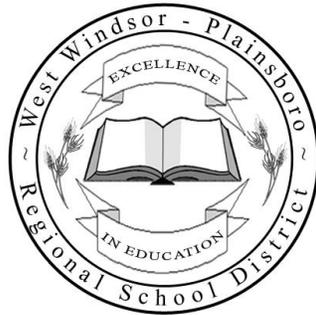


# Program of Studies



# 2020-2021

West Windsor – Plainsboro  
High School North & South

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## Table of Contents

<b>Mission Statement &amp; Beliefs</b>	<b>1</b>	<b>Course Descriptions</b>	<b>12 - 36</b>
<b>Scheduling Information – Procedures</b>	<b>2 – 11</b>	<b>Subject Specific Departments</b>	<b>12 - 32</b>
Introduction & Scheduling Guidelines	2	Art Department	12 - 13
Counseling & Guidance Services	2	Business/Computer Science Dept.	13 - 14
Course Levels	2 - 3	Engineering Department	14
Weighted & Unweighted GPA	2 - 3	Family and Consumer Science Dept.	14 - 15
Minimum Scheduling Requirements	3	Health & Physical Education Dept.	15 - 16
Graduation Requirements	3 - 5	Language Arts Department	16 - 18
College Admissions Requirements	6	Mathematics Department	18 – 20
Career Information	6	Media Department	21
Courses Taken Prior to High School	6	Music Department	21 - 23
Grade Level Promotion Requirements	6	Science Department	23 - 25
Athletic & Co-Curricular Eligibility	6	Social Studies Department	25 – 28
Class/Course Transfers	6 - 7	Theatre Department	28
Course Withdrawals	7	World Languages Department	28 - 32
Communication of Student Progress	7	<b>Additional Academic Programs</b>	<b>32 - 36</b>
Incomplete Grades	7	English as a Second Language	32
Review for Credit/Summer School	7	Princeton University Courses	33
Class Rank	7	Research Courses	33
Guide to Course Placement	8	Senior Practicum & Internship	33-34
Advanced Placement Program	8	AVID	34
Placement Eligibility and Procedures	8 - 9	Special Education	34
Option ii Course Work Options	9 - 10	Student Assistant Program	34 - 35
Recording of Non Traditional Course Work on Transcript	10	Technical Schools	35-36
Obtaining a State Endorsed Diploma	11		
Student Assessments	11		

## **Mission Statement**

Building upon our tradition of excellence, the mission of the West Windsor-Plainsboro Regional School District is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, and love of learning.

## **Core Values**

We believe that continuous learning is essential for individual fulfillment and for the advancement of society.

We believe that every individual has intrinsic worth.

We believe that embracing diversity enriches and empowers our community.

We believe that honesty, integrity, and trust are cornerstones for continuing excellence.

We believe that people reach their highest potential when challenged to believe it is possible.

We believe that openness to change is essential to progress and future viability.

The West Windsor-Plainsboro Regional School District will not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972 and N.J.A.C. 6A:7-1.1 et. seq.

## Introduction

This catalog is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning at West Windsor – Plainsboro High School North and South. It is a complete guide to the possible course offerings at WWPHS. Each department has described its specific course offerings, highlighting the chief components of each course.

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

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at West Windsor - Plainsboro High School North and South provide students with many opportunities to meet their educational needs. Beyond state, district, college and career requirements, the students are encouraged to select courses that will be academically stimulating and personally enriching. In selecting particular courses, the following criteria should be considered. Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which you are interested?

Please note the following when planning your program:

- a. Make sound initial choices. Initial low enrollment totals may lead to the cancellation of a course thus decreasing the options for change once the master schedule is complete.
- b. Choose courses not teachers. *Students and parents should not make the mistake of choosing or refusing a course based on their perception of a particular instructor.* Each choice should be based on the merits of the course content and its value to the student's specific needs. Please understand that requests for schedule adjustments based on the issue of personnel will not be honored.
- c. Discuss specific subject area choices with teachers and/or department supervisors who can share valuable insight into the nature of specific courses.
- d. When planning course level placement, consider taking the most challenging course load that you can handle without creating an undue burden. It may be better for students to experience success in an appropriate placement than to experience extreme difficulty in an inappropriate placement.

Any inquiries regarding scheduling should first be directed to the student's school counselor.

## Counseling & Guidance Services

The programs that individuals pursue in high school should reflect their aspirations, aptitudes, and achievements. Because individuals differ, programs too, must differ. Since post-high school requirements for employment, college or vocational technical training are constantly changing, students must frequently reevaluate themselves in terms of their immediate and long-range goals.

Parents/guardians are expected to assist the student in the development of a curriculum plan. They should monitor the student's performance and progress. School counselors are resources to both students and adults in the development and monitoring of educational programs and are available for consultation. Additionally, school counselors conduct individual conferences and group lessons to help students with educational planning.

Students who are having severe difficulty in reading, mathematics, and/or writing may receive supplemental instruction upon the recommendation of the department supervisor and/or the evaluation and approval of Special Services. Parents or students may initiate this service by contacting the appropriate department supervisor, school counselor or Child Study Team case manager.

## Course Levels

It is the responsibility of the parent/guardian to review course eligibility and requests through the Parent Portal in Genesis. Initial course level eligibility is based on 1<sup>st</sup> 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 1<sup>st</sup>.

There are two levels of courses utilized for the purpose of calculating weighted grade point average.

1. Weighted:
  - AP (Advanced Placement courses)
  - HNS (Honors courses)
  - PU (Princeton University courses)
2. Unweighted:
  - Any course not designated AP, HNS, or PU.
  - AP, HNS and all courses taken at Princeton University are weighted. Grade point equivalents increase for grades earned in weighted courses. For example: Standard "B" = 3.0, HNS "B" = 4.0.

Both weighted and unweighted grade point averages (WGPA and GPA) are calculated. Weighted grade point average is based on an open-ended scale beginning with 0.00 and having no ceiling. Only the final grade achieved in each course is used to compute GPA and WGPA. All graded (non-pass/fail) courses (with the exception of Physical Education) are used in the calculation of WGPA. Physical Education is only calculated in unweighted GPA. Please note that while Physical Education is not factored into the weighted GPA, Health Education and Driver's Ed are part of the weighted GPA. A student's cumulative GPA and WGPA are tabulated and posted on the transcript at the conclusion of each school year. Coursework will **not** count towards

WGPA or GPA unless there is a formal articulation agreement between that institution and WWPHS. Each letter grade is assigned a numeric equivalent as indicated in the following table:

**Numeric Equivalents**

Grade	Grading Scale	WEIGHTED	UNWEIGHTED
		AP/HNS/PU	Standard
A	90 - 100	5.00	4.00
B	80 - 89	4.00	3.00
C	70 - 79	3.00	2.00
D	60 - 69	2.00	1.00
F	0 - 59	0	0

**Steps in determining GPA & WGPA:**

1. For each graded (non-pass/fail) course the student completes, with the exception of physical education for WGPA, multiply the numeric equivalent of the grade received times the number of credits earned to determine the number of quality points awarded.
2. Determine the sum of quality points earned for all courses for each separate year.
3. Divide the quality point total for one year by the total number of credits attempted for that year. This will yield the grade point average for that year. The same method is used for calculating WGPA and GPA. For AP, HNS, and PU courses, grade point equivalents increase 1.0.
4. To determine the overall GPA or WGPA, divide the total number of weighted quality points earned (sum of quality points from each year in high school) by the total number of credits attempted (sum of all credits attempted in high school).

**Important additional procedures:**

- All students who are enrolled at WWPHS North or South by the first day of their fourth or senior year shall have their grade point average calculated.
- With regard to transfer students, WWPHS North and South shall consider those courses taken at other schools as weighted when the corresponding WWPHS course is weighted.
- All summer school make-up courses taken in approved programs shall be non-weighted. A pass/fail grade will be recorded, resulting in no adjustment to the student's GPA.
- Sequential courses taken at Princeton University with the approval of the appropriate supervisor and the guidance director shall be given a letter grade and be weighted. Students shall receive 3.0 high school credits for each successfully completed semester course.
- See page 10 for recording of non-traditional coursework on the WWPHS permanent record.
- For a spreadsheet to help calculate your GPA see: [http://www.ww-p.org/Guidance/h\\_s\\_services/g\\_p\\_a](http://www.ww-p.org/Guidance/h_s_services/g_p_a)

**Scheduling Parameters**

**Minimum Scheduling Requirements:**

Every West Windsor - Plainsboro High School North and South student should be scheduled for a minimum of 30 credits per year. Within the school day, students should be scheduled for seven classes and a study hall.

**Graduation Requirements**

In order for a student to graduate and receive a high school diploma from West Windsor - Plainsboro High School North or South, each student must:

A. Pass the New Jersey Student Learning Assessment (NJSLA) or equivalent NJDOE graduation assessment.

**And**

B. Fulfill the requirements as described utilizing one or both of the following two options:

1) Earn a minimum of 120 credits by successful completion of the prescribed courses listed in the chart on the following page. This requirement may be met in whole or in part through a traditional program where a "credit" means the award for student participation in the equivalent of a class period of instruction (commonly referred to as "option 1").

Each full year course that meets routinely for one non-extended class period shall yield 5 credits. Semester courses that meet routinely for one non-extended class period shall yield 2.5 credits and quarter courses meeting routinely for one class period shall yield 1.25 credits. Courses meeting for extended periods, a portion of a year, or a portion of a week shall be prorated. For example, a lab course shall be awarded 1.0 additional credit if that class routinely meets an additional 20 minutes per four-day cycle.

## Graduation Requirements Chart

	Entering 2017, '18, '19, '20 Class of 2021, '22, '23, '24
<b>Language Arts Literacy</b> <sup>1</sup>	At least 20 credits
<b>Social Studies</b> <sup>2</sup> Am. History World History	At least 10 credits At least 5 credits
<b>Science</b> <sup>3</sup>	At least 15 credits
<b>Mathematics</b> <sup>4</sup>	At least 15 credits including Algebra I and geometry or the content equivalent
<b>Health, Safety, and Physical Education</b> <sup>5</sup>	At least 5 credits for each year of enrollment
<b>Visual and Performing Arts</b> <sup>6</sup>	At least 5 credits
<b>21<sup>st</sup> Century Life and Careers or Career-Technical Education</b> <sup>7</sup>	At least 5 credits
<b>World Languages</b> <sup>8</sup>	At least 10 credits or student demonstration of proficiency for all students who have attended a WWPRSD high school full time for three years or more. At least 5 credits or student demonstration of proficiency for all other students.
<b>Financial, Economic Business, and Entrepreneurial Literacy</b> <sup>9</sup>	At least 2.5 credits
<b>Technological Literacy</b>	Integrated throughout the curriculum
<b>Total Minimum Credits Required</b>	120

<sup>1</sup> **Language Arts:** At least 20 credits in English language arts, aligned to grade nine through 12 standards.

<sup>2</sup> **Social Studies:** At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

<sup>3</sup> **Science:** 15 credits including at least five credits in laboratory biology/life science or the content equivalent; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry based science course.

<sup>4</sup> **Math:** 15 credits including algebra I and geometry or the content equivalent and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers.

<sup>5</sup> **Health, Safety, and Physical Education:** Includes driver education theory and family life education. Students with an authorized excuse may be excused from the physical activity part of the regular program and will be assigned an alternative activity. This core curriculum content area is required for every year of student attendance in grades 9-12. A minimum of 3 3/4 (150 minutes per week) or a maximum of 5 credits will be awarded for each year of successful participation.

<sup>6</sup> **Visual & Performing Arts:** Please see page 5 for a complete list of courses which fulfill this graduation requirement.

<sup>7</sup> **21<sup>st</sup> Century Life and Careers or Career-Technical Education:** Please see page 5 for a complete list of courses which fulfill this graduation requirement.

<sup>8</sup> **World Language:** All students will be encouraged to fulfill the two year **World Language** requirement. Students may choose to fulfill the West Windsor-Plainsboro World Language High School Graduation Requirement by demonstrating the proficiency level of Intermediate Mid, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). Students must contact the Supervisor of World Languages, who will provide the student with the information necessary for an approved competency-based assessment. The student is responsible for the expense of the assessment, as well as the registration/paperwork concerning all aspects of the assessment. The district does not provide proctoring. In order to use this process for placement, students must take the assessment by March 15<sup>th</sup> of the prior academic year. Credit towards the high school graduation requirement (10 credits) will be received according to the level of both the oral and writing proficiency. Credit is granted according to the following guidelines: Novice High/Intermediate Low: 5 credits; Intermediate Mid or above: 10 credits. If the student receives two different proficiency levels on the oral and writing, the lowest level will be granted credit (Example: OPI: Novice High and WPT Intermediate Mid. Only a total of 5 credits will be awarded.) This is an option ii pathway according to the State of New Jersey. If students only wish to use this for placement, it will not be considered for credit.

Any student may appeal to the building Principal for exemption from the two year requirement. Students whose appeal is approved will be held to the NJDOE one year World Language requirement. Automatic exemptions (no appeal to the Principal necessary) include transfer students who enter WWPHS any time after September 30 of their 10<sup>th</sup> grade year. These students will be held to the NJDOE one year World Language requirement. Shared time students who attend Vocational-Technical School for part of the day during their 11<sup>th</sup> and 12<sup>th</sup> grade years will be held to the one year World Language requirement. Individual students with disabilities who have irresolvable scheduling conflicts would need to fulfill the one year World Language requirement. LEP students, who demonstrate proficiency in their native language, or another language, would be exempt. LEP students who take an additional English or English as a Second Language (ESL) class may use that second English class to fulfill the requirement.

<sup>9</sup> **Financial, Economic Business, and Entrepreneurial Literacy:** Please see pages 5-6 for a complete list of courses which fulfill this graduation requirement.

The course requirements shall include statutory mandates as follows: United States and New Jersey history in N.J.S.A. 18A:35-1 and 2; civics in N.J.S.A. 18A:35-3; agricultural science in N.J.S.A. 18A:35-4.13; health, safety, and physical education in N.J.S.A. 18A:35-5, 6, 7, and 8; the Holocaust and genocides in N.J.S.A. 18A:35-28; and credit for seniors in active military service in N.J.S.A. 18A:36-17.

The Board of Education, through the IEP process and pursuant to N.J.A.C. 6A:14-4.12, may, for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3, specify alternate requirements for a State-endorsed diploma. Students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 may demonstrate that they have attained State minimum levels of proficiency through the SRA process if specified in the student's Individualized Education Program (IEP) or Section 504 accommodation plan.

**Or**

2) The 120-credit requirement set forth above may be met in part through program completion (commonly referred to as "option ii").

The January 2004 amendment to N.J.A.C. 6A:8-5.1(a)1 clarifies that the Board of Education, in developing their graduation requirements, may use a combination rather than limiting themselves to only one of the options. Under "Option ii", the Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment. Activities and programs developed in accordance with option ii shall include appropriate assessments that ensure student achievements meet or exceed the Core Curriculum Content Standards.

The principal shall certify completion of curricular activities or programs based upon specified instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards.

The Board of Education may recognize successful completion of an accredited college course that assures achievement of knowledge and skills as delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.

**Note:** Minimum graduation requirements, as prescribed in N.J.A.C. 6A:8-5.1, do not equate to college admission requirements.

