# WEST WINDSOR - PLAINSBORO
# HIGH SCHOOLS NORTH & SOUTH



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Dear Eighth Grade Parent/Guardian,

Your child is about to begin an exciting and demanding new stage in his/her education. This booklet is intended as a quick reference guide for navigating the course selection process for 9th grade. Please take the time to discuss the contents with your child while noting the following:

- When discussing your child's program, it is important to note that the ninth-grade year is one of critical transition. Therefore, consider the balance of coursework demands (for example, honors vs. college prep) in relation to interest, ability, and extra-curricular activities. A student who is eligible for an honors level course is not required to take the course. Serious thought should be given as to what your child can handle without creating undue stress.

- Please note that honors level courses differ from regular 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.

- Students taking college prep ninth grade science, social studies and language arts courses are still eligible to take honor level courses in these areas in later high school years. Math courses follow in sequential order; therefore, ninth grade math placement is determined by the eighth-grade math course as well as the student's performance in that course.

- Parents and students can submit course requests via Genesis starting in February. Students will then meet with their high school counselors in March to finalize course eligibility and verify electives. In the case of students who are classified under the IDEA, course placement shall rest with the IEP team. Your child's final course selections will appear in Genesis at the completion of the scheduling process.

- It is the responsibility of the parent/guardian to review courses and make requests through the Parent Portal in Genesis. Initial course level eligibility is based on 1st semester average and successful completion of prerequisite courses. Students and parents/guardians who would like a reevaluation of course eligibility must request a course entrance criteria review by April 1st. Details on the review process can be found on page 9 in the High School Program of Studies. Should you have any questions about the course eligibility process, please feel free to contact the appropriate content area supervisor:

| | |
|---|---|
| Business/Computers/Engineering: Dr. Russ Wray | 716-5000 – ext. 7329 |
| Fine & Performing Arts: Mr. Jeff Santoro | 716-5000 – ext. 5262 |
| Language Arts: Ms. Emily Creveling | 716-5000 – ext. 7307 |
| Math: Ms. Andrea Bean | 716-5000 – ext. 5264 |
| Science: Mr. Richard Stec | 716-5000 – ext. 5268 |
| Social Studies: Dr. Cindy Assini | 716-5000 – ext. 5536 |
| World Languages: Dr. Ashley Warren | 716-5000 – ext. 5120 |

The complete *2023-2024 Program of Studies* can be found on our district website under Counseling / High School Counseling / Program of Studies. In addition to full course descriptions and course criteria, valuable information about high school procedures is contained in the document. We hope you will find this information helpful as your child transitions to high school.

Sincerely,
Barbara Gould
Director of Counseling, Health, and Wellness

# *WWPRSD HIGH SCHOOL COURSE PLANNER*

Students enroll in eight courses/subjects per year (35 credits), one of which is a mandatory study hall.  However, Financial Literacy may be taken out of study hall for an additional 2.5 credits once during a four year sequence. Students may also choose to take another core subject course as their "elective" though completion of graduation requirements should be the priority. Please note: Middle School courses do not count towards high school graduation requirements with the exception of Algebra I.

**Please refer to the WWPRSD High School Program of Studies for more details.**

| Subjects/Courses | Graduation Requirement | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|---|
| **Language Arts** | **4 years/20 Credits** | LA I CP or Honors | LA II CP or Honors | LA III CP, Honors or AP | LA IV CP, Honors or AP |
| **PE/Health or Driver's Ed (10th)** | **4 years/20 Credits** | PE 9/Health 1 | PE 10/Driver's Ed | PE 11/Health 3 | PE 12/Health 4 |
| **Mathematics** | **3 years/15 Credits** (must include a level of Algebra & Geometry) | | | | |
| **Science** | **3 years/15 Credits** *(must include Biology & Chemistry or Env. Sci. or Physics)* | | | | |
| **Social Studies** | **3 years/15 Credits** *(World History, AS I, & AS II/AP US)* | | | | |
| **World Languages** | **2 years/10 Credits** | | | | |
| **Elective** | **1 yr/5 credits:** Visual/Per Art & **1 yr/5 credits:** 21st Cent. Career | | | | |
| **Study Hall (Required for All students) or Financial Lit.** | **1/2 yr/2.5 credits** Financial Literacy | | | | |

Students are required to have completed **120 total credits** in grades 9-12 and pass the NJSLA in Language Arts and Mathematics or an alternative state approved assessment in order to earn a WWPRSD diploma.
**Updated: January 2022**

