in such roles under instructor supervision. Cadets analyze the reasons for their varying degrees of success throughout the year. Classroom topics include instruction in Theoretical and Applied aspects of Leadership; Training; and Evaluation of Performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

Prerequisite: successful completion of Naval Science III.

Outside of the classroom environment, NJROTC cadets participate in a number of extra-curricular activities throughout the school year and during the summer months. These opportunities are designed to stimulate learning by hands-on experience and to reinforce classroom instruction. Some of these activities include:

- School and local activities such as parades, community service projects and events, academic, athletic, drill and orienteering events and competitions.
- Leadership training approximately one week during the spring and summer months to include Basic Leadership Training, Leadership Academy, and other Orientation Training visits.
- Orientation visits to various naval and military bases.
- Cruises aboard U.S. naval vessels normally conducted during the summer months.

### **5 CREDITS**

## **Physical Education**

"The triumph can't be had without the struggle."

- Wilma Rudolph

### **Physical Education**

All students are required to successfully complete health and physical education for each year of attendance. All classes are coeducational as required by title IX of the Education Amendments of 1972. Students are offered a wide variety of activity choices throughout the school year. All courses are aligned to the New Jersey Student Learning Standards.

Physical Education introduces students to a wide variety of activities. Development of desirable habits of conduct and sportsmanship are emphasized. Stress is placed on activities for recreational environments, team sports, adventure-bound activities, and to promote life-long physical fitness. The program allows students to further their skills in specialized

A medical excuse exempts a student from the Physical Education

participation requirement only. Listed below are the respective Health

Freshman Health is a mandatory course for all students in Grade 9. Topics covered are responsibilities; self-respect and respect for others; dating; family planning; right to life and abortion; reproduction; pregnancy and birth; socially and sexually transmitted diseases; drugs and alcohol. This course focuses on helping students make good decisions on their own

### **CLASSROOM DRIVERS EDUCATION**

PHYSICAL EDUCATION

**HEALTH EDUCATION** 

PERSONAL HEALTH

offerings.

areas of team and individual sports.

The Sophomore Health curriculum is met by using the State of New Jersey Driver's Manual and appropriate textbook materials. Students study motor vehicle laws, regulations, and safety. Emphasis is placed on problems of drinking, drugs and diving. Provisions are made for students to take the NJMVC written motor vehicle test.

### **FIRST AID**

The knowledge and skills necessary to provide emergency first aid care are covered in this course. Wounds, burns, poisoning, drugs and their abuse, artificial respiration and cardiopulmonary resuscitation (CPR) are highlighted by the Red Cross.

**1.25 CREDITS** 

**1.25 CREDITS** 

**1.25 CREDITS** 

**5 CREDITS** 

### Physical Education

### **FAMILY LIVING**

### **1.25 CREDITS**

This course provides students with information concerning the history of the family unit, evaluating relationships, budget, family planning, parental traits, divorce, drug abuse, alcoholism, suicide awareness, and AIDS, Mental health, aging, dying, and death are also covered. Students gain an understanding of their own growth and development, which leads to an assessment of their personal roles in an ever changing society.

### **OPTION II PHYSICAL EDUCATION**

### **5 CREDITS**

The Option II Physical Education curriculum provides students with the opportunity to meet the New Jersey Core Curriculum Standards for Physical Education in a non-traditional manner. Students will participate in a pre-existing interscholastic athletic program or a structured learning experience that involves substantial physical activity. The student must be able to demonstrate that he or she is learning the standards that would be guiding the instruction developed through physical education standards. Students who enroll in this program will not participate in a a traditional school time physical education course. This is a non-traditional course that meets outside of regular school hours. Credit is awarded through the N.J. Department of Education's Option II program. The cycle for this alternative curriculum will be from July 1 to June 30 of a given school year. Students who participate in approved physical activities through Interscholastic Athletics, and other approved physical activities, during this timeframe may receive credit for physical education. Student athletes will participate in athletic competitions, practices, and training sessions. Students in other physical-based activities may participate in competitions and training sessions.