**WW-P Elective Courses by Graduation Requirement**

**Visual and Performing Arts** (5 Credits Required)

<u>Art Department</u>	<u>Credits</u>
ARD100V Art Foundation	5
ARD110V Drawing & Painting I	5
ARD120V Drawing & Painting II	5
ARD130V Sculpture & Ceramics	5
ARD140V Printmaking	5
ARD150V Computer Art & Design I	5
ARD155V Computer Art & Design II	5
ARD160V Photography	5
ARD175V AP Studio Art	5
ARD185V AP Art History	5

<u>Music Department</u>	<u>Credits</u>
MUD100 Music Theory I	5
MUD110 Music Theory II	5
MUD115 Music Technology	5
MUD120 Chorale	5
MUD130 Concert Choir	5
MUD132 Chamber Choir Honors	5
MUD135 Concert Band	5
MUD140 Symphonic Band	5
MUD150 Wind Ensemble Honors	5
MUD160 String Ensemble	5
MUD170 Symphony Orchestra	5
MUD172 Philharmonic Orchestra Honors	5

<u>Theatre Department</u>	<u>Credits</u>
TAD100 Theatre Arts	5

**21<sup>st</sup> Century Life and Careers or Career-Technical Education** (5 Credits Required)

<u>Business/Comp Science Dept.</u>	<u>Credits</u>
CBD150C Accounting	5
CBD160C Marketing	5
CBD100C Digital Communications	5
CBD210C Digital Media	5
CBD220 Computer Prog. & Mobile App.	5
CBD245 AP Computer Science A	5
CBD250 AP Computer Science Principles	5
CBD255 Adv. Topics Computer Science Honors	5
CBD265 Sr. Practicum	2.5
CBD270 Sr. Internship	10

<u>Engineering Department</u>	<u>Credits</u>
ED100 Principles of Engineering	5
ED110 Engineering Design & Fabrication	5
ED120 Graphic Engineering	5
ED130 Robotics Engineering	5

<u>Family &amp; Consumer Science Department</u>	<u>Credits</u>
LSD100 Creative Design	5
LSD 110 Advanced Creative Design	5
LSD120 Culinary Arts	5
LSD130 International Foods	5
LSD140 Creative Cooking & Catering	5
LSD150 Child Growth & Dev.	5
LSD160 Youth Teaching Youth	5

<u>Social Studies Department</u>	<u>Credits</u>
SSD400C International Business & Cult.	5
SSD420C Legal & Political Experiences	5
SSD430C Economics/Social Problems	5
SSD490 AP Microeconomics	5

<u>Media Department</u>	<u>Credits</u>
MED100 Broadcast Writing	5
MED110 Adv. Broadcast Writing 1	5
MED120 Adv. Broadcast Writing 2	5
MED200 TV Production	5
MED300 Journalism	5
MED310 Advanced Journalism HNS	5
MED320 Advanced Journalism HNS II	5

<u>Health &amp; Physical Education</u>	<u>Credits</u>
PED020 Fundamentals Sports Medicine	5

<u>Other Programs</u>	<u>Credits</u>
XXD100 AM Tech School	20
XXD105 PM Tech School	20
XXD106 Career Prep AM	3
XXD107 Career Prep PM	3

**Financial, Economic, Business and Entrepreneurial Literacy** (2.5 Credits Required)

<u>Business</u>	<u>Credits</u>
CBD105 Financial Literacy	2.5

<u>Social Studies Department</u>	<u>Credits</u>
SSD400C International Business and Cult	5
SSD430C Economics/Social Problems	5
SSD490 AP Microeconomics	5

### **College Admission Requirements:**

Minimum graduation requirements should not be confused with college admission requirements. The general rule of thumb for most four-year colleges is that applicants should have completed a minimum of 16 "Academic Units" upon graduation. Normally, "Academic Units" are considered to be full year courses in college preparatory Math, Science, English, Social Studies and World Language.

WWPHS North and South courses, which count as academic units, depend upon the discretion of each individual college admissions department. Good grades in quality courses will enhance admission chances.

Admission to colleges and universities varies from easy to extremely competitive. Families should familiarize themselves with the various types of colleges and the degree of difficulty for admission.

Students should begin the planning process when selecting courses for the high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually.

### **Planning for the World of Work:**

Students planning to enter the world of work immediately after graduation from high school may wish to concentrate on course sequences that provide some vocational preparation. In addition to the courses required for high school graduation, students are encouraged to consider elective course work in areas of interest. All students are encouraged to take courses in computer applications.

Students wishing specific skill preparation while in high school may choose to attend Mercer County Technical School ([www.mcts.edu](http://www.mcts.edu)) or Middlesex County Vocational School ([www.mcvt.net](http://www.mcvt.net)). Each school has specific application procedures; consult with your counselor for more information.

### **Course Work Taken Prior to High School:**

High school level courses taken prior to grade 9 through the Option ii process may be used to meet prerequisites or advancement in a particular subject area. However, because graduation credit requirements may only be met by courses taken in grades 9-12, high school level courses taken prior to grade 9 are not included in GPA or credits earned, nor are they listed on the high school transcript. Grade 9 begins upon graduation from grade 8.

### **Grade Level Promotion Requirements:**

In order for students to be promoted to the next grade level, they must have successfully completed a required amount of credits during the school year (September through August). These minimums coincide with athletic and co-curricular eligibility requirements.

9<sup>th</sup> to 10<sup>th</sup> grade: 30 Credits

10<sup>th</sup> to 11<sup>th</sup> grade: 60 Credits

11<sup>th</sup> to 12<sup>th</sup> grade: 90 Credits

This is for graduation and eligibility tracking purposes only. It will not affect the student's ability to participate in grade level determined social activities.

### **Athletic & Co-Curricular Eligibility:**

The Board of Education recognizes the primary responsibility of the school system is to educate all students to the maximum levels possible. Although the academic program has first priority, student activities are an important part of the total learning experience. The Board of Education, therefore, has an obligation to provide an opportunity for students to participate in a full range of activities, while ensuring that the student's academic progress is sufficient to support this participation. School activities are defined as:

- All interscholastic athletic teams
- All non-athletic co-curricular activities

Any student who wishes to compete in interscholastic sports must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association (NJSIAA). WWPHS North and South will also follow this policy for co-curricular activities. Eligibility for activities will be determined on a semester-by-semester basis. A student must have passed 30 credits in the previous year to be eligible for participation in activities offered in the fall and /or winter. Students who have not attained the required 30 credits at the end of the regular school year may attend an approved summer program in order to gain credits for fall/winter eligibility. To be eligible for activities offered in the spring a student must be passing 15 credits at the conclusion of the fall semester. For full year courses, one half of the full year's credit is allocated to the first semester. Spring eligibility credit allocation is determined by looking at the fall cumulative semester grades issued by the teachers.

### **Participation in College Athletics:**

Students intending to participate in NCAA Division I or II college athletics as a freshman must be certified by the NCAA Eligibility Center. Certain academic criteria in high school must be achieved in order to be eligible to participate in college. For a list of WW-P approved courses, go to: [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and click on "College-Bound Student-Athletes / Resources / US Students / List of NCAA Courses" for specific requirements, application, and a list of approved WW-P courses (formerly 48-H). The NCAA now requires all student athletes to register with the eligibility center prior to accepting offers of (official college visits).

### **Class/Course Transfers**

#### **Level Changes:**

The deadline for level change requests in any course is September 30 and will not be considered until two class cycles have concluded. All level changes shall be made in consultation with counselor, teacher, department supervisor, principal and parent(s). There must be an open seat in the

requested course in order for the change to be made. Maintaining acceptable class size will be a priority.

Limit one level change per subject per year. Any additional changes must be approved by the subject area supervisor and building principal.

In addition, the student is responsible for missed work. Grades follow the student when he/she makes a level change, with due consideration given to the weight of that grade.

### **Course Changes:**

A two week opportunity for level or elective changes will be provided in August. There must be an open seat in the requested course in order for the change to be made. Maintaining acceptable class size will be a priority. No elective course changes may be made after September 1 for full year or semester courses.

### **Course Withdrawals**

Students may elect to withdraw from a course within the timeline listed below:

Year Courses- No later than February 1.

Semester Courses- No later than the last day of the 1<sup>st</sup> or 3<sup>rd</sup> marking periods.

Quarter - No later than the fifth week of that quarter.

### **Effect of Withdrawal on Permanent Record:**

1. A student who elects to withdraw from a year course at any time up to November 30th is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript.
2. A student who elects to withdraw from a year course at any time after November 30th is to be removed from the class roster. A record of WP or WF is to be maintained throughout the remainder of the year and recorded on the student's permanent transcript.
3. A student who elects to withdraw from a fall semester course at any time prior to the last day of the 1<sup>st</sup> marking period is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript.
4. A student who elects to withdraw from a spring semester course at any time prior to the last day of the 3<sup>rd</sup> marking period is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript.

### **Communication of Student Progress**

All parents are encouraged to create an account to access the Genesis Student Database Management System online portal.

Parents/guardians should regularly check student progress, attendance, missing assignments and grades. If parents / guardians have questions concerning the academic progress of their child, the parent/guardian should first contact the classroom teacher and then, if necessary, the appropriate

department supervisor. For concerns about overall progress in high school, the parent/guardian should contact the counselor.

Please note that only the final grade for each course appears on the student's permanent transcript.

### **Process for Resolving Incomplete Grades**

1. A grade of Incomplete (I) will be given only when there is just cause, e.g., work missing due to absence or illness. Otherwise, students are expected to submit work on time. While it is permissible to accept work that is late, students are expected to complete all work prior to the end of the marking period.
2. Unless there are extenuating circumstances, students are expected to resolve incompletes no later than ten school days after the close of the marking period. Unresolved "I's" will be automatically turned into the earned grade after 10 days. If an extension is sought, a request must go through the subject supervisor.

### **Review for Credit / Summer School**

Any student attending West Windsor – Plainsboro High School North and South who receives an "F" in a West Windsor – Plainsboro High School North or South course taken during the regular school year receives ZERO credits towards graduation for that course. Students who need the course, or want to earn the credits lost by failing a course during the regular school year, may opt to:

- a. Repeat the course during a future regular school year.
- b. Enroll in a summer school program approved by West Windsor – Plainsboro High School North or South.

Information about summer school will be posted on the district website, as it becomes available, or through the summer school office of another participating school district.

Credit may be earned in the summer for a maximum of two courses. If there are extenuating circumstances and a cogent case can be made by a parent/guardian in conference with the Director of Guidance, a third course may be taken for credit only with the approval of the Principal. A student must be enrolled for a minimum of 60 hours for a five-credit review course (a course originally failed). Review courses require 12 hours per credit. A pass/fail grade will be recorded resulting in no adjustment to the student's GPA. The appropriate credits will be awarded to those who successfully complete the course work. The original failing grade will be maintained on the student's permanent record.

### **Rank in Class**

The academic environment in both High School North and South is very challenging. The majority of our students meet that challenge by earning exemplary grades. We believe that rank in class unnecessarily increases competition and that our students' levels of achievement are not equitably or fully communicated by this single transcript statistic. West Windsor – Plainsboro Regional School

District policy, therefore, precludes the reporting of rank-in-class.

## **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.

### **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.

### **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.

### **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.

## **Advanced Placement Program**

AP courses are offered in English Language, English Literature, Studio Art, Art History, Calculus AB, Calculus BC, Statistics, Computer Science A, Computer Science Principles, Biology, Chemistry, Environmental Science, U.S. History, American Government, Comparative Government & Global Studies, Psychology, European History, Microeconomics, French Language, German Language, Chinese Language, Spanish Language, and Spanish Literature.

AP courses are college level courses offered in the high school for students interested in pursuing a thorough, comprehensive program of study and research. These are courses in which the College Board determines the curriculum. Students who elect these courses are strongly encouraged to take the accompanying Advanced Placement examination given in May. If a student receives a 3, 4, or 5 on the AP exam it might be possible to:

1. Receive college credit for that particular AP course.
2. Be granted an exemption by the college or university from beginning courses.
3. Gain tuition savings –credit may be given to students with qualifying grades.
4. Have time to explore undergraduate subject areas that the student would not otherwise be able to study.
5. Gain eligibility for honors and other special programs open to students who have received AP recognition.

The score reported on the AP examination, and each college's AP policy, determine how the above benefits apply. For a current list of college AP policies, refer to: <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>

## **Honors/Advanced Placement Eligibility and Procedures**

### **Eligibility Criteria:**

The following criteria shall apply to the determination of eligibility for Honors and Advanced Placement courses at High School North and South:

- Students who are currently in Advanced Placement and/or Honors courses can continue in such a course as long as they are passing the course with a grade of 70 (C or better).
- Students who are currently in Honors and achieve a grade of 80 (B) can enroll in an Advanced Placement course

- Students who are in a College Prep course who achieve a grade of 80 percent or higher (A or B grade) are eligible to elect an Honors level course.
- Students who are in College Prep course, who achieve a grade of 90 percent (A) in a College Prep course are eligible to elect an Advanced Placement course
- Students enrolled in A&E Math and transitioning from 8th grade to 9th grade can continue in that level as long as they are passing the course with a grade of 70 (C or better).
- Pre-requisite courses will continue to be required as described in the program of studies.

A student who meets the above criteria shall be eligible for enrollment in the respective Honors or Advanced Placement course, but shall not be required to enroll in the course. Such a decision should be made only after consultation with appropriate parties, which may include the student, guidance counselor, parents, teacher, subject area supervisor and, in the case of a classified student, members of the IEP team. For students eligible to enroll under the above criteria, the final decision to do so is with the parents or, in the case of an adult student, the student him/herself.

### Review Process:

- A student who does not meet the criteria for enrollment in a particular Honors or Advanced Placement course may request permission to enroll in such course, despite not meeting the criteria, by requesting an individual review of their particular circumstances.
- Reviews should be requested as soon as possible following communication of eligibility determinations to the student and his/her parents, but no later than April 1.
- 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 such as PSAT scores
  - Overall GPA
  - Mid-Year Common Assessment score
  - Department specific measures, e.g. math grades for science courses, DBQ (Document Based Question) for social studies, holistic essay score for LA and 1st two math grades
  - Third Marking Period grade (if available) or previous End of Year content area grade
- The final decision shall be made by the principal within 3 weeks of a request, but no later than April 15. The principal's decision shall be appealable to the Superintendent or his/her designated Assistant Superintendent, whose decision shall be final.
- In the case of students who are classified as eligible for special education and related services, the individual review shall be conducted by the IEP team, with full participation by the parents and student in accordance with state and federal laws. The IEP team shall consider all information

available to it, including but not limited to the criteria and circumstances set forth in this regulation, and determine the appropriate course placement for the student. If the parents disagree with the placement arrived at through the IEP process, they may file a request for mediation and/or a due process hearing in accordance with IDEA procedures.

## Option ii Course Work

Option ii offers alternative paths to credits that meet or exceed the New Jersey Core Curriculum Content Standards and are based on student interest or career goals. Students may elect to apply for WW-P credit or WW-P credit and advancement of a course level through distance learning, college course work or course work taken outside WW-P. All learning opportunities as allowed by Option ii must meet the criteria for approval under N.J.A.C. 6A:8-5.1(a) 1.ii and be signed off on by the Principal's Advisory Committee or certified by the principal by the stated deadline prior to taking the course. Several stipulations exist for students wishing to complete high school course work in an academic setting other than WWPNS North and South. An overview of these requirements is as follows:

**Option ii Courses Must Receive Principal Approval:** a completed Option ii approval form must be submitted along with syllabus/curriculum to the high school Principal's Advisory Committee. The student must have received approval prior to the first instructional meeting of the course. A completed online **Option ii Approval Form** must be submitted by May 1<sup>st</sup> for summer work, August 1<sup>st</sup> for the fall semester or January 1<sup>st</sup> for the spring semester.

**Option ii Courses Must be from an Accredited Institution:** the accreditation must be from a United States Department of Education recognized national, regional, specialized, and/or professional accrediting organization. For distance learning, the accreditation must be from a United States Department of Education recognized national, regional, specialized, and/or professional accrediting organization such as The Accrediting Commission of the Distance Education and Training Council.