# STANDARD 9th GRADE PROGRAM

Students enroll in eight courses/subjects per year (35 credits), one of which is a mandatory study hall.

| | |
|---|---|
| Course 1 | **Science** (Biology or Biology Honors) |
| Course 2 | **Study Hall** (Required for all students) |
| Course 3 | **Language Arts** (LA I, LA I Hns) |
| Course 4 | **Elective** (Select primary & alternate.) |
| | |
| **LUNCH** | |
| | |
| Course 5 | **Math** (Alg. 1, Alg. 2, Alg. 2 Honors, *Geometry H&A – if eligible*) |
| Course 6 | **Social Studies** (World History or World History Honors) |
| Course 7 | **PE/Health** |
| Course 8 | **World Language** (Spanish 3, Spanish 3 Hns, French 2, Chinese 2, German 2, - levels depend on prerequisites and eligibility for each language. See the Program of Studies for all options) |

Each student will be scheduled for **Language Arts**, **Mathematics**, **Science**, **World History**, and **World Language** using course eligibility as outlined in the High School Program of Studies. Students are scheduled <u>automatically</u> for **study hall** and **Physical Education/Health**. All students 9-12 are assigned a common lunch period.

Each student should come to the scheduling meeting with <u>at least</u> two electives (first choice and second choice). Students and parents/guardians who would like a reevaluation of course eligibility must request a course entrance criteria review by April 1st. The master schedule is built based on student requests; therefore, we strongly encourage your son/daughter make sound initial choices.

# 9th GRADE ELECTIVES

## Visual and Performing Arts

Art Foundation
Chorale
Concert Band
Computer Art & Design I
Dance I
Music Technology I
Music Theory I
String Ensemble
Theatre Arts I

## 21st Century Life and Careers or Career-Technical Education

Accounting
Broadcast Writing
Child Growth and Development
Computer Programming & Mobile Game Design
Creative Design
Culinary Arts
Digital Communication
Digital Media
Graphic Engineering
Job Skills RC*
Journalism
Principles of Engineering
Robotics Engineering
TV Production

## General Electives

Advancement Via Individual Determination (AVID)

# ELECTIVE COURSE DESCRIPTIONS

**Accounting** - The course provides students with the knowledge and skills necessary to prepare them for the further study of accounting or to obtain a basic entry-level position.

**Advancement Via Individual Determination (AVID)** - Students are selected by the AVID site team through specific criteria set forth by the AVID system. Students must complete the AVID application and participate in the interview process. AVID is offered as an elective course that, over four years, prepares students for entrance into four year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking and research. Students receive instruction in college entry skills, tutor led study groups, motivational activities, and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support academic growth.

**Art Foundation** - This course will teach skills in drawing as well as sculpture and clay building techniques. Students taking this course will receive a firm grounding in the elements of art as well as experience in drawing and painting from observation.

**Broadcast Writing -** Students with a genuine interest in the art and techniques of broadcasting will learn performance, production and writing for television and radio.

**Child Growth and Development -** Child Growth and Development is designed for students who have an interest in studying the growth and development of children. A special emphasis is placed on career possibilities in early childhood education and child care as the students operate a pre-school program within the high school classroom from November to May.

**Chorale -** Chorale is a performing ensemble available to any student interested in singing in a choir. The choir performs in concerts and for special events in the school and community

**Computer Art & Design I -** This course will provide students with a background in graphic design programs on the computer. Students will be introduced to primary concepts in computer graphics and will use this knowledge to solve basic design problems. A computer generated portfolio will be produced that will include 2D designs, advertisements and manipulated images.

**Computer Programming & Mobile Game Design -** Introduction to Computer Programming offers an introduction to structured computer programming in Java then continues into the use of online compilers used for creating mobile applications and games. Topics include computer systems components, introduction to writing programs, using loops and logical operations and designing and writing programs in structured form using modular design. Students will apply communications and data analysis to the problem solving and decision making processes in a variety of life situations to foster the computer programming skills necessary for an effective transition into the workplace and/or postsecondary education.

**Concert Band -** Concert Band is designed to offer freshman wind and percussion instrumentalists the opportunity to experience traditional band literature of the highest quality. The band performs in concerts, local concert band festivals, and for special school and community events.