Prerequisite: Students who participate in this course must have the prior approval of the Physical Education Chairperson. All student members may earn 3.75 Physical Education credits per year.

Co-requisite: The 1.25 credits needed to fulfill the health requirement will be facilitated through online learning or student schedule modification.

# Science Department

Everyone you will ever meet, knows something you don't."

- Bill Nye

The courses offered by the Science Department are designed to develop and instill in our students an inquiry based method of learning the natural and physical sciences. As such, these courses will prepare students for college level study and give them an exciting opportunity to explore many of the current Issues which face the planet Earth and its people. All courses are aligned to the New Jersey Student Learning Standards.

TRACK 1	TRACK 2
Geophysical Systems	Lab Biology Honors
Lab Biology	Lab Chemistry Honors
Lab Chemistry	Lab Physics Honors AP Science Courses
Lab Physics or Science Elective	Science Electives AP Science Courses

### **GEOPHYSICAL SYSTEMS**

### **5 CREDITS**

Geophysical Systems is a lab science class that takes an in depth look into concepts in physical science and earth/space science while also addressing some life science topics. This course was designed to implement a physics first approach within the high school so that every graduate is exposed to all of the Next Generation Science Standards.

### Science Department

### LABORATORY BIOLOGY

Laboratory Biology is the study of the natural world. As this course is intended to prepare students for college, emphasis is placed upon both the complex process of life itself and the diversity of organisms that abound in the living world. Lectures, discussions, readings, and laboratory work are essential components of this course. The course prepares students to take the NJ Student Learning Assessment - Science (NJSLA-S) in May.

Prerequisite: successful completion of Geophysical Systems or recommendation of 8th grade teacher.

### LABORATORY CHEMISTRY

Laboratory Chemistry is a laboratory course that deals with the composition, structure and properties of matter. The topics include, but are not limited to, basic atomic structure, chemical bonding, chemical reactions, stoichiometry, the kinetic molecular theory, and acid/base properties. Inquiry based laboratory experiments are an essential component of the course. The practice of safe and proper laboratory skills and techniques are emphasizing.

Prerequisites: successful completion of Lab Biology and Algebra I.

### LABORATORY PHYSICS

Laboratory Physics is the study of the fundamental laws which govern the universe. Students will investigate the laws of motion, energy conservation and fluid mechanics through hands on lab experiments and open ended building competitions using a variety of materials and technologies.

Prerequisites are: successful completion of Lab Chemistry, Algebra 1, Geometry, and should be enrolled in Algebra 2.

### **ENVIRONMENTAL SCIENCE**

Environmental Science is an introductory study of how nature works. This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course will provide the students with the tools to be able to identify the problems that are both natural and human-made, to observe and examine solutions, and evaluate preventative strategies.

**5 CREDITS** 

**5 CREDITS** 

### **5 CREDITS**

### ADVANCED ENVIRONMENTAL SCIENCE

This course is an introduction to the complexities of nature, with the focus on how the environment has changed, how it is being used and abused, and on what can be done to protect and improve it for all living things. With the emphasis on the dynamic interrelationships between the chemical, biological, and mathematical factors students will analyze current environmental issues. Students will be expected to use laboratory and library

skills to do independent research projects.

Prerequisites: successful completion of Lab Biology and Lab Chemistry with at least a B average. Teacher recommendation required. Final approval is at the discretion of the Department Chairperson.

FORENSIC SCIENCE
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MARINE SCIENCE

The Forensic Science elective is a laboratory science class for 11th and 12th grade students. This course will introduce students to the science behind crime scene investigations. Students will learn how investigators use fingerprinting, DNA fingerprinting, ballistics, blood spatter, and other techniques to solve crimes.

Prerequisites: Successful completion of Lab Biology and Lab Chemistry

### This course is a laboratory science class for 11th and 12th grade students. It is an introduction to the physical and chemical components of the sea. This course focuses on the study of different marine environments including the deep ocean and coastal ecosystems. Topics covered in this course include ocean exploration, current technology used and marine meteorology. Emphasis is placed on how humans are impacting oceans on a local and global scale. Students will bring their classroom knowledge into the field by participating in live-event learning activities in the Atlantic Ocean and Shark River.