**Option ii Courses Must Meet NJ Core Curriculum Content Standards:** learning opportunities based upon specified instructional objectives must meet or exceed the NJ Core Curriculum Content Standards and be certified by the Principal. NJCCCS may be found here: <http://www.state.nj.us/education/cccs/> Further, any option ii Advanced Placement course must be approved via an AP Audit conducted by the College Board.

**Students Must Show Minimum Proficiency to Earn WW-P Credit:** a student must earn a minimum grade of a C (70%) in any option ii course and show proficiency on the designated WW-P assessment with a minimum grade of a C (70%) to earn WW-P credit. If credit is awarded through Option ii, the student may not enroll in the equivalent WWPNS course. WWPNS North or South must receive an official transcript clearly showing successful completion of the course work. Final credits and a transcript grade will be

awarded based on the number of instructional hours per week or by Principal certification.

**Credit May be Earned for a Maximum of One Course in One Year (July 1- June 30)**

**Students May Only Earn Credit for One Course per Sequence and/or Subject Area throughout their Entire High School Career**

**The Following Subject Area Requirements Apply to All Option ii Coursework:**

- World Language courses must include a regularly scheduled speaking component
- Science courses must include a regularly scheduled laboratory component
- Language Arts courses must include a regularly scheduled writing component
- Art/Music Courses must include the creation of a portfolio, including multiple works of art / music

**All nontraditional courses (e.g. online) must include ongoing access between the instructor and student, as well as regular interaction for purposes of teaching, evaluating and providing assistance:** This may include, for example, exchanging of emails between the student and teacher, online chats, phone calls, feedback on assignments, and the opportunity for the teacher to engage the student in individual instruction.

**Successful Completion of an Option ii Course Does Not Guarantee Passing the WWP Equivalent Assessment:** passing an option ii course does not guarantee that a student is well equipped to pass the equivalent district course assessment. Please be familiar with the WW-P curriculum of the content equivalent course and recognize, based on recent statistics, that not all students pass the district final exam.

Please check the district web site at [www.ww-p.org](http://www.ww-p.org) under guidance / high school counseling / option ii for assessment statistics and under departments / curriculum / curriculum documents for content area curriculum by course.

**Students Should Appropriately Pace themselves to Complete Option ii Courses:** in order to sit for any necessary WW-P assessments, earn appropriate credits, complete graduation requirements and make needed schedule changes, students should complete summer option ii courses by August 15<sup>th</sup>, fall courses by January 15<sup>th</sup> and spring courses by May 15<sup>th</sup>.

**Course Extensions Will Not Be Granted by WWP:** the district will not grant extensions for option ii courses. All courses must be completed in the time specified by the educational service provider.

**Students May Take a Higher Level Option ii Course:** provided they met the criteria for that level course during the regular academic school year. For example, if a student qualified for an honors course by way of their semester one course average, or through the review process during the regular academic year, they may take an honors level option ii course in the summer.

**Option ii Course Work Cannot Begin Until a Student has Successfully Completed 8<sup>th</sup> grade and Must be Completed by the 7<sup>th</sup> Semester (fall of senior year).** With approval of the director of guidance and building principal, a student may complete remedial work in the spring of their senior year to fulfill a high school graduation requirement.

**Successful Completion of an Option ii Course Does Not Guarantee Placement:** passing an option ii course, as well as the WW-P final exam in that course, does not guarantee that a seat will be available in the next course. It is possible for an option ii student to not have a seat in the next sequential course due to master schedule limitations.

**Option ii Courses Cannot be Retaken:** if a student fails an option ii course or a WW-P assessment, they cannot retake the course or a like course via option ii. They may, however, take a similar course offered by the District.

**NCAA Clearinghouse Rules have changed with regards to software based credit recovery, virtual, online, independent study and correspondence courses effective August 2010:** These types of courses, which are identified by the NCAA Eligibility Center as nontraditional courses, must meet these guidelines in order to be used for college-bound student athletes who are planning to attend an NCAA Division I college or university. Please visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

**Recording of Non-Traditional Coursework on the WWPHS Permanent Record (Transcript):**

Students who have pursued non-traditional options for completing course work outside the parameters of the academic day, which have been approved for high school credit, will have said coursework listed on the high school transcript. The transcript will denote:

1. Name of course;
2. Institution - school/college/university where the coursework was taken;
3. Grade issued by the institution (WWPHS equivalent);
4. Credit issued by institution (at a maximum rate 35 hours per credit) **or** as certified by the principal.
5. Coursework will **not** count towards WGPA or GPA unless there is a formal articulation agreement between that institution and WWPHS.

## Routes for Obtaining a State Endorsed HS Diploma

1. **Traditional Route** – 120 Credits in Four Years.
2. **Traditional Route – Early Graduation Option.**  
(Fulfill the traditional 120-credit graduation requirement in 3 years rather than 4.)
3. **Traditional Route – Early Departure Option.**  
Withdraw from high school early if accepted into college without a high school diploma. Students could then apply college credit back in order to fulfill the traditional 120-credit requirement. The diploma would be awarded after official transcripts from the college are received and verified by the Director of Guidance and Principal if certification is required.
4. **Alternate Route - 30 College Credits Option.**  
In order for an individual to apply and qualify for a state-endorsed high school diploma through the 30 college credit route, all of the following requirements must be completed (N.J.A.C. 6:30-1.3):
  - *Statewide Assessment Test:* Documentation of passing scores on the statewide assessment must be presented.
  - *Transcript:* An official transcript, including at least thirty (30) general education credits leading to a degree at an accredited institution of higher education including a minimum of 15 credits with at least three credits in each of the five general education categories as follows: communications, mathematics, science, social science; and humanities must be presented. Remedial courses will not satisfy the requirement in the five general education categories.
  - *Application Form:* An application can be obtained by writing to the New Jersey State Department of Education, Office of Vocational-Technical, Career and Adult Programs, Bureau of Adult Education & Family Literacy, P.O. Box 500, Trenton, NJ 08625-0500.
  - *Verification of Age and Withdrawal from School:* Documentation of age and withdrawal from school must be presented by individuals who are 16 and 17 years of age. All of the above must be submitted to the Director of Guidance along with a check or money order for \$5 made payable to the Commissioner of Education.
5. **Adult High School Option**  
To qualify for a local district diploma, a student may elect to attend and graduate from an adult high school. Adult high schools are schools which offer supervised instruction in the day or evening and allow adults to complete the requirements for a diploma. Students must pass the statewide assessment in effect at the time they meet all other graduation requirements.
6. **General Education Development Diploma (GED)**  
To qualify for a GED, the student must withdraw and obtain a passing score on the General Educational Development (GED) test if 16 or older and no longer enrolled in school (N.J.A.C. 6:30-1.3(a) 1). GED's can be obtained via adult or night school.

## Student Assessments

1. For the classes 2019, 2020, 2021, and 2022 students are required to demonstrate proficiency in English Language Arts/ Literacy on the Partnership for Assessment of Readiness for College and Career (PARCC) Language Arts Assessment or the New Jersey Student Learning Assessment (NJSLA) in grade 10 and, in Mathematics, students are expected to demonstrate proficiency in Algebra I. Alternatively, a passing score on a Substitute Competency Test (SAT, PSAT, ACT, ASVAB, Accuplacer) or submission of a portfolio appeal can fulfill such requirement. For more information on the NJSLA and New Jersey's state minimum graduation requirements may be found at <https://www.state.nj.us/education/cccs/>  
  
All WWPHS students enrolled in grade 11 are required to take the New Jersey Student Learning Standards for Science (NJSLA- S). A grade 11 parent information guide may be found at [https://measinc-nj-science.com/sites/default/files/2019-02/2019\\_PSTG%20G11%20Science\\_FINAL.pdf](https://measinc-nj-science.com/sites/default/files/2019-02/2019_PSTG%20G11%20Science_FINAL.pdf)
2. In addition to state and district mandated assessments; other evaluations are used to determine student proficiency in core curriculum content areas. These assessments may identify students who are not yet proficient in designated curricular areas. Also, the use of multiple indicators of a student's performance validates the student's need for additional assistance.
3. Standardized College Admissions testing is recommended for students wishing to pursue post-secondary education. The College Board and ACT offer national testing programs from September through June. WW-P offers the SAT, SAT Subject Tests and ACT on site. For information about SAT testing dates and locations, go to <http://www.collegeboard.com/>. Information about ACT test centers and dates can be found at [www.actstudent.org](http://www.actstudent.org). The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a school-based test administered in the WW-P district only one Wednesday each year.

# Course Descriptions

## Art Department

Please note: Students who require a portfolio for admission to architecture or art major studies should complete a full four-year sequence.

**Art Foundation** **ARD100V**  
Grades: 9-12 5 credits YR  
Prerequisite: None

This course will cover observational drawing skills, color theory, painting, printmaking, and some basic sculptural methods. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition.

**Drawing & Painting I** **ARD110V**  
Grades: 10-12 5 credits YR  
Prerequisite: Art Foundation or Portfolio Review

This course builds on the skills developed in Art Foundation. Topics include developing composition and design skills, drawing from observation and imagination as well as painting from observation and utilizing advanced color theory. This course will begin to prepare students for competitive portfolios for art schools and colleges. Students interested in taking AP Studio Art in their senior year should take this course.

**Drawing & Painting II (CP or Honors)** **ARD120V**  
Grades: 10-12 5 credits YR  
Prerequisites: Art Foundation & Drawing & Painting I or Portfolio Review

Students with a serious interest in advanced drawing and painting should elect this course. Emphasis will be placed on composition, design, and developing a personal perspective through observation and imagination. Students will explore figural representation, reflection, transparency, and other advanced drawing problems as well as understanding the power of the unique viewpoint. Drawing and painting skills will be refined to prepare student portfolios for art schools and colleges. Students who are considering AP Studio Art are strongly advised to elect this course. Students will have the option of studying this course at the College Prep or Honors level. Students and parents will sign a contract in September that outlines the requirements to receive Honors credit.

**Sculpture & Ceramics** **ARD130V**  
Grades: 10-12 5 credits YR  
Prerequisite: None

This course will cover additive and subtractive forms of ceramics as well as provide students with skills in pinch slab, coil and wheel-thrown ceramics, and various glazing and finishing methods. The study of sculptural media may include wire, clay, plaster, stone, found objects, paper and wood. Focus will be placed on various construction methods and significance of material and symbolism. Work completed in this course may be used for the three-dimensional portion of an art portfolio for colleges.

**Printmaking** **ARD140V**  
Grades: 10-12 5 credits YR  
Prerequisite: None

This course will provide a survey of various forms of printmaking and paper/book arts. Students will be encouraged to develop their individual aesthetic concerns in relation to their work using an understanding of the elements and principles of design. This course is appropriate for both introductory and advanced students.

**Computer Art & Design I** **ARD150V**  
Grades: 9-12 5 credits YR  
Prerequisite: None

This course will provide students with a background in graphic design programs on the computer, utilizing Illustrator and Photoshop. 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. This course is an appropriate choice for students who wish to present a graphic design portfolio for admission into a strong graphic design program in an art school or college. This course will provide students with the technical background required to work artistically in digital graphic design mediums, and to produce work beneficial to the development of any portfolio, and could be used as the basis of an AP design portfolio.

**Computer Art & Design II** **ARD155V**  
Grades: 10-12 5 credits YR  
Prerequisite: Computer Art & Design I

This course will continue the course of study from Computer Art & Design II. Students will further develop computer-based art skills and solve more complex design challenges. Students will continue to develop their digital portfolio. This course is an appropriate choice for students who wish to present a graphic design portfolio for admission into a strong graphic design program in an art school or college. This course will provide students with the technical background required to work artistically in digital graphic design mediums, and to produce work beneficial to the development of any portfolio, and could be used as the basis of an AP design portfolio.

**Photography** **ARD160V**  
Grades: 10-12 5 credits YR  
Prerequisite: None

This course is designed to develop understanding and technique in photography. Students will be introduced to black and white photography, as well as some digital techniques, experimental processes, and a survey of photographic history. Compositional techniques will be taught, leading to an emphasis on **expressing** the individual interests of the student photographer. This course will provide students with the technical background required to work artistically in the medium of photography and to produce

work beneficial to the development of a portfolio, and could be used as the basis of an AP design portfolio.

**AP Studio Art** **ARD175V**  
Grade: 12 5 credits YR  
Prerequisites: 3 years of art courses including Art Foundation, Drawing & Painting I and Drawing & Painting II, or by Portfolio Review

This course is comparable in content and difficulty to a first-year college course. Students will produce a portfolio of artwork following the AP Portfolio Guidelines including a concentration essay and several pieces of independent artwork investigating a particular theme or visual idea that is important to them. Students will focus upon the idea generation, motivation techniques, and the heightened output of professionally minded artists. Students are strongly encouraged to submit their portfolios for review by the Advanced Placement Panel

**AP Art History** **ARD185V**  
Grades: 11-12 5 credits YR  
Prerequisites: Successful completion of at least one full-year course in American Studies I or American Studies I, Honors. Course Criteria: Minimum 90% Sem. 1 course average in American Studies I (College Prep) or 80% Sem. 1 course average in American Studies I, Honors

In AP Art History, students tackle profound questions like “What is art and how is it made?” and “How does art change?” The course prepares students to view art and understand the intention, purpose and style characteristics of every historical period, opening their eyes to the cultural references that surround us at every turn. Through writing, students will demonstrate both factual knowledge and an ability to synthesize and arrange ideas into concise, unified essays. AP Art History is a rigorous academic course that will prepare students for the advanced placement examination, which they are strongly encouraged to take.

## **Business/Computer Science Department**

**Accounting** **CBD150C**  
Grades: 9-12 5 credits YR  
Prerequisite: None

Accounting involves the examination, organization, management and design of accurate recording and reporting procedures of financial and business transactions. Some major specializations include public accounting, tax accounting, cost accounting, government accounting, budget accounting and internal auditing. The key objective is the knowledge to prepare financial statements as required by the SEC.

**Marketing** **CBD160C**  
Grades: 10-12 5 credits YR  
Prerequisite: None

This course helps students understand marketing, the process through which organizations analyze, plan, implement, and control programs to develop and maintain beneficial exchanges

with target buyers. Effective marketing is critical for the long-term success of any business organization because this function ensures that the firm attracts, retains, and grows customers by creating, delivering, and communicating superior customer value.

**Digital Communication** **CBD100C**  
Grades: 9-12 5 credits YR  
Prerequisite: None

Today digital, mobile, and social media such as Instagram, YouTube, and Twitter are integral to the communication strategies of businesses, nonprofit organizations and government agencies. 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.

**Financial Literacy** **CBD105**  
Grades: 10-12 2.5 credits YR

The personal financial literacy course is designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Effective money management is a disciplined behavior. It is difficult to master, and much easier when learned earlier in life. This course will start students on a path toward being in control of their financial futures. Five broad topics will be the foundation of the course: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

**Please note:** This course meets during the students’ Study Hall period. Students will have three Study Halls and three Financial Literacy classes each eight school days.

**Digital Media** **CBD210C**  
Grades: 9-12 5 credits YR  
Prerequisite: None

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.

**Introduction to Computer Programming & Mobile App/Game Design** **CBD220**  
Grades: 9-12 5 credits YR

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.

**AP Computer Science A** **CBD245**  
 Grades: 10-12 5 credits YR  
 Prerequisites: Algebra I & Intro to Comp. Prog.

Advanced Placement Computer Science A offers a second year of study in program design using a structured programming language. Input and output techniques, functions, and use of classes and objects will be studied using Java. Requirements for students in this course include individually designed programs that involve a time commitment outside the classroom. The curriculum offers the student preparation for the AP Computer Science A exam. Students are strongly encouraged to take the AP examination.

