

# **WEST ORANGE HIGH SCHOOL PROGRAM OF STUDIES 2021-2022 SCHOOL YEAR**



**Hayden N. Moore, Principal**  
**Lesley Chung, Assistant Principal**  
**Louis Della Pia, Assistant Principal**  
**Kimberly Mancarella, Ed.D, Assistant Principal**  
**Annette Towson, Assistant Principal**  
**Cheryl Butler, Director of**  
**Student Personnel Services/School Counseling**



### **West Orange Public Schools District Administration**

J. Scott Cascone, Ed.D., Superintendent of Schools  
Eveny de Mendez, Assistant Superintendent  
John Calavano, School Business Administrator  
Fil Santiago, Director of Technology & Administrative Services  
Kristin Gogerty, Director of Special Services

### **West Orange High School Administration**

Hayden N. Moore, Principal  
Lesley Chung, Assistant Principal  
Louis Della Pia, Assistant Principal  
Kimberly Mancarella, Ed.D, Assistant Principal  
Annette Towson, Assistant Principal

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Supervisor of Physical Education  
& Health, K-12

Nancy Mullin  
Supervisor of Career Education &  
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Ryan Del Guercio  
Supervisor of Technology & Engineering, 9-12

Emad Abu-Hakmeh  
Supervisor of Mathematics, 6-12

### **WEST ORANGE HIGH SCHOOL** **MISSION STATEMENT**

WOHS, a vital part of a culturally and linguistically diverse community, challenges and encourages students to strive for excellence through rigorous and comprehensive programs, to become active members of their community, and to emerge as lifelong learners. To this end, we are committed to superior classroom instruction, a safe and nurturing environment, and a partnership with family and community.



# WEST ORANGE HIGH SCHOOL

51 CONFORTI AVENUE · WEST ORANGE, NJ · 07052-2829 · 973-669-5301 · FAX 973-669-1260

HAYDEN MOORE, PRINCIPAL

LESLEY CHUNG, ASSISTANT PRINCIPAL  
LOUIS DELLAPIA, ASSISTANT PRINCIPAL



KIMBERLY MANCARELLA, ED. D., ASST. PRINCIPAL  
ANNETTE TOWSON, ASSISTANT PRINCIPAL

Dear Parents and Guardians:

College and career readiness is paramount in planning for student learning goals. The annual Program of Studies book is designed to assist students, with the guidance of their parents, in selecting courses which would most appropriately prepare them for impending 21<sup>st</sup> Century academic challenges. This educational guide offers learners the opportunity to investigate our rich and comprehensive curriculum offerings.

Information concerning required and elective courses, promotion and graduation requirements and other academic programs are included. We challenge our students to take the most rigorous course of study that best meets their educational and career goals. Planning a student's program is a continuous and challenging four year process. School counselors are an intricate part of guiding each student and family in creating an educational map.

West Orange High School affords each student numerous opportunities to design their own comprehensive and personalized student learning plan. Currently, we offer a number of special programs, which are: The Collegiate Institute, The Health Services Career Academy (partnered with Rutgers), The Institute for Mathematics, Science, Technology and Engineering: A STEM Academy, The Institute for Civic Empowerment, The Institute for the Humanities and the Air Force Jr. ROTC. Additionally, so that students have the opportunity to enter college with course credit, we have collaborated with Essex County Community College, Rutgers University, and Fairleigh Dickinson University to establish dual credit programs. We are proud of the progress we have made and are excited and enthused by our plans to enhance academic advancement.

Please feel free to contact myself or any of our administrators should you need assistance related to your child's educational endeavors at West Orange High School.

Sincerely,

  
Hayden Moore  
Principal



## **AFFIRMATIVE ACTION POLICY**

It is the policy of the West Orange Board of Education to provide equal educational opportunities to all students regardless of race, color, creed, religion, sex or handicap.

### **Affirmative Action Officers**

#### *Curriculum Concerns:*

Eveny de Mendez, Assistant Superintendent  
For Curriculum and Instruction  
179 Eagle Rock Avenue  
973-669-5400, Ext. 20515

#### *Personnel Concerns:*

Cheryl Butler  
Director Student Personnel Services/School Counseling  
51 Conforti Avenue  
973-669-5301, Ext. 31611

#### *504 Compliance Coordinator:*

Cheryl Butler,  
Director of Student Personnel Services/School Counseling  
51 Conforti Avenue  
973-669-5301, Ext. 31611



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## **WEST ORANGE DISTRICT CURRICULUM PHILOSOPHY**

The curricular philosophy of the West Orange schools begins with the belief that it is the essential right of all students to be empowered by and benefit from a curriculum that is standards-based, rigorous, dynamic and relevant. The curriculum is the framework for identifying the essential content and enduring understandings that students are expected to learn in order to demonstrate proficiency of the New Jersey content standards. The curriculum is designed to meet the individual needs of all students through purposeful and authentic assessment, quality instruction, and responsive differentiation that encourages students to think critically, problem solve and connect all content to life beyond the classroom. The instructional community will share ownership, responsibility and accountability for understanding and implementing curriculum. To this end, the curriculum prepares students for college and career readiness, and to become independent and productive citizens of the 21st century and a global society.

To accomplish this, the curriculum will:

- Serve all students
- Be driven by standards-based learning outcomes measured by purposeful, authentic, and varied forms of assessment that will inform instruction;
- Incorporate best practices and current content knowledge that are grounded in scientifically based research;
- Explore big ideas, essential questions, and promote enduring understandings that connect to real life applications;
- Allow for flexibility and encourage experimentation and innovation within an overall structure that maintains rigor and achieves high level standards for all students;
- Promote interdisciplinary approaches and the integration of writing across the curricula;
- Integrate the creative and progressive use of technology to engage and promote 21st century thinking and learning;
- Provide an accessible guide for instruction and planning that includes student centered activities and tasks and promotes teacher as facilitator of the learning process;
- Be anchored in student-centered learning activities that challenge students to problem solve real world scenarios, think critically, and to make sense of and address complex global issues;
- Promote differentiation of instruction at all levels in every content area through a variety of instructional strategies, resources, and scaffolds to meet the unique needs of every learner;
- Promote independent learners;
- Integrate college and career readiness skills to prepare students for postsecondary outcomes;
- Drive professional development needs of the instructional staff; and
- Include specific instructional approaches and strategies for specialized populations and varying learning needs.

We will know we have accomplished this when our students:

- Develop the ability to think critically and globally, applying problem-solving skills, principles of logic, and independent thinking beyond the classroom;
- Develop the ability to use and evaluate knowledge critically and independently across the curricula;
- Are able to apply their knowledge and skills appropriately to any problem situation in all content areas;
- Are able to use their problem solving and critical thinking skills to make sense of and address complex global issues, and solve real world problems through the development of creative and innovative solutions; and
- Demonstrate grade level growth as measured by standards based curricular assessments.

## **GRADE POINT AVERAGE (GPA)**

A Grade Point Average (or GPA) is a measure of your academic achievement and is based on the final grades you earn at the end of each school year. The GPA is cumulative, meaning it changes each year when new final grades are calculated and averaged into it. Your updated GPA is made available to you annually on your Family Connection account. To keep yourself focused and on track academically, it is highly recommended that you set a GPA goal and monitor your progress toward reaching that goal by checking your grade average at the end of each marking period. If you plan to apply to college, you should strive to earn a 3.0 (B average) or higher if possible.

A GPA is calculated in three steps.

1. Calculate the "Quality Points" for each individual course by multiplying the GPA Points for the letter grade earned by the Number of Credits assigned to that course. (*See GPA Points Table and Credit Table below*)
2. Add up all "Quality Points" earned and all "Credits Earned" (or "anticipated credits to be earned" if using Marking Periods grades to obtain an early GPA estimate).
3. Divide the "Total Quality Points" by the "Total Credits Earned".

**GPA POINTS TABLE**

A GPA point is the weight assigned to a letter grade and varies based on level of course.

**CREDIT TABLE**

Type of Course	Credits
Full Year	5
Science w/ Lab Day	6
Semester (1/2 year)	2.5

**EXAMPLE: HOW TO CALCULATE A GPA**

Course Title	Letter Grade	GPA Points/ Weight	Credits Earned / To Be Earned	Calculation	Quality Points
English 9	A-	3.66	5	3.66 X 5	18.3
Honors Algebra 1	A	5	5	5 X 5	25
World History	B	3	5	3 X 5	15
Honors Biology	B+	3.83	6	3.83 X 6	22.98
Phys. Ed. 9	B	3	5	3 X 4	12
Personal Finance	B	3	2.5	3 X 2.5	7.5
Spanish 1	B	3	5	3 X 5	15
Art 1A	C	2	2.5	2 X 2.5	5
Art 1B	B	3	2.5	3 X 2.5	7.5
			<b>TOTAL CREDITS</b>	-----	<b>TOTAL QP's</b>
			<b>38.5</b>		<b>128.28</b>
					<b>GPA =</b>
					<b>3.33</b>

**GPA =**  
**Total QP's ÷ Total Credits**

## **COLLEGE ENTRANCE REQUIREMENTS**

College entrance requirements vary widely. The proper way to determine the admission requirements of a specific college is to check the current catalog of the college. However, the following guidelines may be useful in planning school programs: Some colleges require and many prefer a minimum of sixteen academic units earned in grades nine through twelve. Normally, students would be expected to have taken: four years of English, two to four years of college-preparatory mathematics, a year or more of laboratory science, two to four years of a world language, and two years of social studies. The high school courses required for college admission depend upon the admission policy of a particular college and the college major desired.

There are exceptions to the above which may be determined by checking the specific college catalog or by corresponding with the college admissions office. A student who is planning a career in science or mathematics should take Biology, Chemistry, Physics and four years of mathematics. A student who is planning a career in business administration should take academic courses, and, if possible, should elect pertinent courses in the Business Education Department. It is recommended that all candidates for a nursing program, either in a hospital or college program, take Algebra 1, Geometry, Biology and Chemistry.

## **SCHOOL COUNSELING**

Each secondary school provides counseling services for students and parents. Every attempt is made to retain the assignment of the same school counselor to a student throughout the student's high school career. A school counselor may be consulted on academic, personal or social problems; on interpretation of test results; and on educational and/or vocational plans. Guidance services include: individual and group counseling, testing, scheduling, helping to develop academic potential, and preparation of transcripts, including recommendations to colleges and industry as requested. Students are assisted in obtaining part-time and full-time employment, scholarship and loan information, and information about the armed forces. The counselors also schedule group conferences with representatives from colleges and industry.

At the middle school level, in addition to individual conferences concerning educational and vocational plans, group counseling sessions are scheduled to discuss matters of common interest to students. At the high school level, individual and group conferences are held to discuss information concerning vocational opportunities and college or other post-high school plans. Students are encouraged to make appointments with their counselors to discuss any relevant matters. Parents may make appointments by telephoning the school and asking to speak with their son's/daughter's school counselor.

## **COURSE SELECTION PROCESS** **2021 – 2022**

The course section process for the 2021 – 2022 school year will begin in January, 2021. Students are expected to give careful consideration to the courses chosen during the course selection process. When a student makes the decision to withdraw from a course after the start date it may adversely affect graduation requirements and course enrollment. All students will meet with their school counselor to discuss their course requests. Students and parents/guardians should read through the **Program of Studies** prior to meeting with the school counselor and prepare questions. The **Program of Studies** is available on the West Orange High School website under Academics as well as on Naviance.

During the scheduled meeting the school counselor will:

- Review current courses and teacher recommendations
- Answer any questions the student may have and review graduation requirements and post-secondary plans.
- Provide courses recommended by current teachers
- Recommend courses based on interest
- Provide student with a printout of the courses that were requested
- Encourage students to review the course selections with parents

If a student is unable to attend the scheduled time, the student should plan to meet with the school counselor during lunch, before school or after school.

Students will meet with school counselors to complete course requests for the 2021 - 2022 school year during the timeframe below.

<b>Current 9th Grade</b>	<b>January 4 - 15, 2021</b>
<b>Current 10th Grade</b>	<b>January 18 - 29, 2021</b>
<b>Current 11th Grade</b>	<b>February 1 - February 12, 2021</b>
<b>Current 8th Grade</b>	<b>February 1 - February 14, 2021</b>

The scheduling process at WOHS is a very careful and important matter which requires the input of students, teachers, counselors, and parents. When reviewing the course schedule, it is important to note the following regarding schedule changes.

**General information:**

- As a practice, the school district does not honor requests for teacher changes.
- Schedules reflect the student's grade level. Students are promoted to grade 10 if they have earned 30 credits at the end of grade 9; to grade 11 if they have earned 65 credits at the end of grade 10; and, to grade 12 if they have earned 100 credits at the end of grade 11.

**Students should contact their counselors if one of the following schedule conflicts exists:**

- To address a failure which prohibits progress to the next sequential course
- To take into account successful summer school attendance, that allows progress to the next sequential course.
- To correct a data processing error
- To permit seniors to fulfill graduation requirements.

**If a schedule change is necessary please be reminded of the following:**

- Students must maintain a minimum of 35 credits.
- All course changes must be addressed prior to the beginning of the school year. Any changes requested after the start of the school year will not be made until the end of Quarter 1.
- Student will remain in the course until the end of Quarter 1 for a full year and Semester 1 course and until the end of Quarter 3 for a Semester 2 course.
- A WP or WF will appear on official transcript for any course that is dropped.