Prerequisites: successful completion of Lab Biology and Lab Chemistry

**5 CREDITS** 

**5 CREDITS** 

### AP BIOLOGY

This course covers advanced topics of anatomy and physiology, genetics and heredity, the chemical bases of life, and evolution. Students who successfully complete the course are also eligible to take the AP Examination offered by the College Board.

Prerequisites: successful completion of Lab Biology and Lab Chemistry with at least a B average. Teacher recommendation required. Approval for entrance into the course is at the discretion of the Science Department Chairperson.

### AP CHEMISTRY

This course is designed to be equivalent of a first year college general chemistry course and follows the College Board's AP Chemistry topic outline. This course presents a rigorous treatment of the following concepts: the nature of matter, gas laws, thermodynamics, stoichiometry, bonding, chemical kinetics, chemical equilibrium and more. The problem-solving strategies obtained during this course will prepare college-bound students for careers in the sciences, medicine, engineering and other technical areas. Students who successfully complete the course are also eligible to take the Advanced Placement Examination offered by the College Board.

Pre-requisites: successful completion of Honors Biology, Honors Chemistry, and Algebra II with at least a B average. Teacher recommendation required. Approval for entrance into the course is at the discretion of the Science Department Chairperson

### **AP PHYSICS I**

The hands-on laboratory course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus will be introduced in connection with physical concepts, such as acceleration and work. This course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. The major topics covered are: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics.

Pre-requisite: Successful completion of Honors Chemistry, Honors Algebra II/ Trigonometry with at least a B average. Teacher recommendation required. Approval for entrance into the course is at the discretion of the Department Chairperson.

### **10 CREDITS**

### **10 CREDITS**

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek. "

- Barack Obama

The Social Studies program places great emphasis on past events in history and on the philosophies of our forefathers. All courses encourage students to develop an understanding of the past; for to ignore it would be folly. To learn about our past and correlate these events with the present would likewise be folly. Therefore, critical thinking and research skills are stressed. All courses are aligned to the New Jersey Student Learning Standards .

TRACK 1 New for 2020	TRACK 2 New for 2020	TRACK 3 Current Track
US History I	US History I Honors	World History World History Honors
US History II	US History II Honors AP US History	US History l US History l Honors AP US History
Contemporary World History	Contemporary World History Honors	Us History 2 US History 2 Honors AP US History
Social Studies Electives	Social Studies Electives	Social Studies Electives

As noted by President Kennedy, "History is the means by which a nation establishes its sense of identity and purpose. The future rises out of the past, and a country's history is a statement of values and hopes which, having forged what has gone before, will forecast what is to come." It is the purpose of the Social Studies Department to offer such a program to our students.

### **CONTEMPORARY WORLD HISTORY**

This course is required for all 11th graders. It focuses on the recent political, social and economic developments that shape the modern world. Students will understand and appreciate: the beliefs and practices of world religions and cultures; the work of the U.N. and other world institutions; the effects of globalization, outsourcing, child labor and human exploitation; the causes of genocide; the structure of various government and economic systems; and the effects of nationalism, imperialism, and colonialism. Students will also study the geography, history, and literature of several world regions to enhance their understanding of recent events. The course is a college and career ready preparatory level course. It is designed to develop a student's ability to read independently, think critically and successfully complete research tasks.

### US HISTORY I

This course will provide a study of American history from the 1600s up to the early 1900s. Emphasis will be placed upon the concepts and individuals involved informing and forging the nation from the Revolution to the Progressive Era. It will also integrate current events with the study of history on an ongoing basis.

### **US HISTORY II**

United States History II will begin with the growth of the United States from an isolationist nation to a world power. Emphasis will be placed on political, economic, social developments, and foreign policies of our country in the 20th century. Students will relate their study of the past to present day issues, legislation, and policy decisions.