**Dance I** - Dance I is a performance-based class where students of all levels of experience will be immersed in the world of dance. Students will experience different genres of dance including ballet, contemporary, jazz, hip-hop, as well as various styles of dance from around the world. Students will create and choreograph dance in various styles, learn to respond to and connect with dance as an art form, and use those understandings to present performances for the school and community.

**Creative Design -** Creative Design offers students the opportunity to explore a wide variety of design concepts as they pertain to both what we wear and the environment in which we live. This exciting, hands-on course explores the ever-changing world of fashion, along with the many different aspects of designing a living space. Students will study topics such as art principles, design elements, color harmonies, textiles and construction, as well as design history, in both the fashion and interior design worlds. In addition to learning basic developmental skills and fundamentals of design, this course will expose students to a wide variety of careers in the design field.

**Culinary Arts -** Culinary Arts is designed for young men and women with little or no experience in food preparation.  The course introduces the basic methods of food preparation with the emphasis upon making healthy food choices.

**Digital Communication -** This course develops student's abilities to create, curate, and communicate to specific authentic audiences through visual and verbal media channels to educate, inform, entertain and/or invite participation.

**Digital Media -** This course is an in-depth study of current digital media technologies. Topics include but are not limited to 2D graphic design, advanced graphic techniques, digital video, sound recording, sound editing and 2D vector animation. An in-depth look at web design using modern HTML5 development techniques and common Content Management Systems is also included.

**Principles of Engineering -** It is the goal of this course to challenge and engage students through a broad range of engineering topics, including mechanical, structural and, electrical with a focus on computer programming and artificial intelligence. Students will be responsible for the development of advanced computational and robotic systems through the application of various computer programming languages.

**Creative Design** – This course offers students the opportunity to explore a wide variety of design concepts as they pertain to both what we wear and the environment in which we live. Students will study topics such as art principles, design elements, color harmonies, textiles and construction, as well as design history in both the fashion and interior design worlds.

**Graphic Engineering -** This course will cover several computer graphic applications in the study of graphics and design. The curriculum will cover topics including an introduction to 2-D design and 3-D modeling, design principles, and solid modeling. Students will have the opportunity to "print" their creation using 3D printer technologies and computer numerically-controlled (CNC) machines to physically produce a digital design.

**Journalism -** Journalism provides an introduction to the essentials of writing with an emphasis on journalistic style.

**Music Technology I -** This course will provide students interested in composition an opportunity to create and arrange music using computers, MIDI keyboards and other instruments. By learning various compositional techniques, basic music theory, audio recording, and editing, students will create music in a variety of styles and for a variety of purposes.

**Music Theory I -** Music Theory I, designed to introduce students to knowledge of music rudiments through hands-on learning, is offered to all students interested in understanding the fundamentals of music theory.

**Robotics Engineering** - Students will acquire an in-depth understanding of types of robots, how they operate, and their application in automation and autonomous actions. This hands-on project based course introduces the student to generations of robots through a unique curriculum collaboration with Carnegie Mellon University.

**String Ensemble -** String Ensemble is designed to offer any student the opportunity to experience string literature of the highest quality.

**Theatre Arts I** - Theatre Arts offers student opportunities to practice a broad spectrum of theater activities. Students will create and perform speeches, monologues, short scenes and improvisations.

**TV Production** - "TV Production" focuses on the intricacies of television. Students will survey the history and development of the art of television production and develop a more critical awareness of the workings of mass communication media. Students will become knowledgeable about the fundamentals of journalism and television writing.

# MATHEMATICS OPTIONS

- Algebra 1
- Algebra 2,  Algebra 2 Honors
- Geometry Honors & Accelerated *(if qualified)*

## Common Mathematics Course Sequences

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| Algebra I | Algebra 2 | Geometry | Algebra & Trigonometry |
| Algebra 2 | Geometry | Pre-Calculus | Calculus Honors or Statistics or AP Statistics |
| Algebra 2 Honors | Geometry Honors | Pre-Calculus Honors | AP Calculus AB, AP Calculus BC or AP Statistics |
| Geometry H &A | Pre-Calculus Honors | AP Calculus AB or BC | Multivariable Calculus |

## Calculators

All high school courses utilize the TI 83/TI 84 family of graphing calculators or the NumWorks calculator.