**School counselors are available during the months of July and August to address schedule changes.**

**CLASS OF 2022, 2023, 2024 AND 2025**

**FOUR-YEAR PROGRAM PLANNING SHEET**

Complete this plan carefully for all four years. Select courses that most realistically fit your career plans. Keep this program available for future course selection. The planning grid below highlights the minimum graduation requirements mandated by the State of New Jersey. Keep in mind that if your goals change, your selected courses of study can be changed to reflect your new goals. However, the earlier you determine your high school and post-high school plans, the greater opportunity you will have for a more thorough and meaningful preparation for future endeavors.

<b>Graduation Requirements</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Language Arts (20 credits)</b>				
<b>Mathematics (15 credits)</b>				
<b>Science (15 credits)</b>				
<b>Social Studies (15 credits)</b>				
<b>Financial, Economic Business, and Entrepreneurial Literacy (2.5 credits)</b>				
<b>Health, Safety &amp; Physical Education (for each year in attendance)</b>				
<b>Visual and Performing Arts (5 credits)</b>				
<b>World Languages (5 credits)</b>				
<b>21<sup>st</sup> Century Life and Careers, or Career-Technical Education (5 Credits)</b>				

**GRADE LEVEL PLACEMENT**

- GRADE 9            0 – 29 CREDITS
- GRADE 10        30 – 64 CREDITS
- GRADE 11        65 – 99 CREDITS
- GRADE 12        100 AND UP

## NJ STATE MINIMUM GRADUATION REQUIREMENTS BY CONTENT AREA

<b>English Language Arts Literacy</b>	20 Credits aligned to grade nine through 12 standards
<b>Mathematics</b>	15 credits including algebra 1 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 21 <sup>st</sup> century careers
<b>Science</b>	15 credits including at least five credits in laboratory biology/life science or the content equivalent and one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics; and a third laboratory /inquiry-based science course
<b>Social Studies</b>	15 credits 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
<b>Financial, Economic, Business and Entrepreneurial Literacy</b>	2.5 credits
<b>Health, Safety and Physical Education</b>	3 <sup>3</sup> / <sub>4</sub> credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8
<b>Visual and Performing Arts</b>	5 credits
<b>World Languages</b>	5 credits or student demonstration of proficiency
<b>Technological Literacy</b>	Integrated throughout the courses
<b>21<sup>st</sup> Century Life and Careers, or Career-Technical Education</b>	5 Credits

### CREDIT HOURS FOR WOHS

In order to qualify for a West Orange High School diploma, a student must have completed the Program of Study appropriate to the student's needs and abilities, in grades 9 through 12, and must have earned the required credits for graduation. **West Orange High School students are required to earn a minimum of 135 credits.** Upon successful completion, five credit hours shall be awarded for each course taken five days a week for an entire academic year; two and one-half credit hours shall be awarded for each course taken five days a week for one-half (one semester) of an academic year.

### COMMUNITY SERVICE

Our school district strives to develop within students a sense of social responsibility in addition to a commitment of academic and co-curricular endeavors. We believe students achieve their full potential as active and productive members of society.

Service learning communicates the idea that a well-rounded education is more than achieving within a core curriculum. It is the catalyst that brings learning beyond the classroom walls and enables our students to meet and work with people of all ages, capabilities, and interests, who will enrich their lives. Many colleges, universities, scholarship foundations, employers and organizations recognize the need for community service.

Although not required, the district highly recommends and supports the integration of community service projects at the elementary, middle school and high school levels. The belief is that students should become aware of their community, its people and the needs of others at an early age.

## **NEW JERSEY STUDENT LEARNING STANDARDS**

New Jersey has high academic standards known as the New Jersey Student Learning Standards (NJSLS). The nine content areas represented by the NJSLS are English Language Arts, Mathematics, Science, Social Studies, Technology, 21st Century Life and Careers, Health and Physical Education, Visual and Performing Arts, and World Languages. Using NJSLS, students are given challenging lessons that require them to seek out and acquire knowledge, apply what they have learned, and build upon that information to create new knowledge. The NJSLS help students move away from rote memorization and isolated skills, and signal a return to creativity and deeper learning in the classroom. The NJSLS provide personalized, rich content to students in innovative ways; and, allow student to both learn and apply what they have learned.

The standards are designed as a staircase of knowledge and skills to help students clearly understand what they need to know and be able to do. Student learning activities build upon what they have already learned and the academic work that will be introduced as they move forward. The NJSLS allow teachers to design many different ways that students can apply their new knowledge and skills. This helps students in all grades see how their schoolwork relates to real life. The NJSLS were designed using the most advanced thinking about preparing all students for success in college and their careers. Upon graduation from high school, your child will be better prepared to compete with other students across the nation and the world.

## **COLLEGE CONNECTIONS AND DUAL CREDIT PROGRAMS**

West Orange High School has formed a partnership with Essex County College creating a college credit initiative. West Orange High School has also partnered with Fairleigh Dickinson University, Rutgers University, Hudson Community College, and Rider University, to offer students the opportunity to earn college credits in approved dual enrollment courses. These courses are taught at West Orange High School by our staff.

In our partnership with Rider University, students enrolled in Tomorrow's Teacher may earn 3 dual credits through by earning a B or better. Tuition fees apply.

Students who are participating in the WOHS Culinary Arts Pre-Apprentice Program have the opportunity to earn dual credit through a partnership with Hudson Community College.

West Orange High School's partnership with Rutgers University's School of Health Professions is part of our state approved Career and Technical Education (CTE) Health Sciences program. The partnership offers the following college level courses to students at West Orange High School with the potential to earn Rutgers credit if the student maintains a certain grade and passes the Rutgers exam for each course. Students pay a minimal fee to take the Rutgers exam. To earn college credit, students must earn a qualifying score on the exam as defined by Rutgers. The following courses are in this Health Professions initiative.

- Dynamics of Health Care in Society
- Fundamentals of Health & Wellness
- Medical Terminology
- Honors Anatomy & Physiology

Students enrolled in Supply Chain Management Program who complete all three courses will have the opportunity to earn dual credit with Rutgers University if they matriculate there.

We have also partnered with Fairleigh Dickinson University's Middle College Program. Students enrolled in the courses listed below may earn three college credits through this program by successfully completing the courses with a C or better. Tuition fees apply for the Fairleigh Dickinson Middle College Program.

- Honors Cisco 1 & 2
- Honors Cyber Security
- Honors College Accounting
- Early Childhood and Family Studies 3
- Honors Virtual Enterprise
- Honors Architectural and Engineering Design 3

Students enrolled in one of our state approved Career & Technical Education programs have the opportunity to take the NOCTI exam in their area of study. NOCTI exams verify students meet the knowledge and skill set expected by each industry at an entry level. Students who meet the established criteria on exams receive a digital badge and Workforce Competency Credential which can be included on resumes and college applications. In addition, students who score a 70% or better will receive a NOCTI college credential for three college credits in their area of study. Over 1500 colleges nationwide accept the NOCTI certificate.

Programs providing the NOCTI exam:

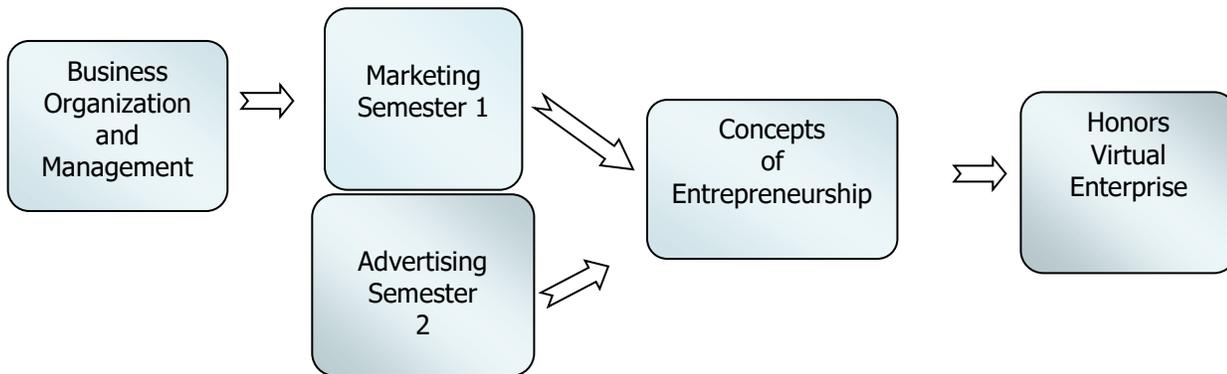
- Entrepreneurship
- Cisco Networking Academy
- Finance: Accounting
- Architecture
- Graphic Design
- Carpentry
- Broadcast Journalism
- Culinary Arts
- Early Childhood
- Apparel Design Production

The Career and Technical Education Department has prepared high-quality dynamic programs which are aligned with the National Career Clusters Framework in order to ensure the success of our students as they prepare for their future. Course offerings fall under three categories: Business Education, Family and Consumer Science, and Technical Education. Within each category there are state approved Career and Technical programs and programs of study several of which result in industry standard certifications and dual-credit opportunities with colleges and universities. Our students are provided with life and career skills needed to succeed in a dynamic global society and successfully meet the challenges and opportunities of the 21<sup>st</sup> Century. The state approved programs each consist of a coherent, rigorous sequence of courses. Students enrolled in CTE programs have a higher graduation rate in high school and success in college. Many of our West Orange High School graduates who enrolled in Career and Technical Education courses have shared that they began their college careers with a strong foundation that propelled them to success in their given field of study. Students completing at least two of the courses in the scope and sequence for their program have the option of participating in a CTE Workplace Cooperative Education experience during their senior year. The following is a list of the State Approved Career and Technical Education Programs and their sequence of courses for each. Following this section is a listing of all the Career and Technical Education courses available to students.

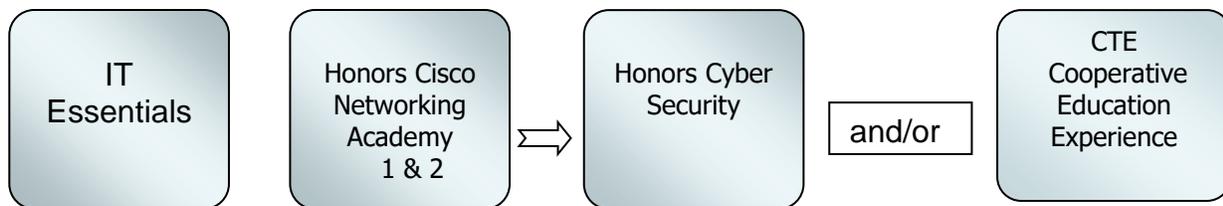
# State Approved Career and Technical Education (CTE) Programs

## Business Programs:

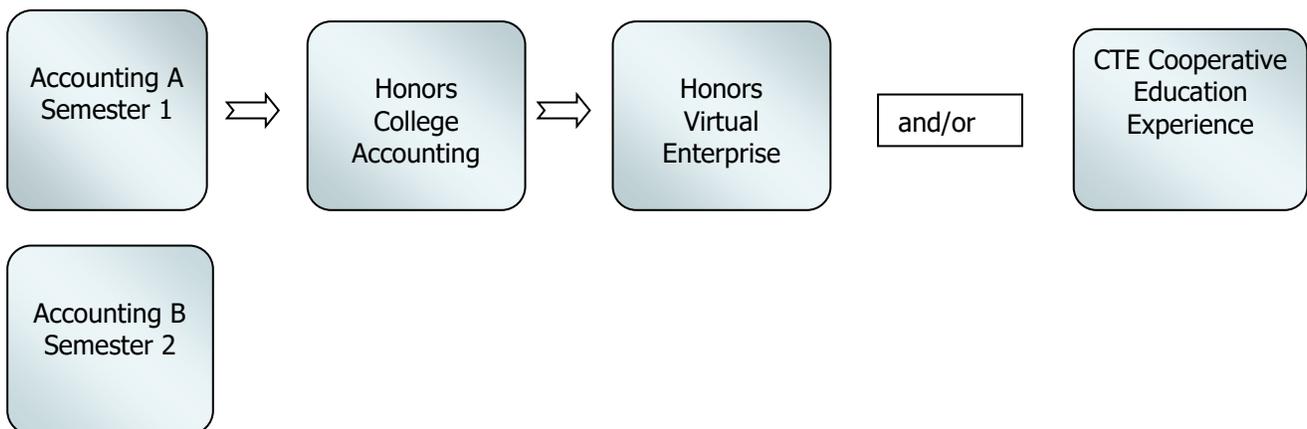
### 1. Students interested in Entrepreneurship: Entrepreneurship/Entrepreneurial Studies