### SOCIOLOGY

This course will give students an introduction to the principles and concepts of human interactions. Emphasis will be on history, culture, social groups, deviance, and social institutions. Special areas of instruction include poverty, crime, the family, and current social issues.

Prerequisites: This course is offered to interested 11th and 12th grade students.

### **5 CREDITS**

**5 CREDITS** 

**5 CREDITS** 

### ANTHROPOLOGY

Anthropology is the study of humans as a product of biological and cultural evolution. This course will explore various societies through the study of language, history, myth, art and customs. Special attention will be paid to archaeology, linguistics, cultural anthropology, and the physical evolution of humans.

### **AP US HISTORY I**

The Advanced Placement U.S. History course reviews the major concepts, events, and themes in American history. The purpose of this course is to prepare students for the Advanced Placement exam given in May. College credit may be granted to students based on their AP exam score and course grade. Individual research and critical thinking and writing skills will be stressed.

Prerequisite: Students must complete a comprehensive summer assignment in order to meet the pacing needs of the Advanced Placement curriculum.

### **PSYCHOLOGY I**

The Psychology I course is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to approaches in studying human behavior, the brain, perception of the world, memory, and motivation. The purpose of this elective course is examine various theories in the study of human behavior in an effort to appreciate what comprises the unique qualities of a human being. Students will be afforded the opportunity to research current issues and trends, comparing them to existing and historical works, through various forms of technology.

Prerequisite: Successful completion of Biology.

### **PSYCHOLOGY II**

The Psychology II course is designed to build on the knowledge and skill introduced in Psychology I. The class will continue the study of the behavior and mental processes of human beings. Topics addressed will include learning, intelligence (s), human development, personality, and mental health. Students will be afforded the opportunity to research current issues and trends, comparing them to existing and historical works, through various forms of technology.

Prerequisite: Students must have completed Psychology I.

### 5 CREDITS

**10 CREDITS** 

### 5 CREDITS

### **AP AMERICAN POLITICS AND GOVERNMENT**

**10 CREDITS** 

This purpose of this course is to help students develop an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. The purpose of this course is to prepare students for the Advanced Placement exam given in May. College credit may be granted to students based on their AP exam score and course grade. Individual research and critical thinking and writing skills will be stressed.

Prerequisite: Students must complete a comprehensive summer assignment in order to meet the pacing needs of the Advanced Placement curriculum.

### RACE, CLASS, AND GENDER

Race, class and gender are integral parts of American society. This course is designed to examine the historical and contemporary impact of these issues on American society. Discussions will explore the roots of historical issues such as slavery, racial discrimination, gender roles, sexual orientation discrimination, as well as socio-economic inequality, and relate these to current society. The course will explore these themes through literature, film, music, primary and secondary source documents, debates, projects, guest speakers and a possible field trip. This course is offered to interested 11th and 12th grade students.

### THE VIETNAM ERA: A MULTIMEDIA PERSPECTIVE

The course explores the Vietnam Era of the 1960s through a multimedia perspective. The class will discuss the history of the Vietnam War and the political events that led to U.S. involvement. Students will learn about important battles and the daily life of the soldier. The course parallels social and political events occurring in the U.S. during the era to those happening in Vietnam. For example, the class will explore race and gender issues in the war while paralleling it to The Civil Rights Movement, riots, and gender movement in the U.S. The class will also learn about the culture of the time period including the anti-war movement and the aftermath the war left behind. The course compares and contrasts the issues of the Vietnam War to that of current conflicts in Iraq and Afghanistan. Themes will be explored through primary and secondary source documents, films, music, guest speakers, a service project and a field trip. This course is offered to interested 11th and 12th grade students.

**5 CREDITS** 

### **POP CULTURE IN US HISTORY**

Pop Culture in United States History is a semester long elective that explores popular culture in the United States over the course of American history. The class examines U.S. history through culture, film, media, music, games, the arts, literature, sports, fashion, changes in technology, food trends, and other various themes. Students will analyze how historic events and economic trends impacted social changes in the U.S. from the colonial era to modern times. Themes to be explored will include, but are not limited to: gender roles, race relations, how historic events and economic trends impact culture, art, music, media, sports, and other themes. The course will emphasize the impact of cultural changes on minority groups. Students will also research how changes in U.S. culture impacted the global world. This course is offered to interested 11th and 12th grade students.

