

**2019-2020 HIGH SCHOOL
PROGRAM OF STUDIES
ORIENTATION**

Class of 2023

High School Transition



January: High school counselors, student leaders meet with 8th grade students to review high school program of studies, course options, transition

February: Students, teachers, parents discuss HS POS, review mid-year grades/course eligibility

March: High school counselors meet with 8th grade students to finalize 9th grade course requests

August: High school orientation with counselors, peer leaders, administration and staff

September: 9th grade counselor groups, club fest

Course Entrance Criteria*

- First Semester Average in appropriate pre-requisite course
 - 80% from a College Prep Course
 - 70% from an Honors Course

*Specific entrance criteria by course are posted in the Program of Studies.

Review Process

In consultation with the parents, teacher, guidance counselor, subject area supervisor and such other professionals as the principal deems appropriate, an individual review shall consider the following performance data:

- Standardized Assessments (PSAT, AP Potential, NJASK)
- Overall GPA
- Common assessment scores
- Department specific measures, e.g. math grades for science courses, DBQ (Document Based Question) for social studies, holistic essay score or 9th grade essay for LA and first two math grades
- Third Marking Period grade (if available) or previous End of Year content area grade

Graduation Req. / 120 Credits

LANGUAGE ARTS	20 Credits
MATH	15 Credits (including Alg I & Geometry)
SCIENCE	15 Credits (including Lab Biology & Chemistry, Environmental or Physics)
SOCIAL STUDIES	15 Credits (including World / ASI / ASII)
FINANCIAL LITERACY (starting w/Class of 2014)	2.5 Credits
HEALTH & PHYS. ED.	3.75 Phys. Ed / 1.25 Health Credits per year
VISUAL & PERFORM ARTS	5 Credits
WORLD LANGUAGES	10 Credits
21 st CENTURY LIFE SKILLS	5 Credits

Electives

([ww-p.org/Counseling/HS Counseling/POS 2019-2020](http://ww-p.org/Counseling/HS_Counseling/POS_2019-2020) for a complete list)

WW-P Elective Courses by Graduation Requirement



VISUAL AND PERFORMING ARTS (5 Credits Required)

<u>Department</u>	<u>Credits</u>	<u>Music Department</u>	<u>Credits</u>
D100V Art Foundation	5	MUD100 Music Theory I	5
D110V Drawing & Painting 1	5	MUD110 Music Theory II	5
D120V Drawing & Painting 2	5	MUD115 Music Technology	5
D130V Sculpture & Ceramics	5	MUD120 Chorale	5
D140V Printmaking	5	MUD130 Concert Choir	5
D150V Computer Art & Design	5	MUD132 Chamber Choir	5
D160V Photography	5	MUD135 Concert Band	5
D175V AP Studio Art	5	MUD140 Symphonic Band	5
D185V AP Art History	5	MUD150 Wind Ensemble	5
		MUD160 String Ensemble	5
<u>Theatre Department</u>	<u>Credits</u>	MUD170 Symphony Orchestra	5
D100 Theatre Arts	5	MUD172 Philharmonic Orchestra	5

21st CENTURY LIFE AND CAREERS or CAREER-TECHNICAL EDUCATION (5 Credits Required)

<u>Business/Comp Science Department</u>	<u>Credits</u>	<u>Family & Consumer Science Department</u>	<u>Credits</u>
D150C Accounting	5	LSD100 Creative Design	5
D160C Marketing	5	LSD110 Advanced Clothing Construction	5
D100C Digital Communication	5	LSD120 Culinary Arts	5
D210C Digital Media	5	LSD130 International Foods	5
D220 Computer Prog./Mobile App.	5	LSD140 Creative Cooking & Catering	5