### 2. Students interested in Networking: Computer Systems Networking & Telecom/Cisco Academy

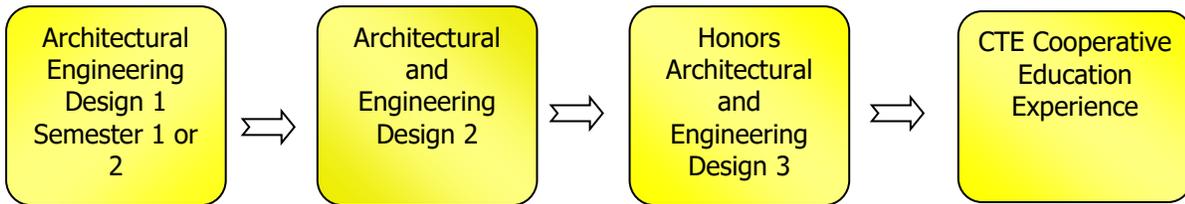


### 3. Students interested in Accounting: Accounting Technology/Technical & Bookkeeper.



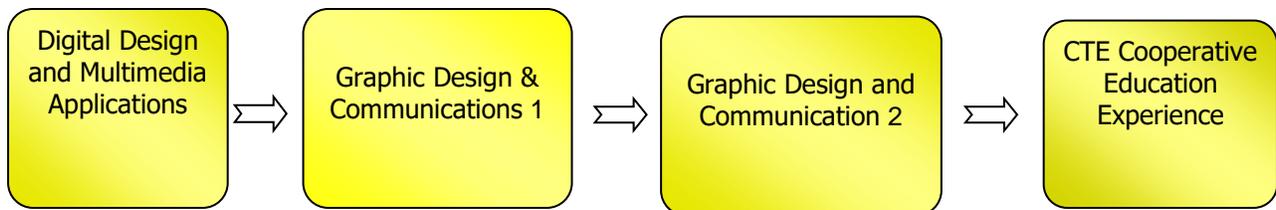
## Technology & Engineering Programs:

### 1. Students interested in Architecture: Architectural Drafting and Architectural CAD/CADD\*



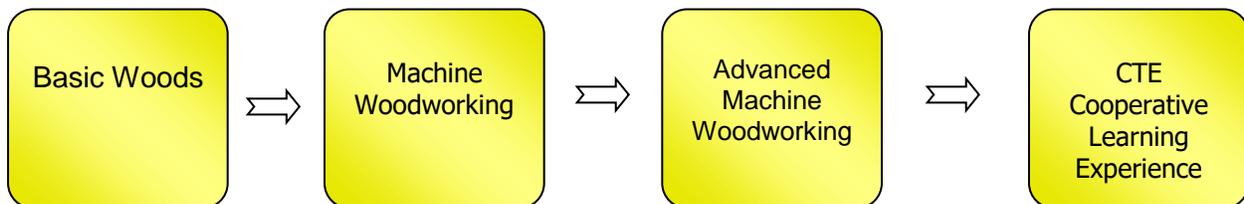
\*Students interested in this field are advised to also take Interior Design A and Interior Design B.

### 2. Students interested in Graphic Design: Printing Management\*



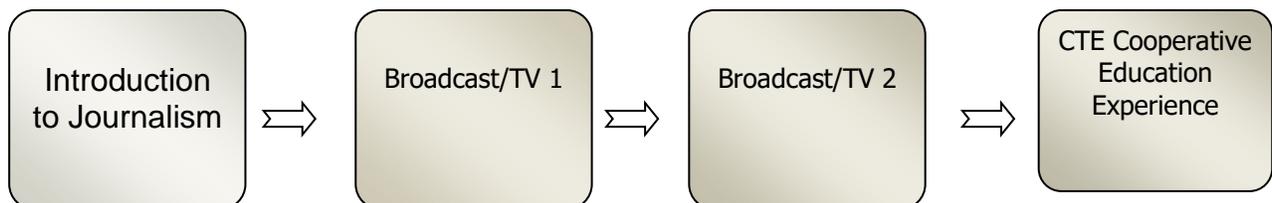
\*Students interested in this field are advised to also take Photography.

### 3. Students interested in Carpentry: Carpentry



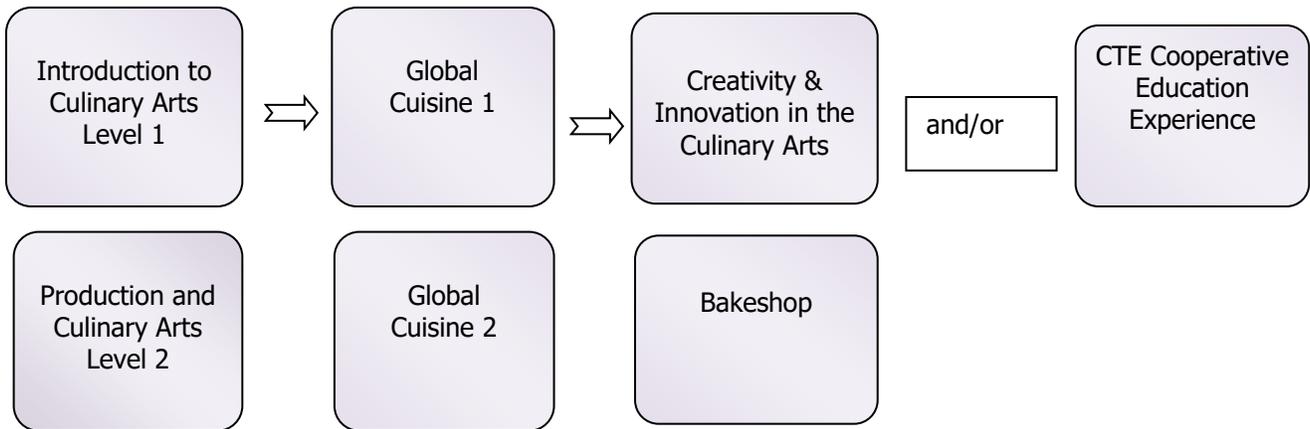
## Programs in Language Arts:

### Students interested in Journalism: Broadcast Journalism:

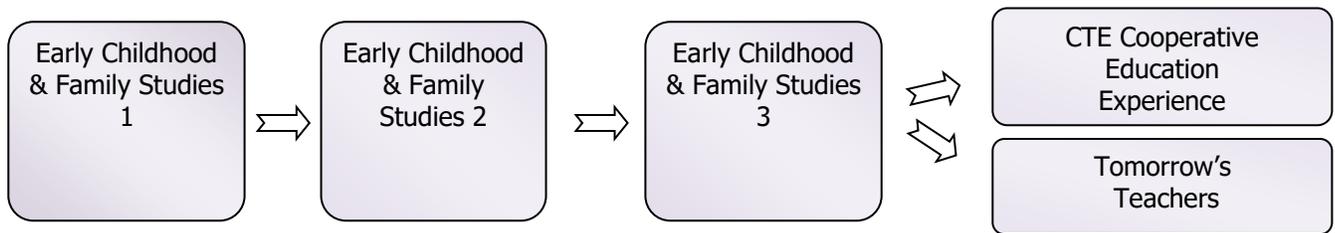


**Programs in Family and Consumer Science:**

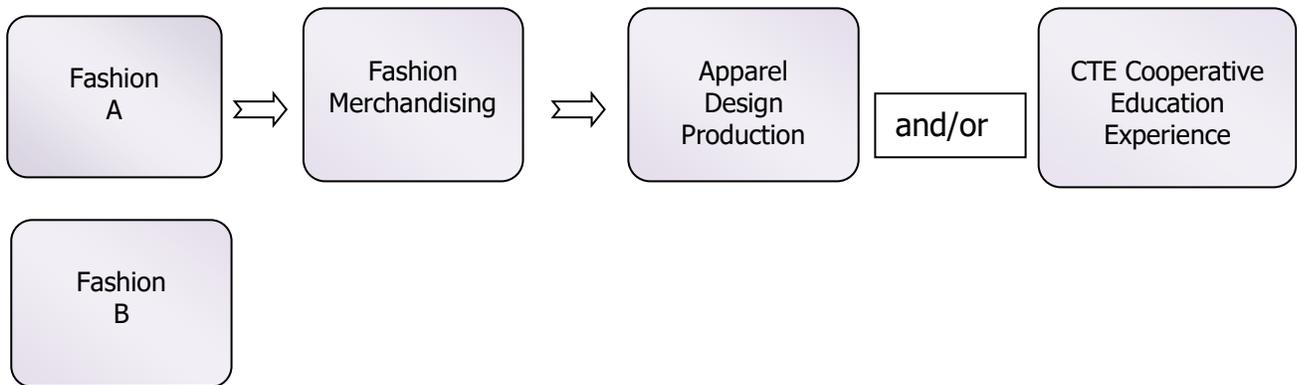
**1. Students interested in Culinary Arts: Cooking & Related Culinary Arts**



**2. Students interested in Early Childhood Development: Child Development**

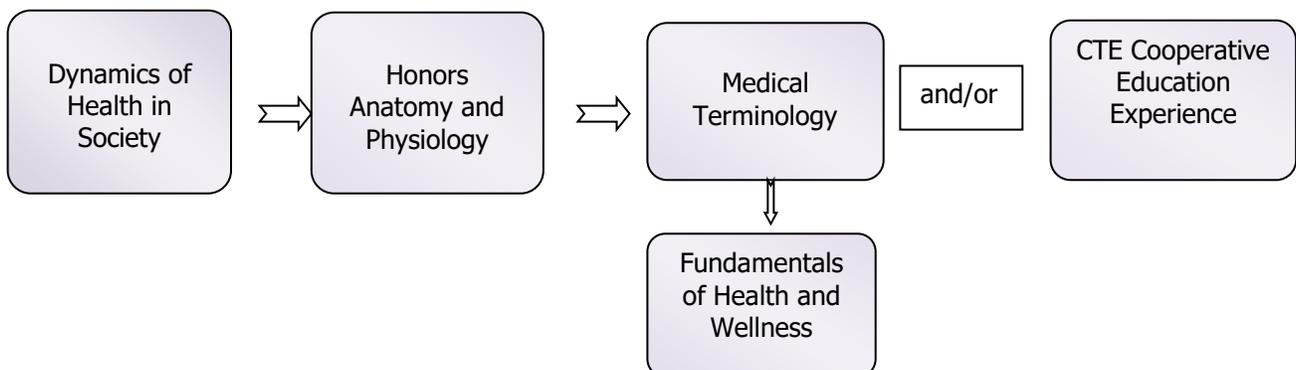


**3. Students interested in the Fashion Industry: Fashion Apparel and Design**



**Programs in Health Science:**

**1. Students interested in Science: Health Sciences**



## **STUDENT SUPPORT SERVICES**

The Student Support Services Department includes child study team, instructional, speech, health and attendance-service personnel. It is responsible for individual testing and consultation required to promote educational achievement and enhance personal functioning, special individualized instruction, preventative health care through the district-wide medical program, emergency first aid, speech therapy, and compliance with school attendance laws.

Members of the department recognize that each student has unique needs. They assist in the provision of healthy, effective learning environments and support students both academically and socially. Associated educational programming responsibilities include special education and home/hospital-bound instruction.

Child study team members assigned to the high school provide services to promote positive student performance. They are available to consult with students, parents, teachers, guidance counselors and administrators in regard to educationally relevant academic and personal problems. The student and/or family may be recommended to community agencies and services for direct consultation. Additional specialists, such as a psychiatrist, neurologist, audiologist, speech consultant, adaptive physical education specialist, etc., may be called upon to assist the basic team when conducting an evaluation.

**Psychologist:** Performs a psychological evaluation based upon formal testing, interviews and observations, which will contribute to an understanding of a student's intelligence and personal features in relationship to learning and/or emotional needs. Provides counseling and crisis intervention services.

**Social Worker:** Evaluates personal development and social adjustment as these factors may affect the student's ability to learn and adjust within the school setting. Provides counseling and crisis intervention services.

**Learning Consultant:** Evaluates learning strengths and weaknesses through testing, interviews and observations, and recommends developmental/remedial methods, materials and techniques.

After the team has evaluated a student, a decision is made regarding the need for special education and recommended placement. Each student's educational progress is subsequently monitored by the team and reviewed annually. The team also reevaluates students tri-annually and coordinates family/staff efforts on their behalf.



## New Jersey High School Graduation Assessment Requirements

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

**Important Update for Class of 2020:** Governor Murphy signed [Executive Order 117](#) on April 7, 2020 to address the continued threat of the Novel Coronavirus (COVID-19) to our school communities and the resulting school closures. The Executive Order waives the graduation assessment requirement for any twelfth-grade student who is expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Students in the class of 2020 who have not yet met the assessment requirement must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

### The Classes of 2021 and 2022

The high school assessment graduation requirements that are in place for the Classes of 2021 and 2022 are:

In **English Language Arts/Literacy**, students must demonstrate proficiency:

1. On NJSLA/PARCC ELA 10; **or**
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; **or**
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In **mathematics**, students must demonstrate proficiency:

1. On NJSLA/PARCC Algebra I; **or**
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; **or**
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Proficiency levels/cut scores for the Classes of 2021 and 2022 are specified in the next section.

*Note:* Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

## ELA and Mathematics Assessment Graduation Requirements for the Classes of 2021 and 2022

This document reflects the high school graduation assessment requirements put in place for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.

The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.

As of March 18, 2020, Executive Order 117 waives the graduation assessment requirement for any twelfth-grade student who is expected to graduate in the class of 2020 but, had not yet met the graduation assessment requirement. Students in the class of 2020 who have not yet met the assessment requirement must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

### Pathways Available

#### First Pathway

Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I.

English Language Arts/Literacy (ELA)	Mathematics
NJSLA/PARCC ELA Grade 10 $\geq$ 750 (Level 4)	NJSLA/PARCC Algebra I $\geq$ 750 (Level 4)

#### Second Pathway

Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments.