### AMERICAN JUSTICE

**5 CREDITS** 

**5 CREDITS** 

American Justice starts with an examination of the O.J. Simpson murder trial and goes on to make connections to famous legal cases of the past and present - from the Lindbergh baby kidnapping and the Scottsboro Boys to the West Memphis Three and the Manson cult murders. Students will consider issues of race and class bias, the role of the media, the fairness of the verdict and the impact of the case on law and society. Students will also "profile" infamous serial killers such as Ted Bundy, BTK, and the Zodiac. The focus is on criminal cases, but students will also become familiar with the civil law, as well as basic trial procedures. A special unit looks at the unanswered questions surrounding the Lincoln, Kennedy, Malcolm X and King assassinations. The use of the death penalty and the treatment of juveniles in the legal system will also be debated. Throughout the course of the year, students will be introduced to careers at every level of the American justice system. This course is offered to interested 11th and 12th grade students

# Additional Options

"Do not let what you cannot do interfere with what you can do."

-John Wooden

Students enrolled in a vocational shared time program would attend NHS for 1/2 day and attend Monmouth County Vocational and Technical school for the remaining 1/2 day. Shared time programs provide an opportunity for 11th and 12th grade students to enroll in these programs where the students can experience one of the many diverse programs. The programs consist of two years of studying curriculum that will qualify students for entry level jobs in their chosen vocational/technical area. In addition to trade skills, students will learn job seeking skills and be assisted by the Monmouth County Vocational and Technical counselors in job placement. Transportation to and from Vocational/Technical Schools is provided by Neptune High School. Interested students must complete a Monmouth County Vocational and Technical School application in December-January of their 10th grade year. Please see your counselor for more details.

Program	Location
Air Conditioning Refrigeration/Heating	Freehold
Allied Health	Middletown
Automotive Technology	Hazlet/Middletown
Career Center	Freehold
Carpentry	Hazlet
Commercial Art	Aberdeen
Cosmetology	Freehold/Hazlet/Neptune/Keyport
Culinary	Asbury Park
Dental Science	Hazlet
Diesel Mechanics	Aberdeen
Electricity	Middletown
HVAC	Freehold
Marine Trade	Aberdeen
Nursing Assistant	Keyport
Patient Care/Medical Assistant	Neptune
Plumbing and Pipe-fitting	Freehold

### **Option II Programming**

The Neptune High School Option II program affords students the opportunity to earn credit through non-traditional means. Students are encouraged to participate in district approved programs that take students outside of a traditional classroom. This allows students to pursue academic interests that require more hands-on experiences, which one may not find in a traditional classroom setting.

Students must complete a separate application, available as part of the Option II Guidebook, in order to participate in any Option II program. With the exception of Physical Education for Juniors and Seniors, the NHS Option II program cannot be used to fulfill basic graduation requirements.

### **Option Physical Education:**

Juniors or Seniors, who participate in Marching Arts, or an approved athletic sport may receive 3.75 Physical Education credits. Students who choose this option will not take a traditional school time physical education class. Students who participate in this program must take the 1.25 Health Course via Online Learning as a co-requisite.

### **Option II Performing and Visual Arts After School Activities:**

Students may earn credits by participating in approved after school performing and visual arts activities. These include the After School Theatrical Productions, Small Group Music Ensembles, NHS News Team, Trident Yearbook, and the NHS Dance Troupe.

### **JumpStart Academies**

The NHS JumpStart Academies provide students an opportunity to earn "real world" experiences in a career path of their choice. Currently, these include Hospitality and Tourism, Communications, Performing and Visual Arts, Law and Criminal Justice, Education, Engineering, Environment Science, and Medical Science. Students will participate in an Experiential Learning for each respective academy. In order to participate in a specific Experiential Learning Experience, students will need to have taken or take concurrently, a specified school-time course.

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