Guide to Appropriate Course Placement

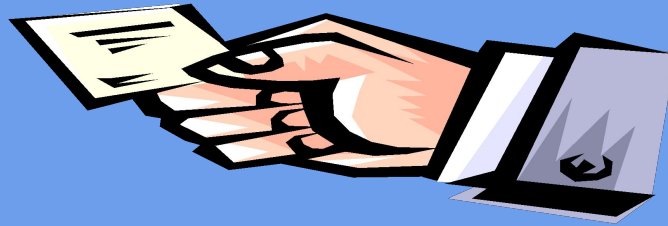
A student who is eligible for an Honors level or Advanced Placement course is not required to take that course. Appropriate placement in each course warrants careful consideration during the scheduling process as future class changes may only occur if there are seats available. Honors and Advanced Placement courses differ from College Preparatory courses in terms of the level of expectations placed on the students, the amount of independent work expected, the pace of coverage of content, the expected skill level and the breadth and depth of the content covered. Therefore, consider the balance of coursework demands (for example, Honors vs. College Prep) in relation to interest, ability, and extra-curricular activities. Serious thought should be given as to what a student can handle without creating undue stress. Students who are considering an Honors or Advanced Placement course should consult with their parents/guardians, teachers and counselor before finalizing their course selections.

Advanced Placement Courses	AP courses offer the most rigorous curriculum at an accelerated pace for a student that is ready for independent college-level work. AP courses are appropriate for students who are self-motivated learners, and who have already developed conceptual, higher-order thinking (application, analysis, synthesis). AP courses expect more work than Honors courses and demand a stronger mastery of skills and more independent critical thinking. AP courses are tied to a standard curriculum designed by the College Board to prepare students to take a comprehensive final exam. Assignments are often given on a longer-term basis, demanding an abundant amount of self-discipline from students who must pace themselves accordingly.
Honors Courses	Honors courses follow a rigorous curriculum at an accelerated pace that is designed to ensure a student is ready for independent college-level work upon graduation from WWPHS. Honors courses are appropriate for fairly autonomous students who are self-motivated learners, and who are ready to move quickly from lower-order thinking (knowledge, comprehension) to more conceptual, higher-order thinking (application, analysis, synthesis). Honors courses expect more work than College Prep courses and demand a stronger mastery of skills and more independent critical thinking. Assignments are often given on a longer-term basis, demanding more self-discipline from the students who must pace themselves accordingly.
College Prep Courses	CP courses follow a demanding curriculum at a moderate pace that is designed to ensure a student is ready for independent college-level work upon graduation from WWPHS. CP courses are appropriate for motivated students who need more teacher guidance to master comprehension and expand their knowledge of a particular subject. CP students are gradually introduced to conceptual, higher-order thinking (application, analysis, synthesis). Compared to assignments in Honors courses, College Prep work tends to be more manageable and given in smaller segments over shorter time frames.

9th Grade Program

- LANGUAGE ARTS
- PHYSICAL EDUCATION/ HEALTH
- WORLD HISTORY
- MATHEMATICS
- SCIENCE
- WORLD LANGUAGE
- ELECTIVE
- LUNCH
- STUDY HALL





1. You may request courses and electives through *Genesis* prior to counselor meeting *starting February 13, 2019*
2. You may request a *Course Eligibility Review* by 4/1 on district website ([ww-p.org/Counseling/HS Counseling/HS POS 2019-20](http://ww-p.org/Counseling/HS%20Counseling/HS%20POS%202019-20))

**REMEMBER... Make sound choices.
Challenge yourself, but be realistic!**

Mathematics Options

- **Algebra I**
- **Algebra 2**
- **Advanced Algebra 2**
- **Advanced Algebra 2 Honors**
- **Geometry Honors & Accelerated ***
 - *(if qualified)*



Science Options



Biology is a laboratory course designed to meet the needs of all students. The nature of scientific inquiry is threaded throughout the course as students engage in problem solving, data analyzing, observing, inferring, summarizing and communicating.

Biology Honors differs from the college preparatory course in terms of the level of expectations placed on the students, the amount of independent work expected, the pace of coverage of content, the expected skill level and the breadth and depth of the content covered.