# SCIENCE OPTIONS

- Biology
- Biology Honors

## Common Science Course Sequences

| Yr. | Sequence 1 | Sequence 2 |
|-----|------------|------------|
| 9 | Biology | Biology Honors |
| 10 | Chemistry or Chemistry Honors or Environmental | Chemistry or Chemistry Honors or Environmental |
| 11 | Physics or Physics Honors or Environmental or Electives | Physics or Physics Honors or Environmental or Electives |
| 12 | Electives | Electives |

**Science Electives** (not available to 9th grade students)
**Note:** The third lab science course that NJDOE requires for graduation cannot be a repeat of the core ideas. For example students can take AP Biology for credit, but being that students also had Biology or Biology Honors, students must have taken a different science course as part of the three required that would count toward achieving science credits for graduation.

1. AP Bio

2. AP Chemistry

3. AP Environmental Science

4. Advanced Topics in Physics Honors

5. The Physics of Astronomy

6. Forensics

7. Genetics

8. Human Anatomy and Physiology

9. Environmental Science

# WORLD LANGUAGE OPTIONS
## SPANISH

**Students who have studied Spanish for three years in our middle school: (3 Sequences)**

| Sequence 1 | Sequence 2 | Sequence 3 |
|---|---|---|
| Spanish 3 / 3H | Spanish 3 / 3H | Spanish 3 / 3H |
| Spanish 4 / 4H | Spanish 4 H | Spanish 4 H |
| Spanish 5 | AP Spanish Language | Honors Cultural Spanish |
| Honors Cultural Spanish or AP Spanish Language | AP Spanish Literature or Honors Cultural Spanish | AP Spanish Language |

**Students who have had two years of Spanish or less in middle school do not meet the prerequisite for Spanish 3 or Spanish 3 Honors and may not schedule those courses. They must schedule for Spanish 2.**

| **Students beginning Spanish in 9th grade (2 options)** | | **Alternate Sequence** (in consultation with CST/counselor) |
|---|---|---|
| **Sequence 1** | **Sequence 2** | Introduction to Spanish Communication & Culture |
| Spanish 1 | Spanish 1 | Spanish Language & Cultural Study |
| Spanish 2 | Spanish 2 | Spanish 2 |
| Spanish 3 | Spanish 3 Honors | Spanish 3/3H |
| Spanish 4 | Spanish 4 Honors | |

## FRENCH

| **Students who took Middle School French** | | **Students beginning French in 9th grade** |
|---|---|---|
| **Sequence 1** | **Sequence 2** | **Sequence 1** |
| French 2 | French 2 | French 1 |
| French 3 / 3H | French 3 / 3H | French 2 |
| French 4 / 4H | French 4H | French 3 / 3H |
| French 5 | AP French | French 4 / 4H |

## GERMAN

| **Students who took Middle School German** | **Students beginning German in 9th grade** |
|---|---|
| German 2 | German 1* |
| German 3 | German 2 |
| German 4 H | German 3 |
| German 5 H/AP German | German 4 H |

## CHINESE

| **Students who took Middle School Chinese** | **Students beginning Chinese in 9th grade** |
|---|---|
| Chinese 2 | Chinese 1* |
| Chinese 3 | Chinese 2 |
| Chinese 4 H | Chinese 3 |
| Chinese 5 H / AP Chinese | Chinese 4 H |

*German 1 and Chinese 1 are offered in years where there is sufficient enrollment to run the class. Students do not always have the option to begin German or Chinese in 9th grade.

**Note**: Students of any offered language who speak that language at home and did not take that language in middle school can take a placement test and are scheduled according to their proficiency level.

# SOCIAL STUDIES OPTIONS

**World History** provides a survey of the significant time periods of human development from the Age of Absolutism to the present. Coursework promotes historical thinking, critical reading, and analytical reasoning skills.  Current events, furthermore, are integrated into the curriculum in order to bridge past and modern events.

**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.

# LANGUAGE ARTS OPTIONS

**Language Arts I** provides rigorous instruction in all aspects of language skills, including reading, writing, speaking, listening, viewing, and thinking. Students are introduced to formal expository writing, placing an emphasis on inferential and analytical thinking.

**Language Arts I Honors** involves more reading and writing, literary analysis, and careful exploration of style and thought than LA I. Students should develop higher-level reading, writing, speaking, listening, viewing, and thinking skills and write skillful and analytical essays throughout the year.

# ELL COURSES (ENGLISH LANGUAGE LEARNING)

World History ELL

ELL Language Arts

ELL Science

ELL Biology

ELL Tutorial