**AP Computer Science Principles** **CBD250**  
 Grades: 10-12 5 credits YR  
 Prerequisites: Algebra I & Intro to Comp. Prog.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**Advanced Topics in Computer Science Honors** **CBD255**  
 Grades: 11-12 5 credits YR  
 Prerequisites: AP Comp. Science A & Alg. II

Advanced Topics in Computer Science is the second course of a two year college level sequence in program design, implementation, and testing. It is designed for students who have successfully completed AP Computer Science A. The course extends the concepts of AP Computer Science, incorporating such topics as recursion, algorithm efficiency, data structures, sorting and searching, networking, graphical user interfaces, security, robotics, artificial intelligence, and parallel programming.

## Engineering Department

**Principles of Engineering** **ED100**  
 Grades: 9-12 5 credits YR

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 the engineering design process, computer programming, design

thinking, and problem solving. Students will be responsible for the development of advanced computational and robotic systems through the application of various computer program languages.

**Graphic Engineering** **ED120**  
 Grades: 9-12 5 credits YR  
 Prerequisite: None

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.

**Engineering Design and Fabrication** **ED110**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Principles of Engineering

In this course, students are immersed in the philosophies and strategies of solving three dimensional design problems in general and spatial design problems in particular. Students integrate multidisciplinary competencies they may already have with new design skills. Projects explore idea generation, concept realization in 2D and 3D media including basic orthographic drawings and hands-on fabrication techniques.

**Robotics Engineering** **ED130**  
 Grades: 9-12 5 credits YR  
 Prerequisite: None

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. Classroom and lab activities will include assembling and operating pneumatic (air) components and programming electric jointed arm robots and building robots in alignment with First Robotics Competition. Furthermore, students will design and build various robots to complete many challenges including walled maze, obstacle course, sumo battle and others. Students will have the opportunity to design custom components for their robots utilizing the CNC router and laser cutters. Students may elect to take this course multiple times during their high school career and in each subsequent year at the honors level. In the case of over enrollment due to facility restrictions, priority will be given in the following sequence to: students that have completed the Principles of Engineering course, 12th graders, 11th graders, 10th graders, 9th graders.

## Family & Consumer Science Department

**Creative Design** **LSD100**  
 Grades: 9-12 5 credits YR  
 Prerequisite: None

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.

**Advanced Creative Design** **LSD110**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Creative Design

Advanced Creative Design is a hands on course designed for students who have a passion for design concepts. Content areas covered in Creative Design are reviewed and enriched through further exploration. This course will dive deeper into the elements of design, current trends in home interior and fashion as well as fashion designers. Terminology and fundamentals of fashion, design, clothing and marketing, as well as interior spaces, room design, construction and accessories will be examined along with career opportunities within these fields.

**Culinary Arts** **LSD120**  
 Grades: 9-12 5 credits YR  
 Prerequisite: None

Culinary Arts is designed for students with limited experience in food preparation. The course introduces the preparation of baked products, dairy foods, protein foods, and fruits and vegetables, with the emphasis upon making healthy food choices. Special attention is placed on safe and sanitary food handling, the development of basic techniques and skills necessary in food preparation, and time management and organization in the kitchen. Implications for vocational choices are included with instruction. Students considering a career in the foods industry should consider taking this course during freshman or sophomore year to allow time for taking both of the advanced courses available in their junior and senior years. The advanced courses are International Foods and Creative Cooking and Catering. Both require Culinary Arts as a prerequisite.

**International Foods** **LSD130**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Culinary Arts

International Foods offers the student an opportunity to explore daily food choices and nutritional needs of cultures worldwide as well as the opportunity to creatively prepare dishes of regional American cuisine and cuisines of nations throughout the world. Some of the cultures explored include those of Europe, Asia, Africa, Australia, Latin America, and North America. Emphasis is placed on safety, sanitation, food preparation, time management, and appreciation of our culturally diverse heritage.

**Creative Cooking and Catering** **LSD140**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Culinary Arts

Creative Cooking and Catering provides students with the opportunity to gain greater self-confidence in meal planning and food preparation with an emphasis on foods for entertaining and career exploration. Units explored include garnishing and food presentation, appetizers, herbs and spices, beverages, soups, casseroles, specialty baking, cake decorating, and the catering

business. Critical thinking and creativity are encouraged. Time management, food preparation skills, and consumer skills are sharpened.

**Child Growth and Development** **LSD150**  
 Grades: 9-12 5 credits YR  
 Prerequisite: None

Child Growth and Development is designed for students who have an interest in studying the growth and development of children up to age 5. Those electing this course are exposed to the world of children through the study of the developmental principles and theories that can be applied on a practical level to various stages of the life cycle. Students study the physical, emotional, social and intellectual development of young children. Students participate in class lectures and discussions, written and research assignments, projects and practical experiences in order to train them in preparation for parenting and childcare skills. A special emphasis is placed on career possibilities in early childhood education and child care as the students prepare for, organize and actually operate a pre-school program within the high school classroom from November to May. In addition, special units on teen pregnancy and birth defects are explored.

**Youth Teaching Youth** **LSD160**  
 Grades: 11-12 5 credits YR  
 Prerequisites: Teacher recommendation and interview

Youth Teaching Youth provides students the opportunity to work closely with school age children in a classroom environment and exposes them to the field of education as a possible career choice. The high school juniors and seniors electing to take part in this unique program will each work directly with a regular classroom teacher in a grade level or special area of interest from September to June in a WW-P school. Through observation and participation students will be able to experience the role of teacher from “the other side of the desk” partaking in the many responsibilities required of a teaching professional. Students are required to participate in periodic feedback sessions with their classmates and to complete a variety of practical and written projects and assignments, which enhance and enrich their experience in the assigned classroom environment. The student, the cooperating teacher, and the Youth Teaching Youth Coordinator develop details of each assignment. Particular interests of the students are taken into consideration before placements are made. Students who have not taken Child Growth and Development must have an interview before placement. Students who participate in this program are graded on a Pass/Fail basis.

## Health & Physical Education Department

**Physical Education 9, 10, 11, 12** **PED009, PED010, PED011, PED012**  
 Grades: 9-12 3.75 credits 3 QT  
 Prerequisite: None

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



usage. The development of writing skills is a high priority for students. The essay and expository writing forms are studied and correlated with skills in organization and logic.

### **Language Arts II Honors**

Grade: 10                      5 credits  
Prerequisite: LA I  
Course Criteria: Minimum 80% Sem. 1 Course Avg. in LA I or 70% in LA I Honors

### **LAD205**

YR

LA II Honors is a challenging course that introduces the student to representative works of American writers who reflect the enduring traditions and styles of American literature. Students continue the study of vocabulary, grammar, mechanics and usage. The development of writing skills is a high priority for students. The essay and expository writing forms are studied and correlated with skills in organization and logic. However, at the HNS level, students will examine these areas in more depth.

### **Language Arts III**

Grade: 11                      5 credits  
Prerequisite: LA II

### **LAD320**

YR

LA III introduces the student to representative works of literature from around the world that reflect enduring traditions and universal themes. Students will also study informational text that illuminates and enhances their understanding of the literature. The development of writing skills is a high priority for LA III students as they prepare for college and the workplace. Students will continue the study of vocabulary, grammar, mechanics and usage as it relates to the reading and analysis of complex text and the writing of arguments, informative/explanatory essays and narratives.

### **Language Arts III Honors**

Grade: 11                      5 credits  
Prerequisite: LA II  
Course Criteria: Minimum 80% Sem. 1 Course Avg. in LA II or 70% in LA II Honors

### **LAD325**

YR

LA III HNS introduces the student to representative works of literature from around the world that reflect enduring traditions and universal themes. Students will also study informational text that illuminates and enhances their understanding of the literature. The development of writing skills is a high priority for LA III HNS students as they prepare for college and the workplace. Students will continue the study of vocabulary, grammar, mechanics and usage as it relates to the reading and analysis of complex text and the writing of arguments, informative/explanatory essay and narratives. At the HNS level, students will examine the components of literacy in more depth.

### **Language Arts IV**

Grade: 12                      5 credits  
Prerequisite: LA III

### **LAD420**

YR

The LA IV course is designed to enable students to transition successfully from high school to college and/or careers by sharpening their ability to read relevant and complex non-fiction and fiction and by building their communication skills in writing, listening and speaking. As students make this transition to adulthood in their senior year, they will be expected to take

greater responsibility for their learning by exercising choice in their reading lives and in their research topics. In addition, their writing will be focused on real world experiences and audiences. A project-based learning assignment will be a key component of the LA IV course.

### **Language Arts IV Honors**

Grade: 12                      5 credits  
Prerequisite: LA III  
Course Criteria: Minimum 80% Sem. 1 Course Avg. in LA III or 70% in LA III Honors or AP Language and Composition

### **LAD425**

YR

The LA IV HNS course is designed to enable students to transition successfully from high school to college and/or careers by sharpening their ability to read relevant and complex non-fiction and fiction and by building their communication skills in writing, listening and speaking. As students make this transition to adulthood in their senior year, they will be expected to take greater responsibility for their learning by exercising choice in their reading lives and in their research topics. In addition, their writing will be focused on real world experiences and audiences. A project-based learning assignment will be a key component of the LA IV course. In LA IV HNS, students will be expected to work with greater independence and examine literature and topics in greater depth and breadth.

### **AP Language and Composition**

Grades: 11-12                      5 credits  
Prerequisites: LA II or LAII HNS  
Course Criteria: Minimum 90% Sem. 1 Course Avg. in LA II or 80% in LA II Honors

### **LAD510**

YR

*Students in grade 11 or 12, who meet the prerequisites, may select AP Language and Composition to fulfill the English requirement during the junior or senior year. The course is conducted at a college level. Only students who have read widely and enjoy analytical reading should select this course.*

AP Language and Composition is designed to prepare the student for the Advanced Placement test. Following the recommended course of study from the College Board, the course emphasizes expository, analytical and argumentative writing. Students will read complex texts with understanding and write prose using content, purpose and audience as a focal point for organization. Students are strongly encouraged to take the AP examination.

### **AP Literature and Composition**

Grade: 12                      5 credits  
Prerequisites: AP Language and Composition or LA III Honors or LA III CP.  
Course Criteria: Minimum 70% Sem. 1 Course Avg. in AP Lang or 80% final grade in Semester LA III Honors or 90% final grade in first semester LA III.

### **LAD515**

YR

*Students in grade 12, who meet the prerequisites, may select AP Literature and Composition to fulfill the English requirement during the senior year. The course is conducted at a college level. Only students who have read widely and enjoy analytical reading should select this course.*

AP Literature and Composition is designed to prepare the student for the Advanced Placement test. Following the recommended course of study from the College Board, the course offers the study of fiction, poetry, and drama with a high degree of incisiveness and penetration. Writing, mainly exposition, forms a significant part of the course work. Students are strongly encouraged to take the AP examination.

## Mathematics Department

**Algebra 1** **MAD160**  
 Grades: 9-12 5 credits YR  
 Prerequisite: Math 8 or equivalent

Algebra I provides instruction for basic operations with real numbers, exponents, polynomials, fractions and irrational numbers. Course content also includes coordinate geometry, factoring of polynomials, solving of linear, quadratic, and systems of equations and inequalities. Verbal problems are integrated with units of study to emphasize the development of problem-solving abilities.

**Algebra 2** **MAD210**  
 Grades: 9-11 5 credits YR  
 Prerequisite: Algebra 1 or Algebra 1 Honors

Algebra 2 is a second year algebra course that provides a review and reinforcement of the skills and concepts from Algebra. Topics for instruction also include: polynomials, linear equations, inequalities, systems of linear equations, problem solving, factoring, exponents, radicals, quadratic equations, coordinate geometry, and exponential functions.

**Advanced Algebra 2** **MAD220**  
 Grades: 9-11 5 credits YR  
 Prerequisites: Algebra 1 or Algebra 1 Honors  
 Course Criteria: Minimum 70% Sem. 1 Course Avg. in Algebra 1 or complete Algebra 1 Honors

Advanced Algebra 2 is a second year algebra course for students with a strong background in Algebra 1. The course extensively covers linear and quadratic functions and relations, factoring, rational algebraic expressions, complex numbers, and linear programming. An emphasis is placed on graphing, applications, and problem solving throughout the units of study. Advanced Algebra 2 prepares students for the study of Pre-calculus. Graphing calculators are used extensively. (The TI 83/ TI 84 family of graphing calculators are preferred.)

**Advanced Algebra 2 Honors** **MAD225**  
 Grades: 9-11 5 credits YR  
 Prerequisites: Algebra 1 or Algebra 1 Honors  
 Course Criteria: Minimum 80% Sem. 1 Course Avg. in Algebra 1 or 70% in Algebra 1 Honors

This course extensively covers linear, quadratic and exponential functions and relations, factoring, rational algebraic expressions, complex numbers, logarithms, regression equations, series and sequences, and probability. The honors section stresses analytical thought and problem solving through extended study

of topics. Graphing calculators are used extensively. (The TI 83/ TI 84 family of graphing calculators are preferred.)

**Geometry** **MAD180**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Algebra 2 or Advanced Algebra 2

Geometry is a course emphasizing Euclidean geometry. The course includes a study of inductive and deductive reasoning, properties of segments, angles, perpendicular and parallel lines, triangles, quadrilaterals, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures and volume of solids. Real-world problem solving is emphasized in the study of each topic. Proofs are incorporated throughout the course.

**Geometry Honors** **MAD185**  
 Grade: 10-12 5 credits YR  
 Prerequisite: Adv. Algebra 2 or Adv. Algebra 2 Honors  
 Course Criteria: Minimum 80% Sem. 1 Course Avg. in Advanced Algebra 2 or 70% in Adv. Alg. 2 Honors

This course extensively covers the topics studied in geometry. See the "Geometry" course description for these topics. Additional topics include symbolic logic, formal proof and fractals. The honors section stresses analytical thought and problem solving with an emphasis on formal proof.

**Geometry Honors & Accelerated** **MAD195**  
 Grade: 9 5 credits YR  
 Prerequisites: Successfully meet the criteria for the Honors & Accelerated Mathematics Program

Geometry Honors & Accelerated is a course for ninth grade students who were enrolled in the Honors and Enriched Mathematics Program in grade eight. The course focuses on traditional Euclidean plane and solid geometry, with coordinate and transformational approaches considered as well. Non-Euclidean concepts are also studied. Course topics include: properties of angles, parallel lines, triangles, quadrilaterals, polygons, circles, solids, algebra review, coordinate geometry, transformations, constructions, area, perimeter, volume, congruence, similarity, inductive and deductive reasoning, logic, and axiomatic systems. This course will emphasize detailed analysis and proof. Introductory topics in trigonometry will be explored in depth.

**Algebra and Trigonometry** **MAD240**  
 Grade: 11 & 12 5 credits YR  
 Prerequisites: Geometry

Algebra and Trigonometry is a course which incorporates the study of extended algebra topics with the study of introductory trigonometry. Topics studied include function theory, trigonometric, linear, exponential, rational, polynomial, logarithmic functions, and the conic sections. Equation solving, problem solving and graphing are stressed throughout the course. Students who have demonstrated strong competency in Algebra 2 and those students who have experienced difficulties with Advanced Algebra 2 should select Algebra and Trigonometry.

**Pre-calculus** **MAD250**  
 Grades: 11-12 5 credits YR  
 Prerequisite: Geometry, Geometry Honors or Algebra and Trigonometry  
 Course Criteria: Minimum 70% Sem. 1 Course Avg. in Geometry or complete either Geometry Honors or Algebra and Trigonometry

Pre-calculus emphasizes the study of functions including polynomial, rational, logarithmic, exponential and trigonometric. Analytic trigonometry and additional topics in trigonometry are studied in depth. The studies of polar coordinates, sequences, series and probability are incorporated. Problem solving and graphing are stressed throughout the course. Graphing calculators are used throughout the course. (The TI 83/ TI 84 family of graphing calculators are used exclusively.)