Language Arts Options

Language Arts I provides rigorous instruction in all aspects of language skills, including reading, writing, speaking, listening, viewing, and thinking. The course is divided into four sequential thematic units through which the students explore a variety of literary genres, such as short stories, novels, biographies, drama, essays, and poetry.

The LA I Honors curriculum involves more reading and writing, literary analysis, close reading, and careful exploration of style and thought than LA I. Similar literary genres as short stories, novels, biographies, drama, essays and poetry are also explored; however, at the Honors level, students will examine these areas in greater depth.

Journalism is offered as an elective.

Social Studies Options



World History provides a survey of the significant time periods of human development from the Renaissance to the present. Skills are reinforced and developed using historical content. Current events are integrated into the curriculum in order to bridge past and modern events.

Social Studies Options (con't)

- **World History Honors** explores the same periods in human development studied in the World History course and promotes historical thinking, critical reading, and analytical reasoning skills. Current events are deliberately integrated into the curriculum to develop a more sophisticated understanding of the connections between the past and present. While World History and World History Honors both use primary and secondary source materials, the Honors program uses materials that demonstrate greater text complexity and requires stronger and more independent research, writing, and historical thinking skills.

World Languages Options



Students who have had three years of a language in middle school may schedule Spanish 3, Spanish 3 Honors (according to eligibility), French 2, Chinese 2, German 2.

Students who have had two years of Spanish in middle school may schedule Spanish 2.

Students who wish to switch to their heritage language of Chinese, French Spanish or German, and who have NOT taken that language in middle school may take a placement test.

Health and Physical Education



Each year students take 3 quarters of Physical Education and 1 quarter of Health or Driver's Education. The physical education program dedicates its efforts to provide an environment in which students can participate in meaningful and enjoyable activities. The activities may be team-oriented so that the students learn to observe rules; share a competitive spirit; accept each other's strengths and short-comings; foster an appreciation of sport as its own entity; learn to follow rules and regulations; become aware of safety procedures; develop an awareness and acceptance of their own abilities; and recognize that many of these skills are lifelong physical fitness skills.



9th Grade Electives

Visual and Performing Arts



Music: Concert Band, Chorale, String Ensemble, Music Theory, Music Technology

Art: Art Foundation, Computer Art & Design

Theatre: Theatre Arts

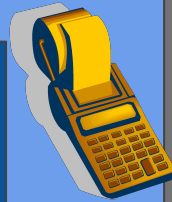
21st Century Life & Careers or Vocational-Technical Education

Business

- Accounting
- Marketing

Media

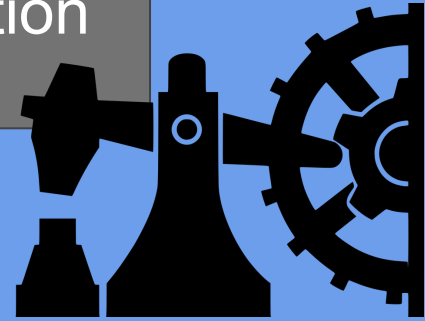
- Broadcast Writing
- TV Production
- Journalism



9th Grade Electives

Computer Science

- Computer Programming & Mobile Game Design
- Digital Communication
- Digital Media



Family &

Consumer Science

- Child Growth & Development
- Culinary Arts
- Creative Design

Engineering

- Principles of Engineering
- Graphic Engineering



Athletics

Fall Sports (mid-August to early November):

B & G Cross Country, Cheerleading, Football, Field Hockey, B & G Soccer, Girls Tennis, Girls Volleyball

Winter Sports (late November to late February): B & G Basketball, Cheerleading, Diving, Ice Hockey, B & G Fencing, B & G Swimming, Wrestling, Winter Track

Spring Sports (early March to late May): Baseball, Softball, B & G Golf, B & G Lacrosse, Boys Tennis, Boys Volleyball, Spring Track

[ww-p.org / departments / athletics](http://ww-p.org/departments/athletics)

Enrichment Programs



Performing Arts
Science Olympiad/League/Club
Instrumental/Vocal Music Groups
Creative Writing Competitions
Model United Nations
Model Congress
School Newspapers
Junior Classical League
Peer Leadership
Radio Station WWPH 107.9
Debate League

FPS/Cognetics
Math League
Nat'l Art Honor Society
IPLE competition
Athletics (29 sports)
Literary Magazine
Junior Statesmen
Drama Groups
Peer Group
Mock Trial
Student Government

Option ii

N.J.A.C. 6A:8-5.1(a)1ii, commonly known as "Option Two" permits district boards of education to determine and establish curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes. Option Two serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district.