English Language Arts/Literacy (ELA)	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC ELA Grade 9 <math>\geq</math> 750 (Level 4), <i>or</i></li> <li>• NJSLA/PARCC ELA Grade 11 <math>\geq</math> 725 (Level 3) <i>or</i></li> <li>• SAT Critical Reading (taken before 3/1/16) <math>\geq</math> 400, <i>or</i></li> <li>• SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) <math>\geq</math> 450, <i>or</i></li> <li>• SAT Reading Test (taken 3/1/16 or later) <math>\geq</math> 22, <i>or</i></li> <li>• ACT Reading or ACT PLAN Reading<sup>1</sup> <math>\geq</math> 16, <i>or</i></li> <li>• ACCUPLACER WritePlacer <math>\geq</math> 6, <i>or</i></li> <li>• ACCUPLACER WritePlacer ESL <math>\geq</math> 4, <i>or</i></li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) <math>\geq</math> 40, <i>or</i></li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) <math>\geq</math> 22, <i>or</i></li> <li>• ACT Aspire Reading<sup>1</sup> <math>\geq</math> 422, <i>or</i></li> <li>• ASVAB-AFQT Composite <math>\geq</math> 31</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC Geometry <math>\geq</math> 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II <math>\geq</math> 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) <math>\geq</math> 400, <i>or</i></li> <li>• SAT Math Section (taken 3/1/16 or later) <math>\geq</math> 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) <math>\geq</math> 22, <i>or</i> ACT or ACT PLAN Math<sup>1</sup> <math>\geq</math> 16, <i>or</i></li> <li>• ACCUPLACER Elementary Algebra <math>\geq</math> 76, <i>or</i></li> <li>• Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)<sup>2</sup> <math>\geq</math> 255, <i>or</i></li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) <math>\geq</math> 40, <i>or</i></li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) <math>\geq</math> 22, <i>or</i></li> <li>• ACT Aspire Math<sup>1</sup> <math>\geq</math> 422, <i>or</i></li> <li>• ASVAB-AFQT Composite <math>\geq</math> 31</li> </ul>

### Third Pathway

Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals.

**Important Update for Class of 2020:** Governor Murphy signed Executive Order 117 on April 7, 2020 to address the continued threat of the Novel Coronavirus (COVID-19) to our school communities and the resulting school closures. The Executive Order waives the graduation assessment requirement for any twelfth-grade student who is expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Students in the class of 2020 who have not yet met the assessment requirement must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

English Language Arts/Literacy (ELA)	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

### The Class of 2023 and Beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.

For questions or concerns, please reach out to [assessment@doe.nj.gov](mailto:assessment@doe.nj.gov).

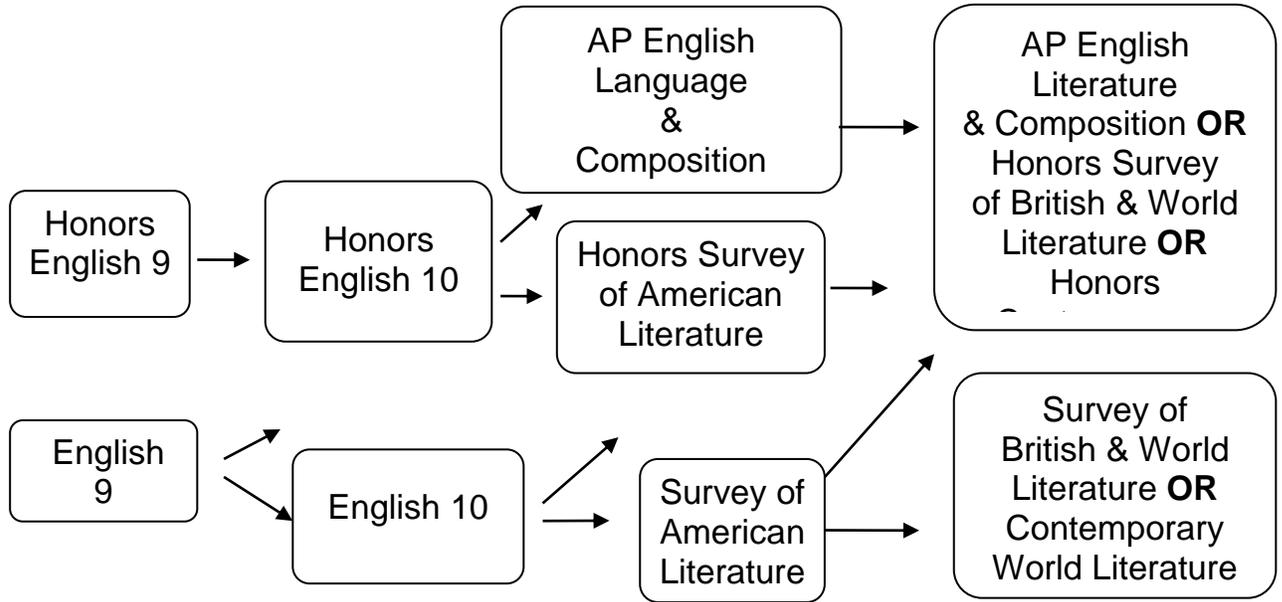
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<sup>1</sup> Test is no longer administered but can be used for the graduating year.

<sup>2</sup> Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

Department sequence guides on the following pages are schemes designed to help you visualize the interrelationship among courses in a particular department. They are presented as an aid in selecting an appropriate sequence of courses.

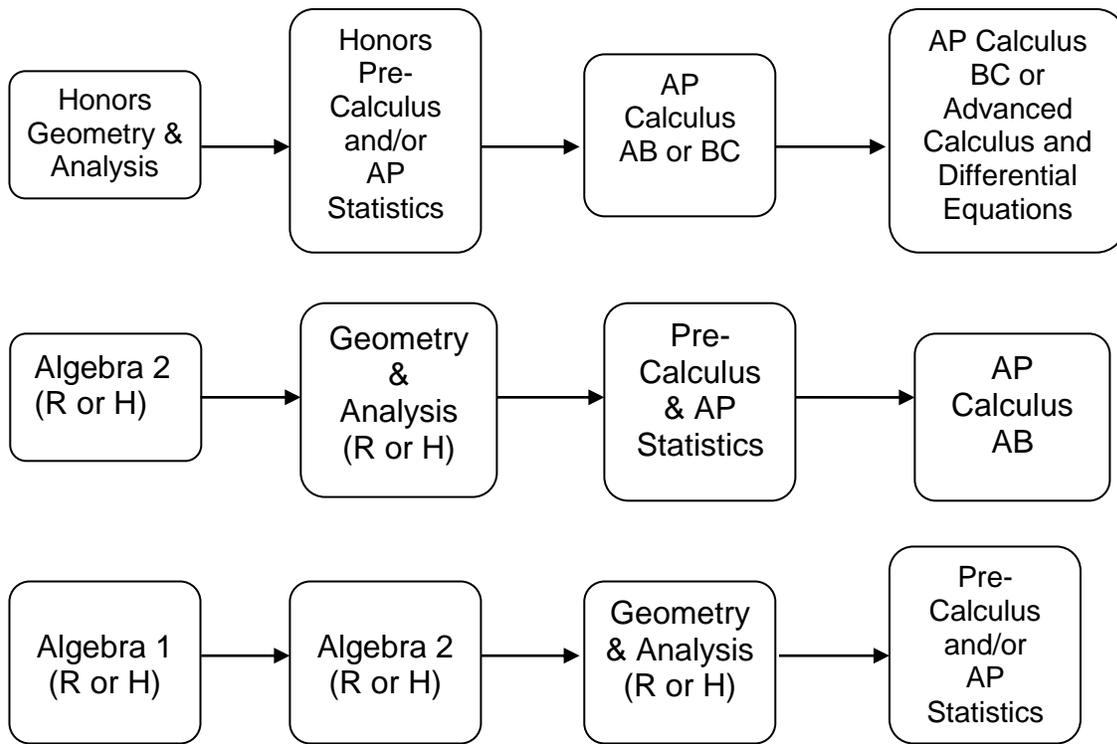
### English Language Arts Course Sequence



Available electives in English Language Arts by grade level include:

Grade 9	Grade 10	Grade 11	Grade 12
Mythology Intro to Journalism Literary Study of Rock and Hip Hop Creative Writing Public Speaking	Mythology Intro to Journalism Newspaper 1 Literary Study of Rock and Hip Hop Public Speaking Creative Writing SAT Prep Class	Mythology Intro to Journalism Newspaper 1 Newspaper 2 Broadcast/TV 1 Literary Study of Rock and Hip Hop Public Speaking Creative Writing SAT Prep Class	Mythology Yearbook Intro to Journalism Newspaper 1 Newspaper 2 Newspaper 3 Broadcast/TV 1 Broadcast/ TV 2 Literary Study of Rock and Hip Hop Public Speaking Creative Writing

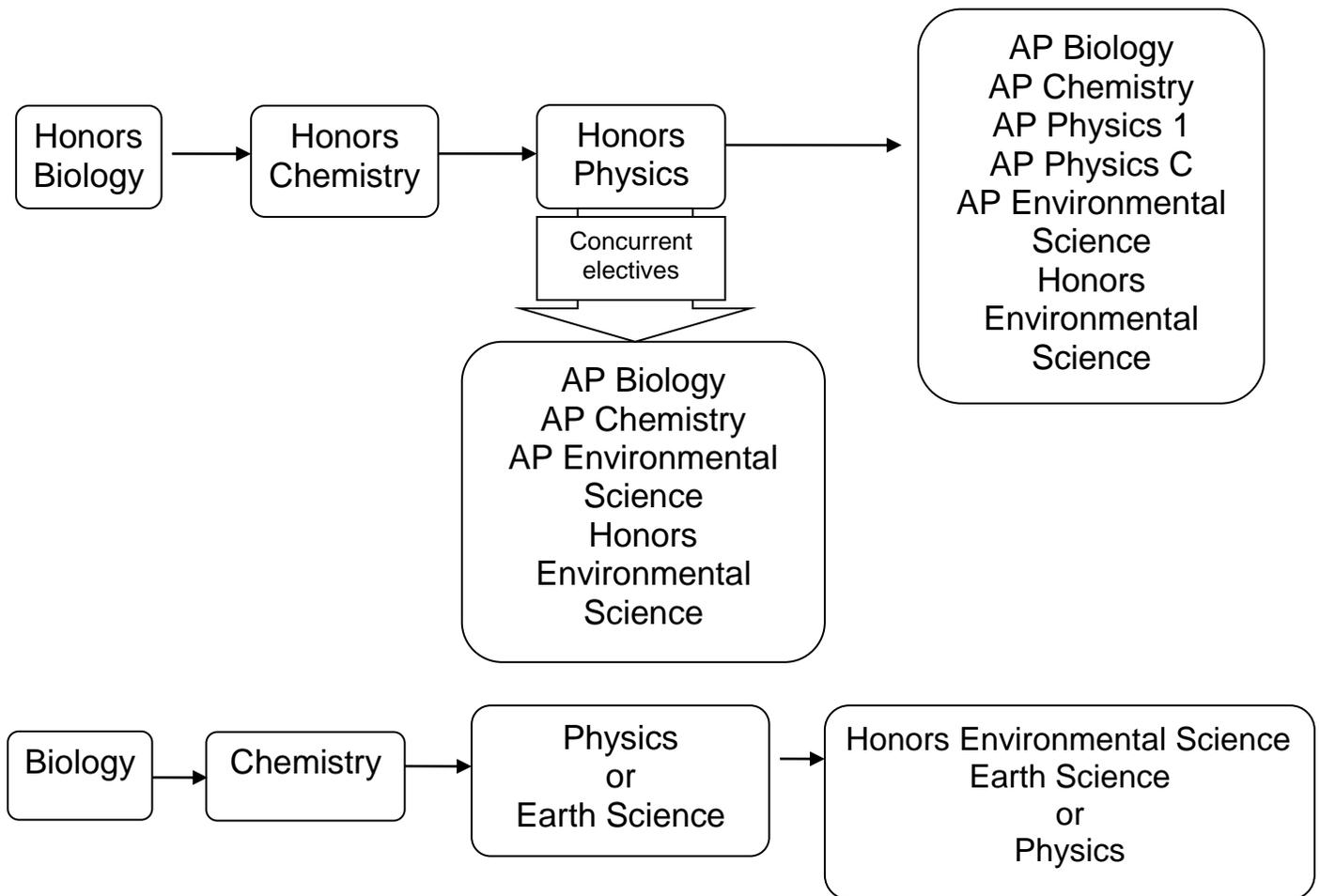
## Mathematics Course Sequence



### Available electives in Mathematics by Grade Level include:

Grade 9	Grade 10	Grade 11	Grade 12
Programming in Visual Basic Programming in C++	Programming in Visual Basic Programming in C++ Java SAT Prep Class AP Statistics	Programming in Visual Basic Programming in C++ Java AP Computer Science A SAT Prep Class AP Statistics College Math Statistics Calculus	Programming in Visual Basic Programming in C++ Java AP Computer Science A AP Statistics College Math Statistics Calculus