**Pre-calculus Honors** **MAD255**  
 Grades: 11-12 5 credits YR  
 Prerequisites: Geometry or Geometry Honors  
 Course Criteria: Minimum 80% Sem. 1 Course Avg. in Geometry or 70% in Geometry Honors

This course extensively covers the topics studied in Pre-calculus. See the “Pre-calculus” course description for these topics. Additionally, this course will focus on the underpinnings of calculus to provide students with the depth of knowledge needed to be successful in Advanced Placement Calculus AB. Graphing calculators are used throughout the course. (The TI 83/ TI 84 family of graphing calculators are preferred.)

**Pre-calculus Honors & Accelerated** **MAD235**  
 Grade: 10 5 credits YR  
 Prerequisites: Geometry H&A  
 Course Criteria: Minimum 70% Sem. 1 Course Avg. in Geo H&A

Pre-calculus H&A is a continuation of the District’s H&A Mathematics program. Areas of study will include (but not be limited to) trigonometry, inverse trigonometry, polar coordinates, vectors, number theory, limits and an introduction to differential calculus. This course emphasizes critical and analytical thought processes, theory and applications. Graphing calculators will be used throughout the course. (The TI 83/ TI 84 family of graphing calculators are preferred.)

**Calculus Honors** **MAD265**  
 Grades: 11- 12 5 credits YR  
 Prerequisites: Pre-calculus Honors or Pre-calculus  
 Course Criteria: Minimum 70% Sem 1 Course Avg in Pre-calculus Honors or minimum 80% Sem 1 Course Avg. in Pre-calculus

Calculus Honors begins with a review of pre-calculus concepts followed by an introduction to limit theory and continuity. This is followed by an in-depth study of techniques of differentiation and integration. Throughout the year, application of differentiation and integration will be emphasized, including examples of optimization, related rates, area, and volumes of solids. Graphing calculators are used throughout the course. (The TI 83/ TI 84 family of graphing calculators are preferred.)

**AP Calculus AB** **MAD275**  
 Grades: 11-12 6 Credits YR  
 Prerequisites: Pre-calculus, Pre-calculus Honors or Calculus Honors  
 Course Criteria: Minimum 80% Sem. 1 Course Avg. in Pre-calculus Honors or 90% in Pre-calculus or complete Calculus Honors

Topics of study include limit theory, continuity, differentiation and integration. Throughout the year, application of differentiation and integration will be emphasized, including examples of optimization, related rates, area, and volumes of solids. Students are strongly encouraged to take the AP examination. Additional topics will extend beyond the scope of the advanced Placement Calculus exam. Graphing calculators are used throughout the course. (The TI 83/ TI 84 family of graphing calculators are preferred.)

**AP Calculus BC** **MAD285**  
 Grades: 11-12 6 Credits YR  
 Prerequisites: Pre-Calculus H&A, Calculus Honors, or AP Calculus AB  
 Criteria: Minimum 80% Sem. 1 Course Avg. in Calculus Honors, minimum 70% Sem 1 Course Avg in Pre-calc H&A or complete AP Calculus AB

Topics studied include applications of differentiation and integration, sequences and series, and special equations that include vector, polar, exponential, logarithmic and differential. Students are strongly encouraged to take the AP examination. Additional topics will extend beyond the scope of the Advanced Placement Calculus exam.

**Multivariable Calculus Honors** **MAD295**  
 Grade: 12 5 Credits YR  
 Prerequisites: AP Calculus AB or AP Calculus BC  
 Criteria: Minimum 70%, Sem 1 avg. in AP Calculus BC or minimum 90% in AP Calculus AB

Multivariable Calculus is the final course in the college preparatory mathematics sequence for students in our Honors and Accelerated Program. The concepts learned in single-variable calculus will be extended to three dimensions. Topics studied include vector valued functions, partial derivatives, multiple integrals, and vector calculus. Toward the end of the course, additional topics will be explored including differential equations and the theorems of Gauss and Stokes. Computer and calculator technology will be used to enhance understanding of concepts.

**Statistics** **MAD300**  
 Grades: 12 5 credits YR  
 Prerequisite: Geometry or Honors Geometry

This introductory statistics course is an elective that focuses on applied statistical techniques. The topics covered include techniques of probability, descriptive statistics, and inferential statistics, as well as, how these concepts are used to describe and predict events. The course culminates with a 4-week extensive project utilizing concepts covered throughout the year. This course is excellent for students interested in business, the social sciences or mathematics. Graphing calculators are used

throughout the course. (The TI 83/ TI 84 family of graphing calculators are preferred.)

**AP Statistics**

**MAD305**

Grades: 11-12

5 credits

YR

Prerequisites: Precalculus, Geometry Honors

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

Students are strongly encouraged to take the AP examination. Use of the TI 83/84 graphing calculator is a major requirement of the course and AP exam.

## Media Department

### **Broadcast Writing**

Grades: 9-12

5 credits

**MED100**

YR

Prerequisite: None

Students with a genuine interest in the art and techniques of broadcasting will learn production, performance and writing for television and radio. The “hands on” course involves working with video and audio technology to further develop communication and technical skills. The course focuses on independent and collaborative advanced television production, and also introduces radio production and broadcast. Students have the opportunity to produce and perform for the high school television and radio stations. Student work may also be featured through internet broadcasting and through the district’s educational cable access channel.

### **Advanced Broadcast Writing I/II**

Grades: 10-12

5 credits

**MED110/120**

YR

Prerequisites: Demonstration of strong competency in Broadcast Writing.

Advanced Broadcast Writing offers a student the opportunity to play a major role on the high school FM radio and TV stations. Students create and produce television and radio programs through application of previously learned broadcasting production techniques and writing strategies. Advanced skill building along with a professional process and approach are integral components of the course. Television and radio roles may include: producer, director, editor, show host, newscaster, sportscaster, reporter, engineer, talent, etc. The course also introduces students to movie screenwriting and video movie production. Due to the advanced nature of the coursework, involvement is required beyond the regular class period and beyond regular school hours. Students must apply for admission to the course and must demonstrate mastery of the established criteria for admissions. Demonstrated responsibility, a strong work ethic and the ability to work both independently and collaboratively are mandatory requirements. Students may apply for more than one year of Advanced Broadcast Writing.

### **TV Production**

Grades: 9-12

5 credits

**MED200**

YR

Prerequisite: None

TV Production focuses on the intricacies of television. Students will survey the art of television production and develop a more critical awareness of the workings of mass communication media. Students will become knowledgeable about the visual art of television through a “hands-on” approach to video fundamentals, applying visual concepts, techniques and aesthetics to a variety of pre-production, production and post-production activities. Working in front of and behind the camera, students will create television programs for class viewing that are designed to entertain and inform. Some student productions may also be selected for public presentation on the district educational access channel or the high school broadcasting program’s online television station, WWPH—TV.

## **Journalism**

Grades: 9-12

5 credits

**MED300**

YR

Prerequisite: None

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

### **Advanced Journalism Honors I/II**

Grades: 10-12

5 credits

**MED310/320**

YR

Prerequisite: Journalism

Course Criteria: Minimum 80% Sem. 1 Course Avg. in Journalism.

Production Journalism is designed for editors and senior staff writers of the school newspaper. The course permits editors in charge of producing the school newspaper to refine and expand a knowledge base of newspaper design. Editors develop policy, resolve ethical dilemmas that arise during the course of a year, and plan issues from artistic meetings to deadline. Editors are trained as leaders for the newspaper staff. Students in this course will design modes of communication, plan and conduct writing and layout workshops for the student body, and serve as representatives for the newspaper with administrators and the community. Senior staff writers explore more challenging, investigative journalism and are expected to develop contacts with journalists in the professional community.

## Music Department

### **Music Theory I**

Grades: 9-12

5 credits

**MUD100**

YR

Prerequisite: None

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. All participants should expect to improve skills in reading, writing, and composing music. The course offers students an opportunity to improve their musicianship. It develops rhythm, melody, ear-training, major and minor tonalities, treble and bass clef, basic keyboard skills, choral structures, and experience in computer assisted programs.

### **Music Theory II**

Grades: 10-12

5 credits

**MUD110**

YR

Prerequisite: Music Theory I or its equivalent

Music Theory II is designed for the musician who would like to further study music and/or for those planning a career in music. The course includes the study of complex rhythm,

melodic dictation, voice leading, four part vocal writing, figured bass, basic composition, further development of keyboard skills, a study of basic musical forms and training. This course incorporates composition and performance to assist learning and strengthen musicianship. Computer programs will be used to assist students in their training.

**Music Technology** **MUD115**  
 Grades: 9-12 5 credits YR  
 Prerequisite: None

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 engineering, and editing, students will create music in a variety of styles and for a variety of purposes.

**Chorale** **MUD120**  
 Grades: 9-12 5 credits YR  
 Prerequisite: None

Chorale is a performing ensemble available to any student interested in singing in a choir. It is the only ensemble available to students in grade 9 and is the prerequisite for the more advanced choral ensembles. The Chorale performs in a variety of concerts throughout the year. Students are rigorously trained in fundamental vocal technique and musicianship and perform an array of choral and solo vocal repertoire in a variety of styles and languages.

**Concert Choir (CP or Honors)** **MUD130**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Minimum one year of Chorale or recommendation of choral director

Concert Choir is a performing ensemble that builds on the skills acquired in Chorale. The choir performs in a variety of concerts and for special events in the school and community. Students are further trained in individualized vocal technique and musicianship and perform a wide array of choral and vocal repertoire in a variety of styles and languages that is of increased complexity and difficulty. Students will have the option of studying this course at the College Prep or Honors level. Students and parents will sign a contract in September that outlines the requirements to receive Honors credit.

**Chamber Choir (Honors)** **MUD132**  
 Grades: 10-12 5 credits YR  
 Prerequisites: Minimum one year of Chorale or Concert Choir, and audition

Chamber Choir is the most advanced choral ensemble and is selected by audition. The choir performs in a variety of concerts and for special events in the school and community. Students are still further trained in highly individualized vocal technique and advanced musicianship and perform a wide array of choral and vocal repertoire in a variety of styles and languages that is of significantly advanced complexity and difficulty. Students who are not selected for Chamber Choir may elect to enroll in Concert Choir.

**Concert Band** **MUD135**  
 Grade: 9-12 5 credits YR  
 Prerequisite: Offered to all students who have experience with a wind or percussion instrument

Concert Band is designed to offer 9th grade wind and percussion instrumentalists the opportunity to experience performing traditional band literature. The course prepares members to participate in either the Symphonic Band or Wind Ensemble in grades 10-12. The band performs in concerts, local concert band festivals, and for special school and community events.

**Symphonic Band (CP or Honors)** **MUD140**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Minimum of one year in concert band or recommendation of band director

Symphonic Band is designed to offer wind and percussion instrumentalists the opportunity to continue their training in performing traditional concert band literature. The band performs in concerts, local concert band festivals, and for special school and community events. Students will have the option of studying this course at the College Prep or Honors level. Students and parents will sign a contract in September that outlines the requirements to receive Honors credit.

**Wind Ensemble (Honors)** **MUD150**  
 Grades: 10-12 5 credits YR  
 Prerequisites: Minimum of one year in Concert Band or Symphonic Band, and audition

Wind Ensemble is designed to offer advanced wind and percussion instrumentalists the opportunity to continue their training with students of similar ability. The students perform advanced band literature. The bands perform at concerts, festivals, and for various school and community events. The most advanced students from this group also perform with the orchestra.

**String Ensemble** **MUD160**  
 Grades: 9-12 5 credits YR  
 Prerequisite: Offered to all students who have experience with a stringed instrument

String Ensemble is designed to offer any student grades 9-12 the opportunity to experience string literature of the highest quality. The course prepares members to perform with the Symphony Orchestra. A number of performances are scheduled for this group throughout the year.

**Symphony Orchestra (CP or Honors)** **MUD170**  
 Grades: 10-12 5 credits YR  
 Prerequisite: Minimum of one year in String Ensemble or recommendation of orchestra director

Symphony Orchestra is designed to offer instrumentalists the opportunity to experience orchestral literature of the highest quality. Wind and percussion musicians are selected from the symphonic band to perform full symphonic works on a regular basis. There are several performances scheduled for the school

and community throughout the year. Students will have the option of studying this course at the College Prep or Honors level. Students and parents will sign a contract in September that outlines the requirements to receive Honors credit.

**Philharmonic Orchestra (Honors)** **MUD172**  
Grades: 10-12 5 credits YR  
Prerequisite: Minimum of one year in String Ensemble or Symphony Orchestra, and audition

Philharmonic Orchestra is an auditioned ensemble designed to offer advanced instrumentalists the opportunity to experience orchestral literature of the highest quality. Wind and percussion musicians are selected from the Wind Ensemble to perform full symphonic works on a regular basis. There are several performances scheduled for the school and community throughout the year. Students not selected for Philharmonic Orchestra may elect to enroll in Symphony Orchestra.

## Science Department

**Biology** **SCD110**  
Grades: 9-10 5 Credits YR  
Prerequisite: None

Biology is a laboratory course designed to meet the needs of all students. The course of study takes the student through six major areas of Biological study; Science as a Process, Structure and Function of Life, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, and Natural Selection and Evolution. This course is structured to utilize an inquiry approach to discovering the nature of science as students engage in real-life content. 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** **SCD115**  
Grades: 9-10 6 Credits YR  
Prerequisites: Concurrent enrollment in Algebra II or higher.  
Course Criteria: Minimum 80% Sem. 1 Course Avg. in Previous College Prep Science Course or 70% in previous Honors Science Course **OR** "B" or higher in 8<sup>th</sup> grade science.

Biology Honors is a laboratory course. The course of study takes the student through six major areas of Biological study; Science as a Process, Structure and Function of Life, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, and Natural Selection and Evolution. Note that the Biology Honors course differs from the 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.

**AP Biology** **SCD205**  
Grades: 11-12 7 Credits YR

Prerequisites: Biology or Honors Biology and Chemistry or Honors Chemistry.  
Course Criteria: Minimum 90% Sem. 1 Course Avg. in Previous College Prep Biology and Chemistry or 80% in previous Honors Biology and Honors Chemistry.

AP Biology is a rigorous, laboratory course meeting the same requirements found in a first year college biology course. This course is designed to give students an opportunity to study the biological and chemical aspects of cellular biology, Mendelian and molecular genetics, anatomy and physiology of plants and animals, evolution and environmental science. Appropriate lab work as well as enrichment activities are included. Students are strongly encouraged to take the AP examination. The course stresses the students' ability to think clearly and express his/her ideas, orally and in writing, with clarity and logic.

**Chemistry** **SCD170**  
Grades: 10-12 6 Credits YR  
Prerequisite: Algebra I

Chemistry is a laboratory course designed to introduce and explore inorganic, organic, and nuclear chemistry topics. Within these units, students will study Structure and Properties of Matter, Conservation of Matter, Reaction Rates and Chemical Equilibrium, Nuclear Chemistry, and Applications of Chemistry. General concepts are emphasized with real world examples, as the content is spiraled throughout the course. Laboratory experiments, problem solving and group activities are included.

**Chemistry Honors** **SCD175**  
Grades: 10-12 6 Credits YR  
Prerequisites: Concurrent enrollment in Advanced Algebra II or higher.  
Course Criteria: Minimum 80% Sem. 1 Course Avg. in Previous College Prep MATH Course or 70% in previous Honors MATH Course.

Chemistry Honors is a laboratory course during which students will study Structure and Properties of Matter, Conservation of Matter, Reaction Rates and Chemical Equilibrium, Nuclear Chemistry, and Applications of Chemistry. Note that the Chemistry Honors course differs from the 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, the breadth and depth of the content covered, and the degree to which Algebra is applied in problem-solving.

**AP Chemistry** **SCD215**  
Grades: 11-12 7 Credits YR  
Prerequisite: Chemistry or Honors Chemistry and Advanced Algebra II or higher.  
Course Criteria: Minimum 90% Sem. 1 Course Avg. in previous College Prep Chemistry or 80% in previous Honors Chemistry.