Option ii

- Online Form - Includes Guide to Option ii
- Must be Pre-Approved
- Must be from an Accredited Institution
- Must Meet NJ Student Learning Standards
- Students Must Show Minimum Proficiency to Earn WW-P Credit (70%)
- May 1st Deadline for Summer Work
- Limit One Course Per School Year
- Limit One Per Content Area
- Courses May Not Be Re-Taken
- Courses Must Be Completed by Fall of Sr. Year

Option ii Assessment Results

2018

2017

2016

2015

MATH

Course	Geometry CP	Geometry CP	Geometry CP	Geometry CP
Passing Percentage	50%	43%	16%	16%

Course	Geometry Honors	Geometry Honors	Geometry Honors	Geometry Honors
Passing Percentage	52%	66%	68%	65%

Course	Advanced Algebra 2	Advanced Algebra 2	Advanced Algebra 2	Advanced Algebra 2
Passing Percentage	50%	71%	66%	20%

Course-	Advanced Algebra 2 Honors	Advanced Algebra 2 Honors	Advanced Algebra 2 Honors	Advanced Algebra 2 Honors
Passing Percentage	65%	82%	55%	52%

Course	Precalculus	Precalculus	Precalculus	Precalculus
Passing Percentage	100%	80%	50%	100%

Course	Pre-Calculus Honors	Pre-Calculus Honors	Pre-Calculus Honors	Pre-Calculus Honors
Passing Percentage	42%	78%	67%	42%

Course	AP Calculus BC	AP Calculus BC	AP Calculus BC	AP Calculus BC
Passing Percentage	100%		100%	66%

Tips for HS Success

- Select a Balanced Course Load
- Take Care of Yourself (Sleep, Diet, Exercise)
- Master Time Management
- Set Short & Long Term Goals
- Be Active Outside the Classroom
- Participate in Class
- Find Your Passions
- Learn to Say “No”
- Earn Leadership Roles
- Build a Support Network



School Counselors



- ❑ Academic Advisement
- ❑ Career Guidance
- ❑ Post-Secondary School Advisement
- ❑ Individual Counseling & Group Guidance
- ❑ Parent-Teacher Conferences
- ❑ Peer Mentoring Activities
- ❑ Peer Tutoring Services
- ❑ Recommendation Letters
- ❑ Outside Referrals
- ❑ Transcripts
- ❑ Scholarship Information
- ❑ Standardized Testing
- ❑ Student Progress Reports
- ❑ Student-Parent Conferences

HS South Counselors

- ❑ Fregosi - A - Chao Room 93/94
- ❑ Walsh - Chau - D 600A
- ❑ Facchini - E - Kal Room 600 F
- ❑ Parrott - Kam - Man 700 A
- ❑ Smith - Mao - Pal Theatre
- ❑ Alberto - Pam - Suk 900B
- ❑ Rooney - Sul - Z 700F

HS North Counselors

- ❑ A-Chi Ms. Riley (Upper Dining Hall)
- ❑ Cho-F Mr. Riley (Theater- Center Front)
- ❑ G-J Ms. Demuth (Orchestra Room) exit thru front right theater door
- ❑ K-Lo Mr. Becker (Theater- Center Front)
- ❑ Lu-Pi Ms. Pyle (Media Center)
- ❑ Po-S Ms. James (Band Room) exit thru front right theater door
- ❑ T-Z Ms. Narang (Theater- Right Rear)