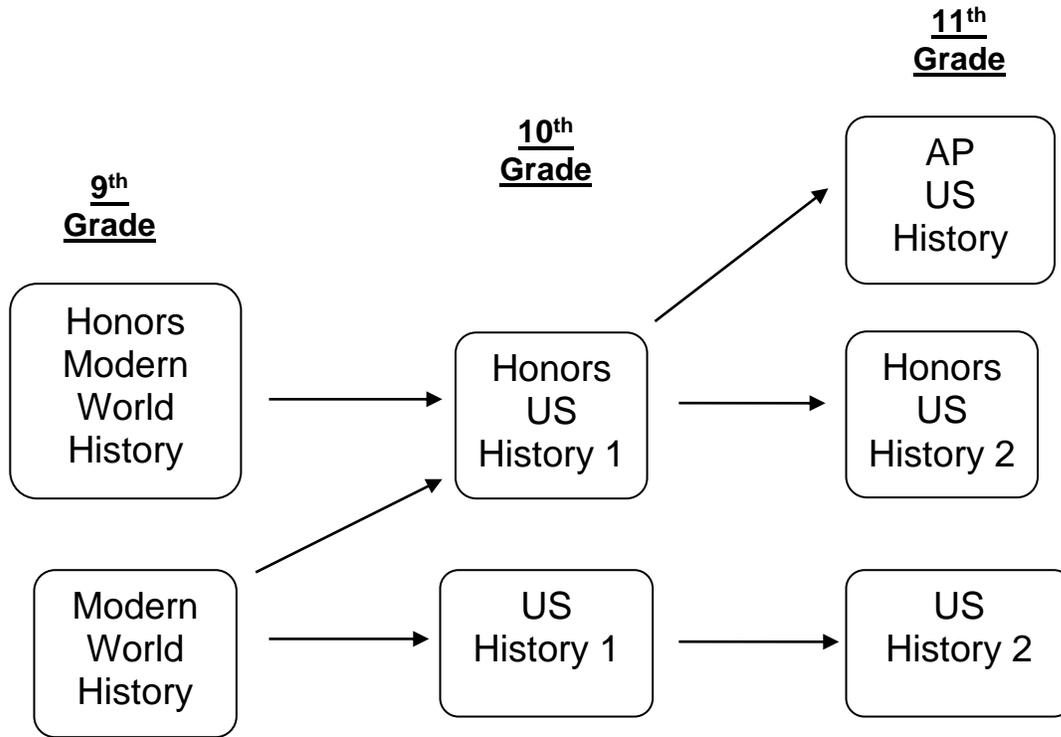
## Science Course Sequence



### Available electives in Science by Grade Level include:

Grade 9	Grade 10	Grade 11	Grade 12
Animal Behavior Voyage into Space	Dynamics of Health Care in Society Animal Behavior Voyage into Space	Dynamics of Health Care in Society Honors Anatomy & Physiology Forensic Science Fundamentals Health & Wellness Medical Terminology	Dynamics of Health Care in Society Honors Anatomy & Physiology Forensic Science Fundamentals Health & Wellness Medical Terminology

## Social Studies Course Sequence



### Available electives in Social Studies by grade level include:

Grade 9	Grade 10	Grade 11	Grade 12
The Law: Rights and Responsibilities	The Law: Rights and Responsibilities Cultural Anthropology IH	Europe in the Modern Age The Individual in Society History of Race, Class, Gender and Ethnicity Cultural Anthropology Money, Markets and the Economy Modern America Through the Media Power and Politics in America AP Psychology	Europe in the Modern Age The Individual in Society History of Race, Class, Gender and Ethnicity Cultural Anthropology Money, Markets and the Economy Modern America Through the Media Power and Politics in America AP Government & Politics AP Psychology AP World History: Modern Honors Introduction to Philosophy

## IMS: A STEM Academy

The goal of The Institute of Mathematics and Science is to provide students with immersive learning within science, technology, engineering and mathematics. Students are provided the opportunity to participate in problem-based learning experiences, with cross-curricular projects and assignments. Field trips and guest speakers give students exposure to college and career opportunities in the growing STEM environment.

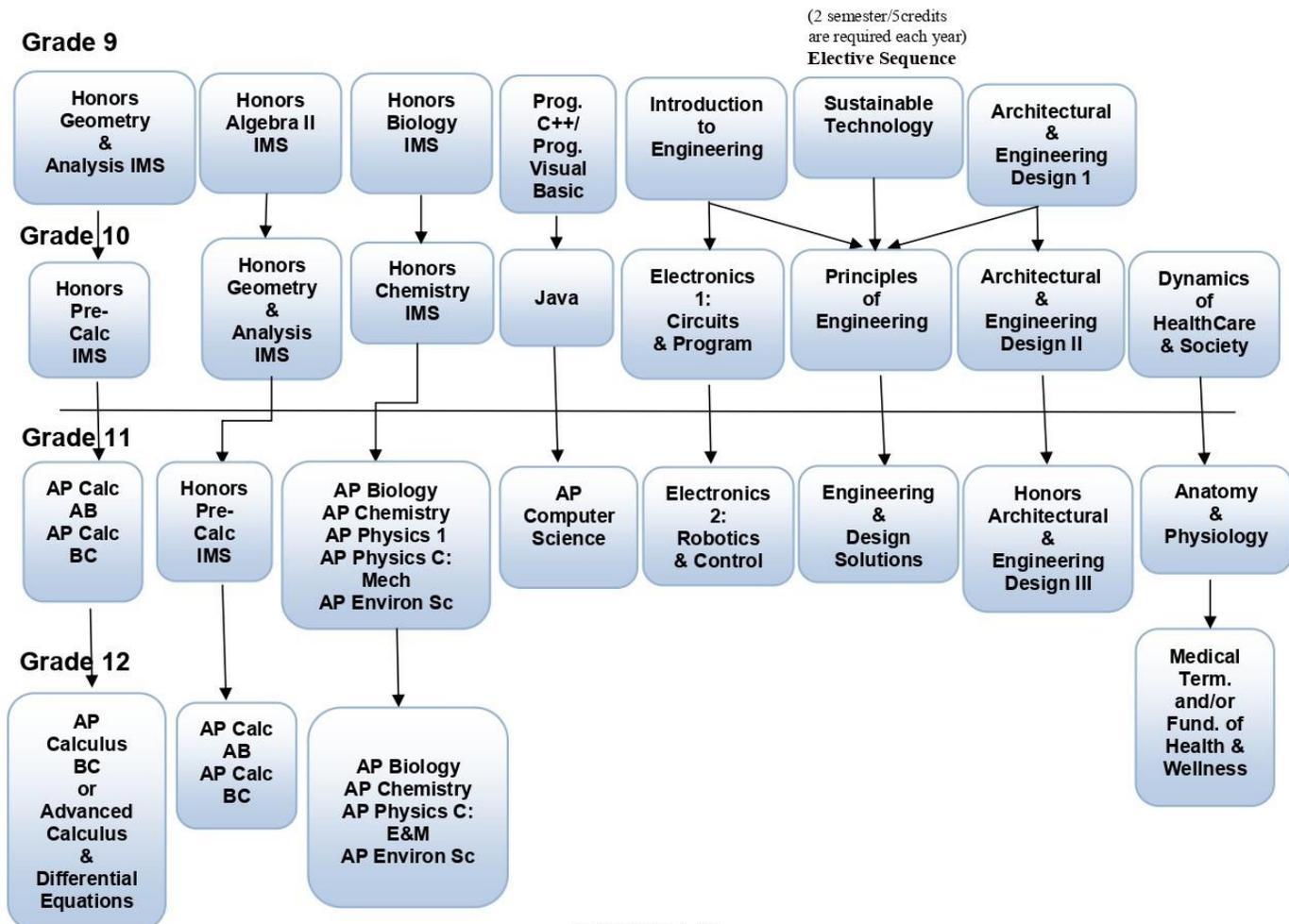
### Course Sequence:

Students in the IMS program have a required progression in science and math. Students in Grade 9 will enroll within a cohort of IMS students in Honors Biology IMS, Honors Algebra 2 IMS, Honors Geometry & Analysis IMS, and an IMS elective. In Grade 10, students progress into Honors Geometry & Analysis or Honors Pre-Calculus IMS and Honors Chemistry IMS. In successive years, additional options are available in terms of Honors and AP offerings. Please refer to the chart for possible combinations.

Students are also required to enroll in a STEM elective designed to provide practical and experimental application of learning in the core math and science classes. The computer science pathway allows students to develop their skills and develop fluency in various programming languages. The engineering pathway gives students the opportunity to learn the elements of engineering and tech design in order to develop and construct new technologies.

### Application Process:

Students apply for the program during their 8<sup>th</sup> grade year. Applications are due by February 5, 2021. Students are evaluated and scored based on the following categories: grades in core subject areas, standardized test results, teacher recommendations and a student writing sample. Students are required to follow the course sequence and requirements as they are listed below and only permitted to exit the program at the end of the school year.



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**THE COLLEGIATE INSTITUTE**  
**(TCI)**

The Collegiate Institute is a program for students in the academic middle as they prepare to navigate college preparation courses. This institute actively engages students in meta-cognitive processes of analysis and evaluation of learning through effective methodologies of learning strategies called W-I-C-O-R (Writing, Inquiry, Collaboration, Organization, and Reading). The program prepares students to enroll in rigorous honors and AP courses. The institute uses AVID methodologies in the elective courses that are part of the regular school day. Collegiate Institute students are expected to take part in clubs & activities as well as form study groups with their peers. There is an application and interview process involved with a limited number of students being accepted into the program and parents must be willing to be active participants. Applications are due by February 5, 2021.

**Student Selection Criteria (at least one or more of the following):**

- 2.0-3.0 GPA
- Average to high test scores
- Motivated & Determined to achieve goals
- The potential to improve academically
- The will to prepare for demanding course requirements
- The first in the family to go to college

**TCI 9 ELECTIVE**

Full Year – 5 Credits  
Offered in Grade 9

Students receive instruction in college-entry skills and participate in tutor-led study groups and motivational activities. The course stresses the importance of higher-order thinking, notebook organization, Cornell Notes, study skills, the writing process, goal setting, critical reading, and study habits. The focus is primarily on developing the knowledge, skills, and attitudes needed to succeed in rigorous high school courses.

**TCI 10 ELECTIVE**

Full Year – 5 Credits  
Offered in Grade 10

The course continues to stress the importance of succeeding in a rigorous high school or college-level course and continues to provide instruction in college-entry skills and tutor-led study groups. Emphasis is on developing writing skills necessary for success in honors and AP courses, the PSAT, and in college.

**TCI 11 ELECTIVE**

Full Year – 5 Credits  
Offered in Grade 11

In the junior year, the focus is on readiness for college testing and selection. Students should have been introduced to all of these ideas previously, but now the spotlight is on serious preparation in these areas. In particular, document-gathering for the impending college and financial aid application process must receive much attention here: copies of parents' tax forms for the year preceding the senior year, letters of recommendation, copies of transcripts, lists (resumes) of accomplishments and awards must be scrutinized and gathered for ease of use in the Fall.

Additionally, students will continue to develop the skills acquired in the freshman and sophomore years specifically binder organization, test taking, and tutorials.

**TCI 12 ELECTIVE**

Full Year – 5 Credits  
Offered in Grade 12

In the senior year, the emphasis is on the first semester. During this time, students must be very focused and must stay on top of deadlines and requirements. The need for calendars and planners to be up-to-date and specific must be especially emphasized at this time. Students will also work on scholarship writing and college level writing assignments. From March on, students generally need lots of time and opportunity to discover and plan for attending college, selecting courses, finding support services on campus, and (perhaps) living on their own.

## **INSTITUTE FOR THE HUMANITIES (IH)**

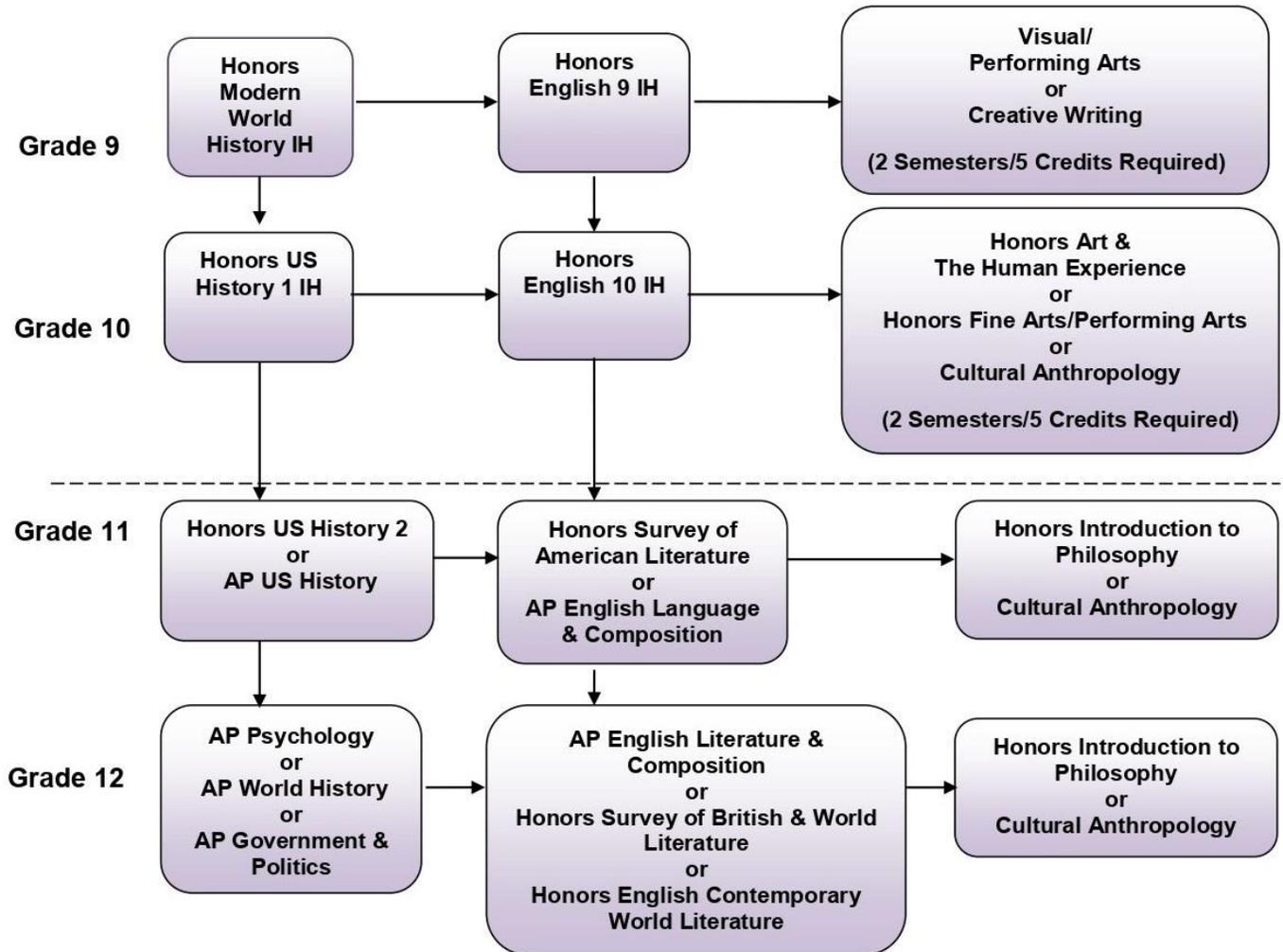
The goal of The Institute of the Humanities is to provide students with immersive learning within the humanities. Students are provided the opportunity to participate in problem-based learning experiences, with cross-curricular projects and assignments within the cohort. Field trips and guest speakers will give students exposure to college and career opportunities.