AP Chemistry is a rigorous, laboratory course meeting the same requirements found in a first year college chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course stresses the student's ability to think clearly and express his/her ideas, orally and in writing, with clarity and

logic. This course differs qualitatively from the first year secondary course in chemistry with respect to the kind of textbook used, depth of topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done. Topics include: Atomic Theory and Structure, Periodicity, Chemical Bonding, Nuclear Chemistry, Gas Laws, Kinetic Molecular Theory, Solutions, Reactions, Equilibrium, Kinetics, Electrochemistry, Thermodynamics, and Organic Chemistry. Students are strongly encouraged to take the AP exam.

**Physics** **SCD180**  
 Grades: 10-12 6 Credits YR  
 Prerequisite: Concurrently enrolled in Algebra II or a higher math course.

Physics is a laboratory course covering the topics of Forces and Motion, Types of Interactions, Energy, Electricity and Magnetism, Waves and their Applications. Students are expected to develop knowledge and skills related to both scientific process and specific physics content, and use algebra to solve problems.

**Physics Honors** **SCD185**  
 Grades: 10-12 6 Credits YR  
 Prerequisites: Concurrently enrolled in Pre-calculus or higher math course.  
 Course Criteria: Minimum 80% Sem. 1 Course Avg. in Previous College Prep MATH Course or 70% in previous Honors MATH Course.

Physics Honors is a laboratory course where students are expected to develop knowledge and skills related to both scientific process and specific physics content. Note that the Physics Honors course differs from the 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. The course covers topics including Forces and Motion, Types of Interactions, Energy, Electricity and Magnetism, Waves and their Applications. Physics Honors is a more mathematically rigorous physics course than Physics.

**Advanced Topics in Physics Honors** **SCD195**  
 Grade: 12 7 Credits YR  
 Prerequisite: Physics CP or Physics Honors.  
 Concurrent enrollment in Calculus or higher math course.  
 Course Criteria: Minimum 90% Sem. 1 Course Avg. in Previous College Prep Physics or 80% in previous Honors Physics.

Advanced Topics in Physics Honors is a rigorous calculus-based, laboratory physics course that builds on knowledge constructed in a first year physics course. In this course, students work to study classical topics such as rotational motion, waves and oscillations, electrostatics, circuits, and electromagnetism; additional topics in modern physics, such as relativity and the dual nature of light, may also be covered. This course builds heavily on the CP and especially upon the

Honors level experience. Students who have completed Physics at the college prep level need to carefully consider taking AT Physics, as the study of physics at this level requires a strong prior background in the application of trigonometry, geometry and advanced algebra to physics. The course stresses the students' ability to think clearly and express his/her ideas, orally and in writing, with clarity and logic.

**Environmental Science** **SCD186**  
 Grades: 10-12 5 Credits YR  
 Prerequisites: None

Environmental Science is a course designed for students with a wide variety of interests and academic ability. Within the primary units: Earth History, Earth Systems, Weather and Climate, Human Sustainability, and Ecosystem Dynamics, students explore many issues and topics including global economics, structure and function of ecosystems, world food and water supplies, impact of pollution, biodiversity, alternative energy sources and sustainability. Students engage in laboratory work, fieldwork, computer exercises, analytical writing, debate, discussions and group projects.

**Forensic Sciences** **SCD190**  
 Grades: 11-12 5 Credits YR  
 Prerequisites: Biology and one other full year of science.

Forensic Sciences involves the application of scientific principles and analyses to criminal and other legal investigations. Students apply scientific concepts in genetics, chemical analysis, the laws of force and motion, and environmental relationships. Laboratory procedures from biology, chemistry, physics and earth science are used to solve a variety of hypothetical crimes. Coursework includes group activities, problem solving, and laboratory work, and may include outside readings, field trips, and guest speakers. After completing basic information and skills, students become involved in a variety of activities or projects based on interest and ability.

**Human Anatomy & Physiology** **SCD200**  
 Grades: 11-12 6 Credits YR  
 Prerequisites: Biology and Chemistry

A year-long science elective, this course builds upon content from both biology and chemistry. It is designed for students who may be interested in a career in health-related fields, and are interested in learning more about how the human body works. HAP will explore various body systems, investigate how structure relates to function, and learn how body systems maintain homeostasis by coordinating and controlling important physiological functions. It is a rigorous lab course in which students will complete dissections and lab investigations. HAP also provides students with the opportunity to investigate topics of interest to them and find unique ways to present their findings to their peers and teachers through inquiry-based learning experiences and the development of presentation skills.

**AP Environmental Science** **SCD 220**  
 Grades: 11-12 7 Credits YR  
 Prerequisites: Biology or Honors Biology and Chemistry or Honors Chemistry.  
 Course Criteria: Minimum 90% Sem. 1 Course Avg. in Previous College Prep Biology and Chemistry or 80% in previous Honors Biology and Honors Chemistry.

NOTE: If this course is selected after the student has completed an entire year of the foundation course, then the course grade and NOT the semester grade will apply.

AP Environmental Science is a rigorous, laboratory course meeting the same requirements found in a first year college environmental science course. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and those linked to the actions of humanity, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is interdisciplinary and covers a wide variety of topics from different areas of study. Topics that will be studied include: environmental history, sustainability, basic ecological principles (ecosystems, energy flow, populations), biodiversity (aquatic, terrestrial, extinction), agriculture, natural resources (water, soil, geologic), energy (renewable, nonrenewable), pollution, climate change, and pest management. Students are strongly encouraged to take the AP exam.

**Descriptive Astronomy** **SCD250**  
 Grades: 11-12 2.5 credits SM  
 Prerequisites: Any two full-year science courses.

In Descriptive Astronomy, students investigate the Earth's place in the universe by following the development of observations and ideas of the cosmos over past centuries leading to and including current thought. Topics include the sun, moon, Earth, planets, comets, stars, galaxies, black holes and the relationship between science and technology. Attention is given to the impact of astronomy on society. Some nighttime observations are required.

**Genetics** **SCD260**  
 Grades: 11-12 2.5 credits SM  
 Prerequisites: Any two full-year science courses.

This course encompasses the basic principles and concepts of genetics. Topics include the structure and function of DNA, protein function, genes and chromosomes. Special attention is paid to karyotyping, genetic testing, DNA electrophoresis, and the polymerase chain reaction and how each of these is used in modern genetic analysis. An additional segment of the course is devoted to the techniques used in forensic science and paternity testing. A variety of laboratory procedures are conducted that represent common methods used in genetic analysis. Labs include DNA isolation and analysis, studies of cell division, and genetic crosses. Students conduct genetic crosses using organisms such as bacteria, Drosophila, and the mustard plant to demonstrate patterns of inheritance. An independent research paper in

genetics is assigned to provide students the opportunity to pursue their own individual interests. Suggested topics include genetic engineering, cloning, gene therapy, genetic testing, and medical genetics.

## Social Studies Department

**World History** **SSD100**  
 Grade: 9 5 credits YR  
 Prerequisite: None

World History provides a survey of the significant time periods of human development from the Age of Absolutism to the present. Focusing on the basic elements of all societies through the study of institutions of civilizations-family, religion, education, economics and government-the course offers an historical perspective for today's world. This historical perspective is presented chronologically. Critical reading and historical thinking skills and 21<sup>st</sup> century competencies are reinforced and developed using historical content. The course requires students to critically read and analyze primary and secondary sources. Current events are integrated into the curriculum in order to bridge past and modern events. The ultimate goal is to give students a framework so that they may use the past to develop insights that will allow them to deal with issues they will encounter today and in the future.

**World History Honors** **SSD105**  
 Grade: 9 5 credits YR  
 Prerequisite: None  
 Course Criteria: Minimum 80% Sem. 1 course average in 8<sup>th</sup> grade Social Studies.

World History Honors provides a survey of the significant time periods of human development from the Age of Absolutism to the present. Focusing on the basic elements of all societies through the study of institutions of civilizations-family, religion, education, economics and government-the course offers an historical perspective for today's world. This historical perspective is presented chronologically. Critical reading and historical thinking skills and 21<sup>st</sup> century competencies are reinforced and developed using historical content. Current events are integrated into the curriculum in order to bridge past and modern events. The ultimate goal is to give students a framework so that they may use the past to develop insights that will allow them to deal with issues they will encounter today and in the future. While the College Prep and Honors programs utilize challenging 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.

**American Studies I** **SSD200**  
 Grade: 10 5 credits YR  
 Prerequisite: World History

American Studies I examines the rich cultural, economic, historical, and social heritage of this country as it has developed from the origins of the American Revolution, governmental and constitutional development, westward territorial expansion, the

crisis and challenges of the Civil War and Reconstruction eras, the rise of American industrial and urban development, overseas expansion, and international power, and two decades of Progressive reform in the early 20<sup>th</sup> Century. The outbreak of World War I and entry of the United States into this global conflict is the connecting point with American Studies II and modern history. This course also focuses on class, gender and racial issues and their significance in our nation's history, the placement of American history in its global context, the constant dialectic of change and continuity, and the rights and responsibilities of citizenship in our democratic society. The course requires students to critically read and analyze primary and secondary sources. The ultimate goal is to give students a framework so that they may use the past to develop insights that will allow them to deal with issues they will encounter today and in the future.

**American Studies I Honors** **SSD235**  
 Grade: 10 5 credits YR  
 Prerequisites: World History  
 Course Criteria: Minimum 80% Sem. 1 course average in World History or 70% Sem. 1 course average in World History Honors.

This course examines the rich cultural, economic, historical, and social heritage of this country as it has developed from the origins of the American Revolution, governmental and constitutional development, westward territorial expansion, the crisis and challenges of the Civil War and Reconstruction eras, the rise of American industrial and urban development, overseas expansion, and international power, and two decades of Progressive reform in the early 20<sup>th</sup> Century. The outbreak of World War I and the United States' entry into this global conflict is the connecting point with American Studies II and modern history. This course also focuses on class, gender, and racial issues and their significance in our nation's history, the placement of American history in its global context, the constant dialectic of change and continuity, and the rights and responsibilities of citizenship in our democratic society. The ultimate goal is to give students a framework so that they may use the past to develop insights that will allow them to deal with issues they will encounter today and in the future. While the College Prep and Honors programs utilize challenging primary and secondary source materials, the Honors program uses materials that demonstrate greater text complexity and require stronger and more independent research, writing, and historical thinking skills.

**American Studies II** **SSD300**  
 Grade: 11 5 credits YR  
 Prerequisite: American Studies I or American Studies I Honors.

American Studies II integrates a chronological and thematic study of the significant cultural, economic, historical, and social issues encountered by the United States from the outbreak of World War I through the 20<sup>th</sup> Century to today. Specific units of study will focus on important cultural, economic, historical, and social events that have shaped the United States governments and foreign policies during this period. This course examines the rich historical and multicultural heritage of this nation, the expanded role of the government in domestic

matters and its pivotal role in world affairs, and the rights and responsibilities of American citizenship. The course requires students to critically read and analyze primary and secondary sources. The ultimate goal is to give students a framework so that they may use the past to develop insights that will allow them to deal with issues they will encounter today and in the future.

**American Studies II Honors** **SSD305**  
 Grade: 11 5 credits YR  
 Prerequisites: American Studies I or American Studies I Honors.  
 Course Criteria: Minimum 80% Sem. 1 course average in American Studies I College Prep or 70% Sem. 1 course average in American Studies I Honors.

American Studies II Honors integrates a chronological and thematic study of the significant cultural, economic, historical, and social issues encountered by the United States from the outbreak of World War I through the 20<sup>th</sup> Century to today. Specific units of study will focus on important cultural, economic, historical, and social events that have shaped the United States governments and foreign policies during this period. This course examines the rich historical and multicultural heritage of this nation, the expanded role of the government in domestic matters and its pivotal role in world affairs, and the rights and responsibilities of American citizenship. The ultimate goal is to give students a framework so that they may use the past to develop insights that will allow them to deal with issues they will encounter today and in the future. While the College Prep and Honors programs utilize challenging 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.

**International Business and Cultures** **SSD400C**  
 Grades: 10-12 5 credits YR  
 Prerequisite: None

International Business and Cultures is a full year elective course focusing on global marketing, cultures, customs, and telecommunications. Students will learn about international trade and finance, economics, communications, travel and money around the world. A variety of learning opportunities linking other educational disciplines, business, and industry will be incorporated to provide a realistic approach. Students will learn about career opportunities relating to international business in industry, business, government, and other professions. The skills and knowledge students acquire in this course will prepare them for life in an international environment.

**Human Behavior** **SSD410**  
 Grades: 11-12 5 credits YR  
 Prerequisite: None

Human Behavior is an introduction to sociology and psychology, its foundations, history and methods. Students apply what they have learned in discussions of current issues and dilemmas, psychological research studies, in addition to mental health topics. The course helps to prepare students for future classes in sociology and behavioral sciences. Success in human behavior

requires active participation. Students are also required to complete a survey experiment in sociology and a research paper in psychology.

**Legal and Political Experiences (IPLE) SSD420C**  
Grades: 11-12 5 credits YR  
Prerequisite: None

Legal and Political Experiences offers an opportunity to examine political concepts and practices on the federal, state and local government levels. Participatory experiences in law-related activities are essential components of the curriculum. Students are required to become involved in community projects, voter registration, observe court and municipal proceedings and contribute to legal and political workshops. Topics for study are based on historical landmark Supreme Court decisions as well as contemporary political and legal trends. The award winning text "Street Law" is used as a practical guide to individual rights and the law. The district supports students' participation in the State competition. Should the team qualify for the national competition, students have to pay the costs for their participation in the national competition.

**Economics/Social Problems in American Society SSD430C**  
Grades: 11-12 5 credits YR  
Prerequisite: None

This course takes an analytical approach to the study of public policy in the United States and the economic and social forces that shape them. Emphasis is foremost on economic analysis through a look at the allocation of resources in our society. In order to provide a more thorough understanding of public policy, related topics such as law, ethics, sociology, and politics are addressed. Additional topics include discrimination, economic growth, crime, health care, big business, and sports. Emphasis is on research and presentation, both in writing and orally. Projects will be presented in groups and individually. A case study approach is taken in each unit. College level texts are utilized, in addition to academic journals and magazines.

**Multicultural Studies SSD440**  
Grades: 11-12 5 credits YR  
Prerequisite: None

This course offers students an opportunity to investigate and learn the significant aspects of the history, culture, and contemporary experiences of a variety of racial and ethnic groups of people. Its primary purpose is to promote an appreciation of unity and diversity within the American society. An emphasis is placed on the universals of all cultures. Through investigative study, the student will be expected to analyze and interpret contributions to society by such diverse groups as Asians, Pacific Islanders, Native Americans, African Americans, Latinos, Middle Easterners, and others. Attitudes and values as appropriate within the context of the study of multiculturalism will be examined.

**AP United States History SSD455**  
Grades: 11-12 5 credits YR  
Prerequisite: Successful completion of at least one full-year course in American Studies I or American Studies I Honors.  
Course Criteria: Minimum 90% Sem. 1 course average in American Studies I College Prep or 80% Sem. 1 course average in American Studies I Honors.

AP US History offers the student a college level experience. Through an examination of primary and scholarly historical source materials, students are required to critically analyze and assess historical documents and information, weigh evidence, interpret cause and effect relationships, and make conclusions on a variety of economic, historical, and social issues, based upon informed and well-reasoned judgments. Students must have demonstrated superior proficiencies in language arts and social studies. The curriculum and course are designed to prepare students for the Advanced Placement United States History Exam. Students are strongly encouraged to take the AP examination.

**AP European History SSD465**  
Grades: 11-12 5 credits YR  
Prerequisite: Successful completion of at least one full-year course in American Studies I or American Studies I Honors.  
Course Criteria: Minimum 90% Sem. 1 course average in a previous American Studies College Prep course or 80% Sem. 1 course average in a previous American Studies Honors course or 70% Sem. 1 course average in a previous Advanced Placement Social Studies course.

Students will study European History from the Renaissance to the present with an emphasis on providing the student with challenging and stimulating learning experiences to prepare them for the Advanced Placement European History Examination and enhance their critical thinking, document analysis, inference, and writing skills. Students are strongly encouraged to take the AP examination.

**AP American Government SSD475**  
Grades: 11-12 5 credits YR  
Prerequisite: Successful completion of at least one full-year course in American Studies I or American Studies I, Honors.  
Course Criteria: Minimum 90% Sem. 1 course average in previous American Studies College Prep course or 80% Sem. 1 course average in a previous American Studies Honors course or 70% Sem. 1 course average in a previous Advanced Placement Social Studies course.

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students are strongly encouraged to take the AP examination.

### **AP Comparative Government and Global Studies SSD480**

Grades: 11-12                      5 credits                      YR  
Prerequisite: Successful completion of at least one full-year course in American Studies I or American Studies I Honors.

Course Criteria: Minimum 90% Sem. 1 course average in previous American Studies College Prep course or 80% Sem. 1 course average in a previous American Studies Honors course or 70% Sem. 1 course average in a previous Advanced Placement Social Studies course.

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Students are strongly encouraged to take the AP examination.

### **AP Psychology**

**SSD485**

Grades: 11-12                      5 credits                      YR  
Prerequisite: Successful completion of at least one full-year course in American Studies I or American Studies I, Honors.

Course Criteria: Minimum 90% Sem. 1 course average in previous American Studies College Prep course or 80% Sem. 1 course average in a previous American Studies Honors course or 70% Sem. 1 course average in a previous Advanced Placement Social Studies course.

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students are strongly encouraged to take the AP examination.

### **AP Microeconomics**

**SSD490**

Grades: 11-12                      5 credits                      YR  
Prerequisite: Successful completion of at least one full-year course in American Studies I or American Studies I, Honors and Algebra II or Algebra II Honors.

Course Criteria: Minimum 90% Sem. 1 course average in previous American Studies College Prep course or 80% Sem. 1 course average in a previous American Studies Honors course or 70% Sem. 1 course average in a previous Advanced Placement Social Studies course. Course criteria: Minimum 90% Sem 1 course average in previous Algebra II College Prep course or 80% Sem. 1 course average in Algebra II Honors or at least

90% in a higher level CP math class or 80% in a higher level Honors math class or 70% in a higher level AP math course.

In AP Microeconomics students will study microeconomics and develop a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students taking this course will be prepared for the national AP Microeconomics Exam. It fulfills the graduation requirement for 'financial literacy' or '21<sup>st</sup> Century Life and Careers.' Students are strongly encouraged to take the AP examination.

## **Theatre Department**

### **Theatre Arts**

**TAD100**

Grades: 9-12                      5 Credits

YR

Prerequisite: None

Theatre Arts offers student opportunities to practice a broad spectrum of theater activities. Students will create and perform speeches, monologues, short scenes and improvisations. Students will also gain an understanding of the basics of set design, production and stagecraft.

## **World Languages Department**

West Windsor-Plainsboro High School North and South offer sequential study in Mandarin Chinese, French, German and Spanish. Listening, speaking, reading, writing, and culture are integral parts of each course.

Students who began French, German, Spanish or Chinese in grade six of the middle school may be eligible to enroll in Advanced Placement French, German, Spanish or Chinese. There are prerequisites noted above the course descriptions. In order to be well prepared for a Subject Test in any world language, students should complete at least the 4 honors level. Students who begin the study of a world language in grade nine will take level one. They will be able to complete a full four-year sequence of study in one language. Please note that a language level is not specific to a grade. For example: Level 1 classes can include students from different grades who are beginning language study late or are beginning the study of a second or third world language.

For Honors courses in Spanish, French, German and Chinese, a program has been designed to lead to Advanced Placement courses. Students beginning the study of their heritage language will be assessed for appropriate placement. Courses will be offered on a campus in years when enrollment so justifies or they may be combined with another level of the same language.

**An Intro to Spanish Communication & Culture WLD100**

Grades: 9-12 5 credits YR

Prerequisite: None

This is an introductory course with a focus on oral proficiency and cultural study. This is a special course with a hands-on, concrete approach for different learning styles. Techniques for the differentiation of instruction are utilized. The basic skills of reading, writing, speaking and listening are incorporated into the course, yet the emphasis is on the skills necessary for effective communication, especially in reference to communication in the work place. Combined with Spanish Language & Cultural Study, this two-year sequence fulfills the graduation language requirement.

**Spanish Language & Cultural Study WLD105**

Grades: 9-12 5 credits YR

Prerequisite: Completion of An Intro to Sp. Comm. &amp; Cul.

This is the second year of the series beginning with Intro to Sp. Comm. & Culture. The emphasis is on the skills necessary for effective communication, especially in reference to communication in the work place.

**Spanish 1 WLD120**

Grades: 9-12 5 credits YR

Prerequisite: None

Spanish 1 is a course in the basic skills of listening, speaking, reading, and writing Spanish as it is used throughout the Spanish-speaking world. Culture study will provide the student with information on life in Spanish-speaking countries.

**Spanish 2 WLD130**

Grades: 9-12 5 credits YR

Prerequisite: Spanish 1 or at least two years of Middle School Spanish.

This course will continue to develop the basic skills of listening, speaking, reading and writing practical Spanish. Culture study will provide the student with information on life in Spanish-speaking countries.

**Spanish 3 WLD140**

Grades: 9-12 5 credits YR

Prerequisite: Spanish 2 or 3 years of Middle School Spanish.

Spanish 3 strengthens the facility with the language through the review of basic communication skills and the introduction of new material needed for communication. Culture study is an integral part of the course.

**Spanish 3 Honors WLD146**

Grades: 9-12 5 credits YR

Prerequisite: Spanish 2: 80% Sem. 1 Course Avg or 3 years of Middle School Spanish: with 80% combined average for 8<sup>th</sup> grade marking periods 1 and 2.

Spanish 3 Honors offers the highly motivated student of Spanish the opportunity to begin a sequence of rigorous studies of the

Spanish language and the cultures of the Spanish-speaking people. Students should plan to continue the course sequence to Advanced Placement Spanish Language.

**Spanish 4 WLD150**

Grades: 10-12 5 credits YR

Prerequisite: completion of Spanish 3

Spanish 4 is a course designed to further individual development of the essential communication skills. Oral proficiency is emphasized. Students read and discuss short stories and selections from contemporary articles on topics of cultural interest. Projects and other hands-on assessments are an integral part of the course. Grammar will be studied to facilitate accuracy of self-expression.

**Spanish 4 Honors WLD155**

Grades: 10-12 5 credits YR

Prerequisite: Spanish 3 Honors: 70% Sem. 1 Course Avg or Spanish 3: 80% Sem 1 Course Avg.

Spanish 4 Honors is a continuation of the sequence begun in Spanish 3 Honors. (See that description.) This is a course for students who are planning to continue the sequence to AP Spanish Language.

**Spanish 5 WLD160**

Grade: 11-12 5 credits YR

Prerequisite: Completion of Spanish 4

This course is for the students who wish to continue studying the language and work on oral proficiency, which is emphasized. Assessments will be in the form of hands-on projects, as well as presentations and written assessments. Topics of cultural interest are studied and grammatical structures are reviewed to facilitate the communication skills of the students.

**Conversations in Spanish WLD165**

Grade: 12 5 credits YR

Prerequisite: completion of Spanish 5

This course allows students to continue to work on their oral proficiency and conversational skills. Emphasis is placed on the cultural aspects of the Spanish speaking world. Music, art, short stories and some contemporary films are an integral part of the course, as well as the study of the traditions and society of Spain and Latin America. Projects and other hands-on assessments are an important part of the course.

**Honors Spanish Cultural Studies WLD175**

Grades: 11-12 5 credits YR

Prerequisite: Spanish 4 Honors: 80% Sem. 1 Course Avg. Spanish 5 90% Sem. 1 Course Avg

AP Spanish Language: 70% Sem. 1 Course avg. This course offers students the opportunity to investigate and learn about significant aspects of the Spanish speaking world. The Spanish language will be used as a tool to explore and acquire a cultural, social, political and historical perspective of Spain and Latin America through music, art, literature, and film. Conversation will be an integral part of the course, as well as reading and

writing. Students will be expected to actively participate in discussions concerning the varied topics.

**AP Spanish Language** **WLD185**  
Grade: 11-12 5 credits YR  
Prerequisite:  
Spanish 4 Honors: 70% Sem. 1 Course Avg or  
Honors Spanish Cultural Studies: 80% Sem. 1 Course  
Avg or Spanish 5: 90% Sem. 1 Course Avg

This course is comparable in content and in difficulty to a course in Advanced Spanish Composition and Conversation at the third year college level. It consists of an intensive review of all structure, considerable vocabulary building, and speaking exercises to improve pronunciation and language facility. In addition to the text, materials may be chosen from literature, magazines, newspapers and a variety of authentic audio-visual selections. There is frequent composition work and students are expected to participate actively in listening comprehension exercises and oral presentations. Concentrated practice to develop the abilities required for the Advanced Placement exam will be an integral part of the course. Students are strongly encouraged to take the Advanced Placement examination.

**AP Spanish Literature** **WLD195**  
Grades: 12 5 credits YR  
Prerequisite: AP Spanish Language  
Course Criteria: Minimum 80% Sem. 1 Course Avg. in  
AP Spanish Language.

This course is the equivalent of a third year college Introduction to Spanish Literature course. It is designed to prepare the students for the Advanced Placement test. Following the recommended course of study from the College Board, the course covers selected authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. The goals of the course are to prepare the student to read literary texts of all genres in Spanish; to analyze critically the form and content of literary works (including poetry) through the use of appropriate terminology; and to participate actively in discussions on literary topics in Spanish.

**French 1** **WLD200**  
Grades: 9-12 5 credits YR  
Prerequisite: None

French 1 is an introductory course in the basic skills of listening, speaking, reading and writing elementary French. Culture study will provide the student with information on life in French-speaking countries.

**French 2** **WLD205**  
Grades: 9-12 5 credits YR  
Prerequisite:  
French 1 or  
3 years of Middle School French

This course will continue to develop the basic skills of listening, speaking, reading, and writing practical French. Culture study will acquaint the student with contemporary life in French speaking countries and regions in North America.

**French 3** **WLD210**  
Grades: 10-12 5 credits YR  
Prerequisite: French 2

French 3 consists of four integrated areas of study: culture, grammar, conversation, and composition. This course will strengthen the four skills through the review of basic grammar concepts and the introduction of new material needed for more precise communication. Attention will be given to the different French-speaking peoples. Emphasis is upon spoken, as well as written communication.

**French 3 Honors** **WLD212**  
Grades 10-12 5 credits YR  
Prerequisite:  
French 2: 80% Sem. 1 Course Avg.

French 3 Honors offers the highly motivated student of French the opportunity to begin a sequence of the rigorous studies of the French language and the cultures of the French-speaking people. Students should plan to continue the sequence to Advanced Placement French.

**French 4** **WLD215**  
Grades: 11-12 5 credits YR  
Prerequisite: French 3

French 4 is a course designed to further individual development of the essential communication skills. Oral proficiency is emphasized. Students read and discuss short stories and selections from contemporary articles on topics of cultural interest. Grammar will be studied to facilitate accuracy of self-expression. Projects and other hands-on assessments are an integral part of the course.

**French 4 Honors** **WLD225**  
Grades: 11-12 5 credits YR  
Prerequisite:  
French 3 Honors: 70% Sem. 1 Course Avg or  
French 3: 80% Sem. 1 Course Avg

French 4 Honors is a course designed to further individual development of the essential communication skills. Students will read and discuss short stories and selections from contemporary articles on topics of cultural interest. Grammar will be studied to facilitate accuracy of comprehension and self-expression. Extemporaneous discussion, as well as writing skills, will be incorporated into each unit of study. Supplemental units encouraging oral proficiency in basic travel, social and career situations will also be included. Students should plan to complete the course sequence to Advanced Placement French Language.

**French 5** **WLD230**  
Grades: 12 5 credits YR  
Prerequisite: completion of French 4

This course is for the students who wish to continue studying the language and work on oral proficiency, which is emphasized. Assessments will be in the form of hands-on projects, as well as presentations and written assessments. Topics of cultural interest are studied and grammatical structures are reviewed to facilitate the communication skills of the students.

**AP French Language**

Grade: 12 5 credits

Prerequisite:

French 4 Honors 80% Sem. 1 Course Avg  
or French 4: 90% Sem. 1 Course Avg

This course is comparable in content and in difficulty to a course in Advanced French Composition and Conversation at the third year college level. It consists of an intensive review of all structure, considerable vocabulary building, and speaking exercises to improve pronunciation and language facility. In addition to the text, materials are chosen from contemporary literature, magazines, newspapers, and a variety of authentic audio-visual selections from different French-speaking countries. There is frequent composition work, and students are expected to participate actively in listening comprehension and speaking exercises. Concentrated practice to develop the abilities required for the AP exam will be emphasized. Students are strongly encouraged to take the AP examination.

**German 1**

Grades: 9-12 5 credits

Prerequisite: None

German 1 is an introductory course in the four basic skills of listening, speaking, reading and writing, with special emphasis on pronunciation and conversational patterns. The study of holidays, geography, history, and everyday life in German-speaking countries will be an integral part of the course.

**German 2**

Grades: 9-12 5 credits

Prerequisite:

German 1 or  
3 years Middle School German

This course will continue to explore the language in terms of the development of communication skills. The study of culture will continue to acquaint the student with contemporary life in German-speaking countries.

**German 3**

Grades: 10-12 5 credits

Prerequisite: German 2

German 3 will strengthen the four skill areas developed in German 1 and 2. Special emphasis will be placed on the development of conversational skills and a review of grammar concepts. Students will begin reading contemporary German short stories. The reading and discussion of these stories will increase vocabulary and improve oral expression. Cultural topics will be an integral part of the course.

**German 4 Honors**

Grades: 11-12 5 credits

Prerequisite:

German 3: Minimum 80% Sem. 1

German 4 Honors is designed for the student who has completed three years of study of the language and would like an introduction to contemporary German literature. Conversational skills will be refined with special emphasis on pronunciation, idiomatic expressions and grammatical structures. Students will research individually chosen topics to broaden their knowledge of Germanic cultures.

**WLD235**

YR

**German 5 Honors**

Grade: 12 5 credits

Prerequisite:

German 4 Honors: 70% Sem. 1 Course Avg

German 5 Honors is an advanced level course designed to further develop the essential communication and critical-thinking skills. An important part of the course will be literary analysis of short stories representative of German, Austrian, and Swiss authors. Students will also study drama, the German novella and the Germanic cultures reflected in the various genres. Grammar review, extemporaneous discussion and advanced composition will be integral components of the course.

**AP German Language**

Grade: 12 5 credits

Prerequisite:

German 4 Honors or 5 Honors: 80% Sem. 1 Course  
Avg

This course is comparable in content and in difficulty to a course in Advanced German Composition and Conversation at the third year college level. It consists of an intensive review of all structure, considerable vocabulary building, and speaking exercises to improve pronunciation and language facility. In addition to the text, materials are chosen from contemporary literature, magazines, newspapers, and a variety of authentic audio-visual selections from different German-speaking countries. There is frequent composition work, and students are expected to participate actively in listening comprehension and speaking exercises. Concentrated practice to develop the abilities required for the AP exam will be emphasized. Students are strongly encouraged to take the AP examination.