### **Course Sequence:**

Students in the IH program have a required progression in the humanities. Students in Grade 9 enroll within a cohort of IH students in Honors Modern World History IH, Honors English 9 IH, and a Visual/Performing Arts or Creative Writing semester elective. In Grade 10, students progress into Honors US History 1 IH, Honors English 10 IH, and Honors Art & The Human Experience, Honors Fine Arts/Performing Arts or Cultural Anthropology. In successive years, please refer to the chart for possible combinations. Ultimately, it is our goal for all IH students to take at least one AP course in Social Studies and/or Language Arts.

### **Application Process:**

Students apply for the program during their 8<sup>th</sup> grade year. Applications are due by February 5, 2021. Students are reviewed and scored based on the following criteria: grades in core subject areas, standardized test results, teacher recommendations and a student writing sample. Students are required to follow the course sequence and requirements as they are listed below and are only permitted to exit the program at the end of the school year.



**INSTITUTE FOR CITIZEN EMPOWERMENT**  
**(ICE)**

**Application Process:**

Students apply for admission into the ICE program during their 9th grade year. Applications are due by February 5, 2021. There are both honors and college prep levels available to students.

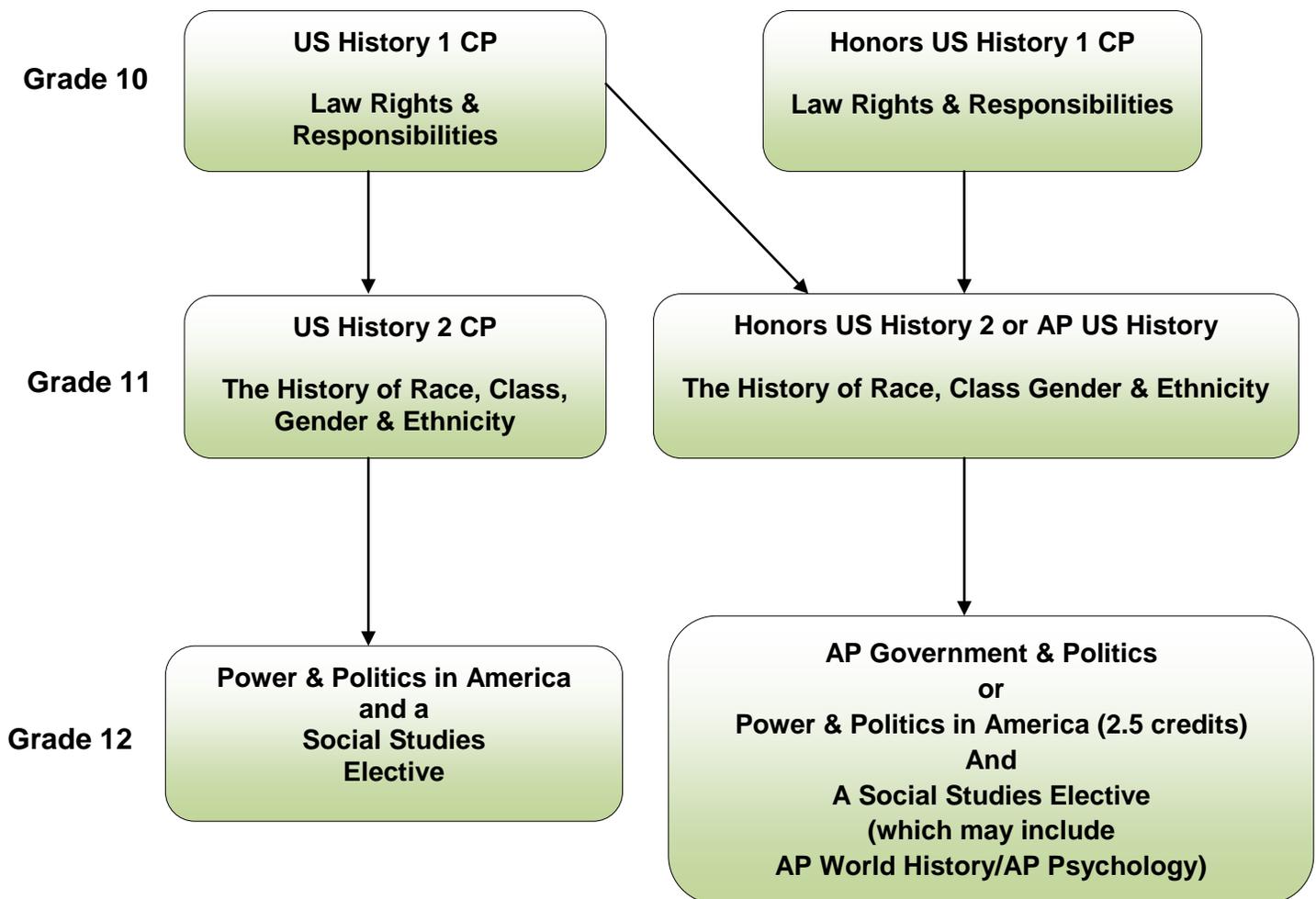
**Course Sequence:**

This Social Studies based small learning community begins with the student's application in his/her freshman year, and enrollment in the Institute for Citizen Empowerment in the sophomore year. Students will move as a unit from their sophomore year ICE classes into their junior and then senior year ICE classes.

Each year, students in the ICE will take 5 – 10 credits within the small learning community. At the end of three years, students will have taken at least 25 credits within the ICE Small Learning Community. The three-year course sequence is listed below.

**Program Highlights:**

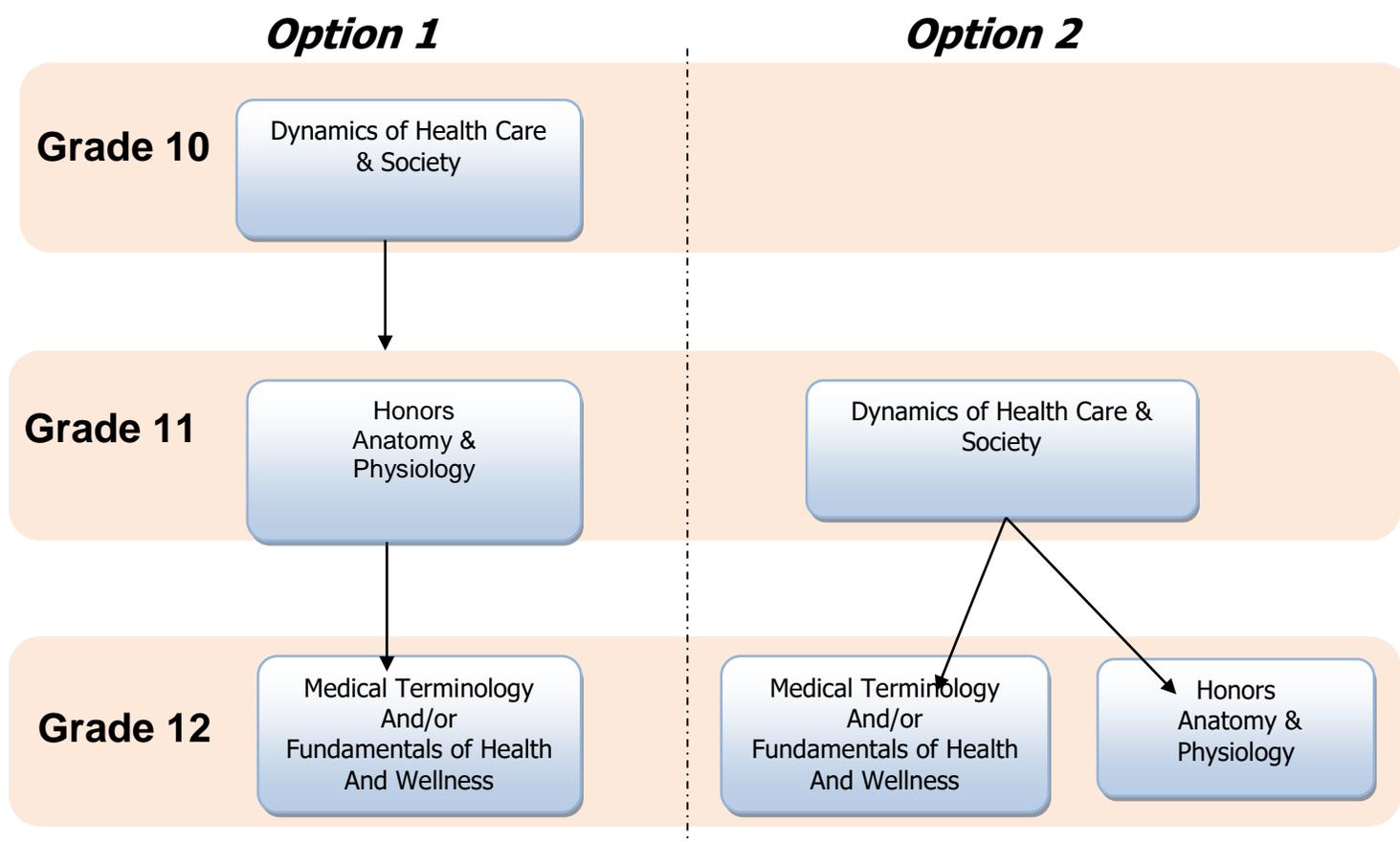
Students will engage in a number of extra-curricular activities focusing on the roles and responsibilities of an educated and informed citizen. Community service projects, field trips, guest speakers and other action learning projects will be an essential component of the program.



## THE HEALTH SCIENCE CAREERS ACADEMY

West Orange High School is partners with Rutgers University's School of Health Professions. The partnership offers college level courses to students at West Orange High School. The Health Science Careers Program allows students interested in health careers to participate in university-level health science courses while attending high school. Students must apply to Rutgers School of Health Professions and be admitted in order to earn college credit. Admission requires a minimum grade of C or concurrent enrollment in Biology, Chemistry, and a high school Algebra course. The foundation course is Dynamics of Health Care and Society. The classes are taught by West Orange High School science faculty members, using curriculum and materials provided by Rutgers. The intent of this program is to expose students to the possible college and career paths that are open to them in the area of health careers. Students who choose not to enter the Rutgers program are welcome to take the courses as electives, but will not be eligible for college credit. Regardless of which path students eventually choose, their experience with college level coursework will enhance their academic development in all areas of their education.

Once admitted to the Rutgers program, students can earn college credit by successfully passing the Rutgers standardized exam used to assess college-level competency in these courses. In order to earn college credit for Dynamics of Health Care in Society, students must successfully complete the course at WOHS and pass the Rutgers exam. If the grade on the exam is 74% or greater the student is eligible for credit provided they take another course in the program. The grade reported on the Rutgers transcript for Dynamics of Healthcare in Society is based 100% on the students score on the Rutgers end of course examination. In order to earn college credit for Honors Anatomy & Physiology, Fundamentals of Health and Wellness, and/or Medical Terminology, students must successfully complete the course at WOHS and pass the Rutgers exam with a qualifying score as established by Rutgers, in addition to passing Dynamics of Health Care & Society (either previously or concurrently). The score reported on the Rutgers transcript for Anatomy & Physiology, Fundamentals of Health and Wellness, and/or Medical Terminology is the average of the West Orange High School course grade and the score on the university's end of course examination.



***Option 3***

***Option 4***

**Grade 11**

Honors Anatomy  
&  
Physiology

Dynamics of Health Care &  
Society  
Honors Anatomy & Physiology

**Grade 12**

Dynamics of Health Care  
& Society  
Medical Terminology  
And/or  
Fundamentals of Health  
And Wellness  
Honors Anatomy &  
Physiology

Medical Terminology  
And/or  
Fundamentals of Health  
And Wellness

## **AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS**

The Air Force Junior Reserve Officer Training Corps (AFJROTC) program is designed for young men and women looking for something different and challenging. The goal of the program is to instill in high school students the values of citizenship, service to their community, personal responsibility, and a sense of accomplishment. This is accomplished through a unique blend of classroom instruction, practical application and co-curricular activities using the United States Air Force model of education. The classroom and practical application portions are mandatory, while co-curricular activities are voluntary. The classroom instruction portion includes Aerospace Science, Leadership Education, and Wellness components. Students then have the opportunity to apply what they learned in the classroom as members of the cadet corps. Here students are organized into functional areas like that of an actual Air Force squadron. They are assigned jobs, tasks and earn cadet rank. Finally, a variety of extra-curricular and co-curricular activities are offered to reinforce and augment classroom concepts.

### **AFJROTC - Aviation History & Leadership**

Full Year - 5 Credits

An aviation history, citizenship and wellness course. The aviation portion focuses on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. The citizenship portion introduces students to AFJROTC, providing a basis for progression through the rest of the program, while instilling elements of good citizenship. It contains sections on the Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; individual self-control; and citizenship. During the wellness portion, students are motivated to lead healthy, active lifestyles beyond program requirements and into their adult lives. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

### **AFJROTC - Science of Flight & Leadership**

Full Year - 5 Credits

A science, communication and wellness course. The science portion acquaints the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment. The communication portion stresses communications skills and cadet corps activities. A great deal of information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. During the wellness portion, students are motivated to lead healthy, active lifestyles beyond program requirements and into their adult lives. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

### **AFJROTC – Exploring Space & Leadership**

Full Year - 5 Credits

A science, life skills and wellness course. The science portion includes the latest information available in space science and space exploration. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere, investigates the importance of entering space and discusses manned and unmanned space flights. This portion also covers the human aspect of spaceflight, focusing on the human experience in space, and examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space. The life skills portion prepares students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21<sup>st</sup> century. Students learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. Students explore career paths and understand requirements that they will need to be successful at work and in life. To help students increase their potential for success through education, they will learn how to select a school that is right for them; how to apply for admission to a vocational or technical school, community college, or college/university; and how to succeed in these learning environments. Information is provided on how to conduct the job search for students who wish to enter the workforce right after high school or after additional education and training. They will learn how to prepare a winning résumé, and how to develop effective interviewing skills. Students will become more skilled at using the Internet for career research and learn how to network safely using

social media. The text also provides information on working for the federal government to include careers in the military, aerospace industry, and public service. Finally, students will consider the most important elements of life skills for all Americans: civic responsibilities, such as volunteering, registering to vote, jury duty, and draft registration. During the wellness portion, students are motivated to lead healthy, active lifestyles beyond program requirements and into their adult lives. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

### **AFJROTC - Principles of Management & Leadership**

Full Year - 5 Credits

This course is only open to students with 3 years of JROTC experience

A management and wellness course. The students in this course will manage the entire cadet corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership training into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Students also explore ethical dilemmas, case studies, and role play activities based on real life experiences to reinforce leadership and management principles. Students will continue to receive the wellness portion of the curriculum, so that they may lead healthy, active lifestyles beyond program requirements and into their adult lives. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

## **COURSE AVAILABILITY**

It is the policy of the West Orange Board of Education to provide equal educational opportunities regardless of race, color, creed, religion, sex, or handicap. In addition, in order to provide the broadest program possible to meet the individual needs of students, a wide selection of electives is available in all subject areas. Many of these electives are offered on a semester basis in order to provide for greater scheduling flexibility. Low enrollments in courses may cause them to be deleted from the program and should this occur, it is advisable to have considered alternate selections.

## **ADVANCED PLACEMENT COURSES**

The following criteria for student enrollment in Advanced Placement courses have been established:

1. Completion of prerequisite courses as established by individual departments. (Please see course descriptions for prerequisites.)
2. Maintenance of a B average in previously completed prerequisite course(s) as determined by individual departments.
3. Teacher recommendation for placement in A.P. courses. Students must submit an Advanced Placement of Intent and Application to their school counselor to be enrolled in an Advanced Placement course. The form includes a signature from the student's current teacher, student and parent.

The following 25 Advanced Placement courses are available at West Orange High School:

A.P. Biology	A.P. Psychology
A.P. Calculus AB	A.P. Physics 1-Algebra Based
A.P. Calculus BC	A.P. Physics C: Mechanics
A.P. Chemistry	A.P. Physics C: Electricity & Magnetism
A.P. Chinese Language and Culture	A.P. Spanish Language and Culture
A.P. Computer Science A	A.P. Spanish Literature
A.P. English Language and Composition	A.P. Statistics
A.P. English Literature and Composition	A.P. Drawing
A.P. Environmental Science	A.P. 2D Art & Design
A.P. French Language and Culture	A.P. 3D Art & Design
A.P. United States Government and Politics	A.P. United States History
A.P. Italian Language and Culture	A.P. World History: Modern
A.P. Music Theory	

Students taking A.P. courses are expected to take the College Board A.P. Examinations in May. A.P. examinations are taken at the high school during regular school hours. The results of the College Board A.P. examinations, which are reported to students in July, are not included in the determination of the final grade for the high school course. Results of the examinations may be used to gain college credit for freshman level courses depending upon the policy of the college of choice. The high school uses the results to evaluate the curriculum and to strengthen the performance of the school using data provided by the College Board.

## **COURSE DESCRIPTIONS**

### **ENGLISH LANGUAGE ARTS**

The English Language Arts Program at West Orange High School challenges students to achieve excellence in reading, writing, speaking, listening and viewing by engaging in rigorous and critical study of language and literature for the purpose of becoming lifelong learners and engaged, contributing members of the community. Narrative, expository, and argumentative writing is required at all four levels of the high school program with particular attention to students' intensive appraisal and appreciation of literature and research. Effective, correct and appropriate use of all phases of language arts is encouraged. There is a steadfast emphasis on close, attentive reading, concept formation, analytical writing, and depth of understanding.

The English Language Arts Program is designed to challenge students at all ability levels. Course offerings include full-year required courses offered at the College Preparatory and Honors levels, with Advanced Placement Language and Composition offered junior year and Advanced Placement Literature and Composition offered senior year. Students are also encouraged to select English elective courses.

All English courses required for graduation align directly with the New Jersey Student Learning Standards (NJSLs) for English Language Arts / Literacy and prepare students for college and career readiness as measured by the state assessments. Summer reading assignments and/or projects are mandatory in all full year required courses.

#### **SAT Preparation**

Semester – 2.5 Credits

Offered in Grades 10, 11

This is a **mandatory course** that students may elect to take in either second semester of sophomore year or first semester of Junior year. This course prepares students for the critical reading and writing sections of the Scholastic Aptitude Test. Students develop an understanding of the scope and form of the SAT, set goals, analyze their needs, and chart their progress. They learn strategies and through practice, gain proficiency in verbal skills, with emphasis on critical reading and writing. Through a variety of approaches, students expand their vocabulary and understand the importance of reading to vocabulary mastery. An SAT computer program gives students extra practice and allows them to track their progress throughout the course. The course utilizes Khan Academy and authentic College Board resources. Students who earn a score of 550 on the PSAT in **BOTH** the Reading/Writing and Math sections or other special situations may elect to waive this course. This course is not credited toward the English requirement for graduation.

#### **English 9**

Full Year-5 Credits

Offered in Grade 9

Required Course

English 9 is designed to facilitate students' transition from middle school English Language Arts. In this course, students analyze, evaluate and explore the following literary genres and their elements: the short story, nonfiction, the novel, poetry, and drama. Students will examine the elements of each genre, as well as analyze specific literary devices and poetic techniques. Writing assignments in this course include: journal prompts, short constructed responses, persuasive and argumentative writing, fiction writing, essay construction, and research. Students demonstrate proficiency through written analytical responses, group and individual comprehensive projects, and performance-based assessments. This course is credited toward the English requirement for graduation.

#### **Honors English 9**

Full Year – 5 Credits

Offered in Grade 9

Required Course

Honors English 9 is designed to challenge accelerated learners to analyze, evaluate and explore rigorous texts within the following literary genres: the short story, nonfiction, the novel, the epic, poetry, and drama. Students will examine the elements of each genre, as well as analyze specific literary devices and poetic techniques. Writing assignments in this course include: journal prompts, short constructed responses, persuasive and argumentative writing, fiction writing, essay construction, and research. Students demonstrate proficiency through written analytical responses, group

and individual comprehensive projects, and performance-based assessments. Additionally, students will complete at least one independent reading project. This course is credited toward the English requirement for graduation.

### **English 10**

Full Year - 5 Credits

Offered in Grade 10

Required Course

Students in English 10 continue to develop and attain a higher degree of proficiency in English Language Arts. The course is designed to introduce students to the systematic study of literature developing their skills in reading and writing. Throughout the course, students will engage with challenging texts to foster critical thinking skills. Units focus on allegory, tragic hero, literary theory, memoir/storytelling, and the research process. Students will read selected short stories, novels, essays, poems, and plays. Students compose a variety of written expression practicing and honing skills in developing a sound thesis, utilizing textual evidence to support analysis of topic as well as the correct use of grammar and MLA format. PSAT/SAT preparation is embedded into the course. This course is credited toward the English requirement for graduation.

### **Honors English 10**

Full Year – 5 Credits

Offered in Grade 10

Required Course

Students in Honors English 10 continue to refine their advanced skills in English Language Arts in preparation for the Advanced Placement and Honors courses. Through a rigorous examination of literary and informational texts, students follow a series of units which explore the purpose and function of literature (allegory/science-fiction), the tragic hero (Ancient Greek/Elizabethan), literary criticism (reading from alternate perspectives), the art of persuasion (rhetorical devices), first-person narratives (memoir), and the research process. Lessons and assessments are designed to improve skills as active, analytical readers and effectively engaging writers. Standards based scoring rubrics are utilized to provide structure while drawing focus towards MLA formatting and citations, proofreading skills, and vocabulary acquisition. PSAT/SAT preparation is embedded into the course. This course is credited toward the English requirement for graduation.

### **English 11 - Survey of American Literature**

Full Year - 5 Credits

Offered in Grade 11

Required Course

This eight unit course is designed to examine in detail the development of American literature from its beginnings to the present using major literary periods (Romanticism, Transcendentalism, Realism, Modernism, and Post-Modernism) as a framework. Major recurrent themes and, where appropriate, the relationship between literature and social and political history, are considered. Short stories and novels are utilized for studying literary chronology, which includes the examination of works by writers such as: Jonathan Edwards, Anne Bradstreet, Benjamin Franklin, Edgar Allan Poe, Nathaniel Hawthorne, Henry David Thoreau, Ralph Waldo Emerson, Emily Dickinson, Mark Twain, John Steinbeck, F. Scott Fitzgerald, Ernest Hemingway, Arthur Miller, Toni Morrison, Sandra Cisneros, James Baldwin, August Wilson, Alice Walker, and Langston Hughes. Throughout the course, emphasis is placed on fostering mature comprehension in reading by considering the ways in which literary form and linguistic style work with "pure content" to convey meaning and feeling; and by studying various composition techniques. Lessons and assessments in the strands of viewing, listening and writing are conducted to enhance students' critical thinking skills in those areas. PSAT/SAT/ACT practice is also embedded into the course. This course is credited toward the English requirement for graduation.

### **Honors English 11 – Survey of American Literature**

Full Year – 5 Credits

Offered in Grade 11

Required Course

In this rigorous course, advanced students examine the development of American literature. Using a thematic and/or chronological approach, students examine the various movements, their literary style and reflection of the period, and their relevance and impact upon contemporary writers. Students are challenged to further their studies independently and collaboratively. This course is credited toward the English requirement for graduation.

### **Survey of British and World Literature**

Full Year - 5 Credits

Offered in Grade 12

Students may select Survey of British and World Literature **or** Contemporary World Literature to satisfy the five credit requirement for grade 12 English.

This course engages students in the study of British and world literature for the purpose of exploring the themes, forms, styles, and cultural contexts of noteworthy authors. Readings focus on fiction and nonfiction texts that center around genres, archetypes and literary devices such as memoirs, the many representations of the hero (epic, tragic and modern) and satire. Themes and units studied emphasize narrative writing, and critical reading and writing skills necessary for effective analysis pertaining to literary and informational texts. Students further develop and hone skills in close, critical reading, engage in all stages of the writing process, expand knowledge about literature, language, and perspective. Students will continue to develop their writing skills using a variety of prompts and exercises designed to challenge assumptions, encourage critical thinking, and promote effective writing, both creative and analytical. In particular, regular writing practice will allow students to establish a voice and polish thesis development, essay organization, and effective use of language conventions with close attention to style and augmentation. This course is credited toward the English requirement for graduation.

### **Honors Survey of British and World Literature**

Full Year – 5 Credits

Offered in Grade 12

Students may select Survey of British and World Literature **or** Contemporary World Literature to satisfy the five credit requirement for grade 12 English.

This course is an accelerated study of British and World literature. Students are required to read a more expansive collection of literature and delve deeper into the critical analysis and interpretation of each text. Informational texts will be paired with each literary selection to provide further exploration of theme(s) and literary period. Analytical and research writing will be practiced throughout the course. This course is credited toward the English requirement for graduation.

### **English 12 Contemporary World Literature**

Full Year – 5 Credits

Offered in Grade 12

Students may select Survey of British and World Literature **or** Contemporary World Literature to satisfy the five credit requirement for grade 12 English.