**Chinese 1**

Grades: 9-12 5 credits

Prerequisite: None

Chinese 1 is an introductory course in Mandarin designed for students having no previous knowledge of the language. Emphasis in this course is on the basic skills of listening, speaking, reading and writing Chinese. Culture studies are an integral part of the course.

**Chinese 2**

Grades: 9-12 5 credits

Prerequisite:

Chinese 1 or  
3 years Middle School Chinese

Chinese 2 is designed for the students who have fulfilled the requirements of Chinese 1. The course emphasizes the improvement of oral expression and the development of vocabulary through activities integrating listening comprehension, speaking, reading and writing. Special attention is given to the reading of Chinese characters. A study of Chinese culture is an integral part of the course.

**WLD310**

YR

**WLD315**

YR

**WLD325**

YR

**WLD335**

YR

**WLD500**

YR

**WLD505**

YR

### Chinese 3

Grades: 10-12      5 credits  
Prerequisite: Chinese 2

**WLD510**  
YR

Chinese 3 is designed for the students who have fulfilled the requirements of Chinese 2. The course emphasizes and further advances the students' oral and written communicative abilities. Based on their prior knowledge in Chinese, students are guided to study the basic Chinese grammar in a systematic manner. Some simple social correspondence, as well as narrations and descriptions, are the goals for writing. Cultural awareness focuses on the interdependence of language, thought and culture.

### Chinese 4 Honors

Grades: 11-12      5 credits  
Prerequisite:  
Chinese 3: 80% Sem. 1 Course Avg

**WLD515**  
YR

Chinese 4 Honors is designed for the students who have fulfilled the requirements of Chinese 3. Conversational skills are refined with special emphasis on idiomatic expressions and sentence structures. Students read and discuss cultural features such as important figures, historical events, and major sites both in the People's Republic of China and in Taiwan. Open-ended answers and creative composition are incorporated into each unit of study.

### Chinese 5 Honors

Grades: 11-12      5 credits  
Prerequisite:  
Chinese 4 Honors: 70% Sem. 1 Course Avg.

**WLD525**  
YR

Chinese 5 Honors is designed for the student who has finished Chinese 4 Honors. Classroom activities are organized to meet individual student's needs. Students have the opportunity to engage in classroom discussion and research projects which allow them to use the language to explore in depth certain topics relating to Chinese literature and history.

### AP Chinese Language

Grade: 12      5 credits  
Prerequisite:  
Chinese 4 Honors or 5 Honors: 80% Sem. 1 Course Avg.

**WLD535**  
YR

This course is comparable in content and in difficulty to a third year college level. It consists of an intensive review of all structure, considerable vocabulary building, and speaking exercises to guide the students in their achievement of oral language proficiency. In addition to the text, materials may be chosen from contemporary literature, magazines, newspapers and a variety of authentic audio-visual selections. There is frequent composition work and character reading. Students are expected to participate actively in debating exercises, classroom discussions and oral presentations. Concentrated practice to develop the abilities required for the Advanced Placement exam will be an integral part of the course. Students are strongly encouraged to take the AP examination.

## Additional Academic Programs

WWPHS offers educational programs designed to extend the learning opportunities beyond courses offered in the standard curriculum. The programs described in this section offer students the chance to participate in specialized support classes, community-based experiential learning, independent study, enrichment activities, Princeton University courses, vocational/technical programs, internships and mentorships.

### English as a Second Language

ESL is a four-level language course for English Language Learners (ELLs). Its primary goal is to develop and improve ELLs' English communication skills (listening, speaking, reading and writing). HSS offers High Intensity ESL: two periods of ESL instruction at each level, in addition to a tutorial period. Five credits of ESL counts as Language Arts credit and five credits may be used to fulfill the World Language requirements. ESL students must meet multiple exit criteria evaluated by the ESL department according to state guidelines in order to exit the ESL program and enter the mainstream Language Arts program.

ELLs may also be enrolled in ESL science and/or ESL social studies courses. Each ESL science class (Science I ESL and Biology ESL) is taught by a science teacher. Correspondingly, each ESL social studies class (World History/ESL, American Studies I/ESL and American Studies II/ESL) is taught by a social studies teacher. These courses count as Science and Social Studies credit.

Report card grades in ESL classes reflect an assessment of a student's developing language proficiency in reading, writing, speaking and listening, as well as their effort, participation, the ability to follow written and oral instructions, improvement, completion of assignments, and performance on in-class assessments.

It is often necessary to grade ESL students on a pass/fail basis in ESL 1 and/or in content area or elective classes. In order for students to receive credit in the courses, though, they must transition to letter grades during their time in the course. The transition time between receiving "pass/fail" and receiving a letter grade will be determined by examining multiple criteria, including the student's length of time in the country and/or in the district and his or her proficiency level and academic performance.

### Courses in the ESL program:

Language Arts ESL I	10 credits	LAD800E
Language Arts ESL II	10 credits	LAD810E
Language Arts ESL III	10 credits	LAD820E
Language Arts ESL IV	10 credits	LAD830E
World History ESL	5 credits	SSD150E
American Studies I ESL	5 credits	SSD280E
American Studies II ESL	5 credits	SSD340E
Science I ESL	5 credits	SCD100E
Science II ESL (Biology)	5 credits	SCD140E
ESL Tutorial	2.5 credits	LAD890E

## Princeton University

<b>Princeton University Course</b>	<b>XXD(course code #)</b>
Grades: 11-12	3 credits SM
Prerequisites: See below	

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

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

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

Students may not contact Princeton University directly. Information and applications for this program are coordinated through WWPHS Guidance Department and approved by the Director of Guidance. Applications outlining specific requirements for inclusion in the program as established by Princeton University are available in the Guidance Office for fall courses in April and for spring courses in November. Eligibility for a Princeton University course does not guarantee that the course will be scheduled at a time by the University that will allow a student to take this course.

The University does not issue transcripts to high school students. WWPHS North and South award high school credits for these courses. Grades are calculated into the student's grade point average.

## Research Courses

<b>Student Research in the Humanities</b>	<b>XXD125</b>
Grades: 11-12	2.5-5 credits YR

Student Research provides opportunities for students to design and implement original research projects under the guidance of a faculty mentor. Students are expected to perform literature searches, analyze published research articles, develop relevant and testable questions, consult experts in their field of study, design and carry out research plans and analyze results. In addition, they may learn and use basic quantitative and qualitative research techniques, conduct ethnographic research and form partnerships with experts in industry or academia. Students will share their progress with one another and the teacher-mentor at periodic seminars, and will communicate with other students who are working on similar projects. As a culminating experience, students will create a formal research project summarizing their findings, present their results at a seminar session, communicate their results through oral presentations, and, where appropriate, submit their research in competition.

<b>Student Research in the Sciences</b>	<b>SCD270</b>
Grade: 10-12	5 credits YR
Prerequisites: One year of a lab science course	

Student Research provides opportunities for students to design and implement original scientific research projects under the guidance of a faculty mentor. Students are expected to perform literature searches, analyze published research articles, develop relevant and testable questions, consult experts in the field, learn basic lab techniques, form partnerships with scientists in industry or academia, design and carry out experiments to test hypotheses, and analyze results. Students will share their progress with one another and the teacher-mentor at periodic seminars, and will communicate with other scientists who are working on similar problems. As a culminating experience students will write a formal research paper summarizing their findings, present their results at a poster session, communicate their results through oral presentations, and, where appropriate, submit their research to science competitions.

## Senior Practicum & Internship

<b>Senior Practicum</b>	<b>CBD265</b>
Grade: 12	2.5 credits SM
<b>Senior Internship</b>	<b>CBD270</b>
Grade: 12	10 credits SM

During the fall semester, students will enroll in a Senior Practicum to explore potential careers, work on resume writing and improve their interview skills while learning the expectations of the workplace. During the spring semester, seniors will be placed in a professional internship with a local company or service learning experience to gain first-hand knowledge of the workplace.

To be eligible, the senior must be in good academic standing, and have a 3.0 GPA or better. Students who elect the Senior Practicum and Internship experience will receive a grade for the fall practicum and 2.5 credits and 10 credits for the spring internship.

The student must agree to meet attendance and punctuality requirements when scheduled to report to the work/service site. The Senior Practicum & Internship is subject to the attendance policies and procedures of the West Windsor-Plainsboro Regional School District. Students who elect to participate in the Senior Practicum & Internship must:

1. Complete the application packet and interview process;
2. Arrange his/her school schedule to facilitate leaving campus during the afternoon session of the second semester; and
3. Be able to provide his/her own transportation to the work/service site.

In addition, the following requirements are part of the student's responsibilities:

- A weekly journal outlining the activities of the past week. (This may be submitted by either print or electronically).
- A culminating presentation at the end of the internship documenting the practices observed and learned; an assessment of this career pathway for future interns; and an evaluation of the experience.
- Attendance at a seminar every Friday at the high school for group interaction, and a series of discussions on a variety of professional practices.

## **AVID**

### **Advancement Via Individual Determination AVID100**

Grade: 9                      5 credits                      YR  
 Prerequisite: 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 (Advancement Via Individual Determination) 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.

## **Special Education**

Special education services are provided for those students that are eligible for classification under IDEA. Services include, but are not limited to, self-contained classes, learning & language disabilities (LLD) classes, resource center (RC) classes, in-class resource (ICR), support provided by inclusion consultants (IC) and in-class assistants (ICA). Appropriate services are determined annually in the IEP meeting.

The Academy Program supports students' emotional, social, and academic needs, while offering them the opportunity to be a part of their district high school. This program integrates inclusion in the general academic program with both a counseling component and related support classes.

The Larks program is designed to provide students who require greater academic and social support. As needed, students receive instruction in functional academics, communication skills, adult living skills, daily living skills, social skills, and job skills. Students also participate in job sampling in a variety of settings to practice skills needed for life after high school.

### **Mathematics (Grades 9-12)**

This program is designed for students with special needs in mathematics skills – computation, number concepts, measurement, algebra, geometry, and consumer related skills. Emphasis is placed on the practical application of these skills to daily living situations. The program is adapted to the student's

specific learning needs as identified in the Individualized Educational Program.

### **Language Arts (Grades 9-12)**

This program is designed for special needs' students and will follow the mainstream curriculum at a modified and individualized pace. The program is adapted to the student's learning needs as identified in the Individualized Educational Program.

### **History (Grades 9-12)**

This program is designed for special needs' students and will follow the mainstream curriculum at a modified and individualized pace. The program is adapted to the student's learning needs as identified in the Individualized Educational Program.

### **Science (Grades 9-12)**

This program is designed for special needs' students and will follow the mainstream curriculum at a modified and individualized pace. The program is adapted to the student's learning needs as identified in the Individualized Educational Program.

### **Study Skills (Grades 9-12)**

This program is designed for students with special needs. Emphasis is upon monitoring of academic progress, study skills and self-advocacy skills.

### **Larks**

The Larks program is designed for students with multiple disabilities to provide appropriate programming and services aligned to a student's IEP.

### **Academy**

The Academy program is designed to provide a positive educational environment for students with behavioral disabilities.

### **Learning and Language Disabilities**

The LLD course of study offers students the opportunity to focus on transitional skills in an educational program.

### **Special Needs Supported Employment Program**

This special education program for high school students emphasizes the functional, adaptive, and vocational skills necessary to assist students with a transition into community life and employment.

## **Student Assistant Program**

Students with an interest in learning the functions of various HS departments can elect to become a student assistant. This is an alternate educational program which will permit students to engage in volunteer work that will appear on the student's transcript. Students may serve as assistants in the following areas:

### **Departmental or Guidance Assistant**

Grades: 9-12

**XXD200**

YR

Students enrolled as departmental assistants will be assigned to that department's supervisor or teacher and be given a variety of duties. These may include: tutoring, assisting with clerical work, assisting on class projects, typing and setting up equipment. Students who choose to be departmental assistants must have the written permission of a supervisor.

**Media Assistant** **XXD205**  
 Grades: 9-12 YR

First year students will learn about media software (books, audio-visual materials, and audio-visual production), media hardware (audio-visual equipment) and basic theater equipment operation. Students will assist in the circulation of materials and equipment, process new materials, and assist with in-service activities for students and staff. Information inquiry skills, preventive equipment maintenance skills, and technical skills are emphasized. 2<sup>nd</sup> & 3<sup>rd</sup> year students must specialize in either advanced technical or information skills. Students who choose technical skills will be rotated between AV equipment responsibilities and theater responsibilities. Students who choose information skills will pursue advanced reference, cataloging, and research skills.

**Resource Room Assistant** **XXD210**  
 Grades: 9-12 YR

Selected students will tutor students working on individual assignments in reading, language arts, or mathematics. Other requirements include the preparation of lesson plans and the completion of an observation log which is kept on a regular basis. The assistant will also participate in an annual art contest and the Special Olympics.

**Student Trainer** **XXD220**  
 Grades: 9-12 YR

Students selected as student trainers will work with the high school trainer and assist with general training activities. They will be available for athletic team support and help the athletic director, trainer and coaches with general troubleshooting.

## Technical Schools

### **Mercer County Technical Schools (Grades 11-12)**

The Mercer County Technical School District offers students the opportunity to earn credit toward high school graduation while participating in rigorous career and technical education programs. Most programs offer industry certifications and/or college credit upon completion. The Mercer County Technical School District is accredited by the State of New Jersey and Middle States Commission on Secondary Schools. Transportation for students who attend Mercer County Technical Schools is provided by the West Windsor – Plainsboro School District.

High school students typically apply for shared-time programs in 10th grade. First-year students attend in 11th grade from 8:00AM to 10:45AM and return to the home school for lunch

and academic classes. Second-year students typically attend in 12th grade from 11:45AM to 2:30PM after completing their academics and lunch at the home school. However, some programs are offered for one year, so schedules may vary. Individual class schedules for shared-time students are completed by WW-P Guidance Counselors ensuring that each student has all the necessary requirements for high school graduation. WW-P Students will receive 20 credits toward graduation requirements for each successfully completed school year.

For program descriptions and information about college credit to be earned, please visit [www.mcts.edu](http://www.mcts.edu) or contact Mercer County Technical School Admissions Office at 609-570-3400.

### Career and technical education (11<sup>th</sup> & 12<sup>th</sup> graders)

- Architectural/Engineering Design
- Automotive Collision Technology
- Automotive Technology
- Automotive Technology Fundamentals
- Baking & Dining Services
- Building Maintenance Trades
- Carpentry
- Cosmetology
- Criminalistics and Criminal Science
- Culinary Arts
- Diesel Technology
- Electrical Construction
- Graphic Arts Technology
- Health Occupations (1 yr.)
- Heating, Ventilation, Air Conditioning and Refrigeration Technology
- Horticulture and Turf Care Management
- Medical Office Assistant (1 yr.)
- Pre-Nursing

The Career Prep Program is offered in partnership with Mercer County Community College. Students can earn up to 13 college credits. (12<sup>th</sup> graders only)

- Advertising & Design
- Aviation
- Business Studies
- Communication
- Criminal Justice
- Culinary and Pastry Arts
- Dance
- Entertainment Technology: Music Technology
- Entertainment Technology: Technical Theatre
- Exercise Science
- Fashion/Apparel Design
- Fire Science Technology
- Gaming
- Hospitality Management
- Information Technology
- New Media and Journalism
- Photography

- Pre-engineering
- Radio and Television Production
- Theatre
- Visual Arts

### **Middlesex County Technical School**

Students are also eligible to attend Middlesex County Vocational School. This is a four-year, full day vocational program hosted at four different locations throughout Middlesex County.

Students interested in attending one of these programs should apply at the end of grade 8 for entrance in grade 9 since admittance for upper grade students is based on availability.

Interested students and their parents should contact their school counselor. Additional information, as well as programs offered, can be found at their website: [www.mcvts.net](http://www.mcvts.net).



**WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT**

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