The course engages students in the study of contemporary works of fiction and nonfiction for the purpose of exploring the themes, forms, styles, and cultural contexts of noteworthy contemporary authors outside British and American cultural traditions. Readings focus on fictional and nonfiction narratives originating in regions such as Africa, India, Asia, Latin America and Continental Europe. Students further develop and hone skills in close, critical reading, engage in all stages of the writing process, expand knowledge about literature and language, develop global perspective, and manage the task of developing an extensive and independent research project. Students will continue to develop their writing skills using a variety of prompts and exercises designed to challenge assumptions, encourage critical thinking, and promote effective writing, both creative and analytical. In particular, intensive writing practice will allow students to establish a voice and polish thesis development, essay organization, and effective use of language conventions with close attention to style and augmentation.

### **Honors English 12 Contemporary World Literature**

Full Year – 5 Credits

Offered in Grade 12

Students may select Survey of British and World Literature **or** Contemporary World Literature to satisfy the five credit requirement for grade 12 English.

This course is an accelerated study of contemporary world literature. Students are required to read a more expansive collection of literature and delve deeper into the critical analysis and interpretation of each text. Informational texts will be paired with each literary selection to provide further exploration of themes, forms, styles, and cultural contexts. Intensive analytical and research writing will be practiced throughout the course. This course is credited toward the English requirement for graduation.

### **Advanced Placement English Language and Composition**

Full Year - 5 Credits

Offered in Grade 11

This course develops student awareness of language and enhances skills in critical reading, listening, viewing, speaking and writing. In an effort to prepare students for the College Board Advanced Placement Examination in English Language and Composition, the course emphasizes the analysis of discursive prose in a wide variety of rhetorical contexts and the writing of expository essays for a variety of purposes, including to synthesize source materials, to develop arguments, and to determine the effectiveness of rhetorical strategies. Students engage in all stages of the writing process with ongoing collaboration between the teacher and class members. The units of the course are meant to connect social themes with challenging texts in order to foster deep thinking and facilitate informed citizenship. Students are expected to take the Advanced Placement exam in May. This course is credited toward the English requirement for graduation.

### **Advanced Placement English Literature and Composition**

Full Year - 5 Credits

Offered in Grade 12

The Advanced Placement English Literature and Composition course is considered an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of complex and varied literature worthy of significant merit as a way to deepen their understanding of the ways writers use language to create meaning. Rigorous writing assignments include: expository, analytical, and argumentative essays focused on both prose and verse. Students are expected to make significant connections to text and across texts both in writing and through class participation. Students are expected to take the Advanced Placement exam in May. This course is credited toward the English requirement for graduation.

## **English Language Arts Department Electives**

### **Creative Writing**

Semester - 2.5 Credits

Offered in Grades 9, 10, 11, 12

Creative writing is a one-semester course which encourages the exploration and development of the writer's craft. Students examine various modes of expression as models for their own writing and broaden their writing experiences as well as refine the discipline the creative writing requires. This course is not credited toward the English requirement for graduation.

### **Literary Study of Rock and Hip Hop**

Semester - 2.5 Credits

Offered in Grade 9, 10, 11, 12

This course engages students in the analysis of artistic textual mediums such as song lyrics, music videos, and documentaries. Through these various forms of text, students will study the influences (Jazz, The Blues, Folk) of modern Rock-and-Roll and Hip-Hop and trace the evolution through the decades. Focus will be on artists such as Elvis and Little Richard, The Beatles and Bob Dylan, Run DMC and Public Enemy. Students will analyze text mediums to determine themes and cultural contexts within verse and song lyrics in comparison with both historical and contemporary literature. Analytical skills will be refined through extensive reading of informational text and written response to text. This course is not credited toward the English requirement for graduation.

### **Mythology**

Semester - 2.5 Credits

Offered in Grade 9, 10, 11, 12

Myths reveal the human condition and reflect human nature with its needs, desires, hopes, and fears. This course is designed for the student who is eager to explore the major myths from around the world in a manner that preserves their appeal as fine literature. Students study the principal plot, characterization, style, and cultural values and also read and analyze selected materials to broaden their knowledge, understanding, and appreciation of other cultures. This course is not credited toward the English requirement for graduation.

### **Public Speaking**

Semester - 2.5 Credits

Offered in Grades 9, 10, 11, 12

This course is designed to help students gain the confidence needed when speaking before a group. The program begins with an emphasis on developing better interpersonal skills and continues with the delivery of an informative, introductory, persuasive, and sales speech. This course is recommended for students with an interest in journalism and public speaking. This course is not credited toward the English requirement for graduation.

## **JOURNALISM PROGRAM**

### **Introduction to Journalism**

Full year- 5 credits

Offered in grades 9, 10, 11, 12

This full year course engages students in the study of both print and broadcast journalism. Students enrolled in this course will be introduced to the fundamentals of the craft with emphasis placed on an introduction to mass media with particular attention on newspapers and TV news. Students develop skills in close, critical reading and engage in all stages of the writing process. This course is a prerequisite for advanced journalism courses. This course is not credited toward the English requirement for graduation. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

### **Newspaper 1**

Full Year - 5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Introduction to Journalism

This course is designed to offer the opportunity for students to refine their skills relative to the production of the school newspaper, *The Pioneer*. The fundamentals of journalism are reinforced and students advance to higher-level skills in newspaper writing and production. Students also receive instruction in online publishing. Students enrolled in this course are first year staff of the school newspaper and produce each issue of the paper utilizing relevant computer software. The school and community as sources of news are explored and ethical and legal questions concerning the student press are examined. This course is not credited toward the English requirement for graduation.

### **Newspaper 2**

Full Year - 5 Credits

Offered in Grades 11, 12

Prerequisite: Newspaper 1

This course is designed to offer the advanced journalism student continued opportunity to produce a student newspaper. Students continue to receive instruction in online publishing. Students enrolled in this course are second year staff and editors of *The Pioneer* and produce each issue of the newspaper utilizing computer software and ethical and legal questions concerning the student press are examined. This course is not credited toward the English requirement for graduation.

### **Newspaper 3**

Full Year - 5 Credits

Offered in Grade 12

Prerequisite: Newspaper 2

This course is a continuation of the course of study outlined in Newspaper 2. Students enrolled in this course are third year newspaper staff and have the opportunity to be Editors-in-Chief of the school newspaper, *The Pioneer*. This course is not credited toward the English requirement for graduation.

**Broadcast/TV 1**

Full Year - 5 Credits

Offered in Grades 11, 12

Prerequisite: Introduction to Journalism

This course is designed to offer an introduction to television production skills and techniques, as well as provide a framework for developing critical television viewing skills. Through a variety of activities and experiences, students gain competencies in storyboarding, camera operation, video recording, graphic design, audio and editing. The proficiencies gained through this course provide students with insight into career opportunities in television production and provide a foundation for entrance into production courses in a post high school setting. This course is not credited toward the English requirement for graduation. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

**Broadcast/TV 2**

Full Year - 5 Credits

Offered in Grades 12

Prerequisite: Broadcast/TV 1

This course is a continuation of the course of study outlined in Broadcast/ TV 1. At the end of this course, students are given a nationally recognized NOCTI assessment to certify they have a foundation in basic broadcasting and television production. Based on their score, students may be eligible to earn three college credits. This course is not credited toward the English requirement for graduation. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

**Yearbook**

Full Year - 5 Credits

Offered in Grade 12

Prerequisite: Students interested in taking Yearbook must apply. Applications are due in January of grade 11 and assess teacher recommendations, practical skills, and work ethic.

This course is designed for the student who is eager to be involved in all phases of the planning and production of a yearbook. Students receive instruction in the development of all aspects of this school publication including meeting deadlines, brainstorming the concept, developing theme, and layout for the selections. Relevant terminology, strategies and procedures are explored, identified, and utilized such as captions, lead, interview, photography, and editing. Students learn to prepare the different sections of the yearbook which include academics, sports, business, senior, and student life. Finally, students plan for distribution of the yearbook. This course is not credited toward the English requirement for graduation.

## **ENGLISH AS A SECOND LANGUAGE**

The English as a Second Language (ESL) program is designed to meet the needs of students whose dominant language is not English and whose proficiency in English is limited. The purpose of the program is to:

- develop linguistic and academic skills necessary to succeed in an English-speaking school system.
- understand the American culture while maintaining pride in their linguistic and cultural heritages.
- maintain and develop a sense of self-worth and confidence in their ability to become part of society at large.

Students are placed in courses which correspond to their level of English language proficiency and grade. A culminating course is offered to seniors to prepare them for high school graduation. Exit from the ESL program is based on multiple criteria, which include results on the ACCESS for ELLS assessment, and PARCC, teacher recommendation and classroom performance.

### **ESL 1**

Full Year – 10 Credits

Offered in Grades 9, 10, 11, 12

This is a two period course designed for students with little to no English language proficiency. The main goal is to provide the students with experiences that will lead them to functional and social competency and prepare them for content area classes. Basic grammatical structures and vocabulary are mastered through the study of thematic units in the content areas. While exploring these units, students are encouraged to compare and contrast American perspectives with their native cultures. Listening, speaking, reading, writing skills are developed holistically and are emphasized equally to ensure the student's future academic success. Test taking and study skills are also incorporated at the appropriate level. This course is credited toward the English requirement for graduation.

### **ESL Study Skills**

Full Year – 5 Credits

Required for students in their first year at West Orange High School who are enrolled in ESL1 or ESL2

Offered in Grades 9, 10, 11, 12

The ESL Study Skills course is designed to offer students instruction in skills necessary to succeed in an American high school and beyond. In this differentiated course, students new to the American school system and who are not proficient in English learn skills and strategies ranging from the learning the basics of English language vocabulary and grammar to test taking, note taking, following a high school schedule, and other behaviors necessary for academic success leading to graduation. English Language Learners (ELLs) also learn how to navigate and understand West Orange High School's resources such as Naviance, the Parent Portal, communicate with their guidance counselor, and utilize the library and media center. The ESL Study Skills course also contains units that teach students how to understand their GPA, number of credits, attendance guidelines, required courses, and how final grades are determined.

### **ESL 2**

Full Year – 10 Credits

Offered in Grades 9, 10, 11, 12

Students who demonstrate proficiencies beyond the beginner level are placed in ESL 2. ESL 2 is a lower intermediate level course, consisting of a double-period. Here the students make the transition from social competency to academic competency. The students begin to develop higher-level grammatical and lexical skills through the study of fiction, non-fiction and current events. Students examine contemporary themes in the content areas and literature through cross-cultural perspectives. Test taking and study skills are always incorporated at the appropriate level. This course is credited toward the English requirement for graduation.

### **ESL 3, 4, 5 Contemporary Themes**

Full Year – 5 Credits

Offered in Grades 9, 10, 11, 12

Students who meet the proficiencies for the lower intermediate level are placed in upper intermediate/advanced level courses, where students are grouped mostly by grade. Here students approach academic competency permitting them to become more independent in meeting content area requirements. The students master more linguistically complex structures and vocabulary through the study of non-fiction and current events. The focus of these courses is to examine contemporary themes in the content areas through cross-cultural perspectives. There is an equal emphasis on listening, speaking, reading, writing and viewing. Test taking and study skills are incorporated along with a growing emphasis on research skills. This is a required companion course with ESL 3, 4, 5 Literature as per the high intensity ESL program requirement mandated by the State. This course is not credited toward the English requirement for graduation.

### **ESL 3, 4, 5 Literature**

Full Year – 5 Credits

Offered in Grades 9, 10, 11, 12

These courses, while adapted to English Language Learners parallel the mainstream English literature program. Students explore multicultural literature and discuss how people from different cultures respond to universal themes. Students are encouraged to read independently, research topics and present research papers. This course is credited toward the English requirement for graduation.

## **ENGLISH LANGUAGE LEARNERS**

Content area courses specifically designed for English Language Learners are offered in social studies, mathematics, and science. These courses are credited toward the content area's graduation requirement. Teachers utilize mainstream curriculum with modified materials and instructional strategies to deliver appropriate instruction.

### **MATHEMATICS:**

#### **Mathematics**

Full Year - 5 Credits

Offered in Grades 9, 10, 11

This course is offered to beginner and intermediate English Language Learners, and satisfies the first year mathematics requirement. The curriculum is designed to prepare students to enter Algebra 1 or Algebra 1. This course is taught by a mathematics teacher using ESL methodology and techniques to facilitate skill acquisition and application. This course is not credited toward the Mathematics requirement for graduation.

#### **Geometry & Analysis**

Full Year – 5 Credits

Offered in Grades 9, 10, 11, 12

This course is offered to beginner and intermediate English Language Learners, and satisfies a mathematics requirement. The course is taught by a mathematics teacher using ESL methodology and techniques to facilitate skill acquisition and application. For a more detailed description, refer to the course description in the mathematics section. The course is credited toward the Mathematics requirement for graduation.

#### **Algebra I**

Full year – 5 Credits

Offered in Grades 9, 10, 11, 12

This course is offered to beginner and intermediate English Language Learners, and satisfies a mathematics requirement. The course is taught by a mathematics teacher using ESL methodology and techniques to facilitate skill acquisition and application. For a more detailed description, refer to the course description in the mathematics section. This course is credited toward the Mathematics requirement for graduation.

#### **Algebra II**

Full year – 5 Credits

Offered in Grades 10, 11, 12

This course is offered to beginner and intermediate English Language Learners, and satisfies a mathematics requirement. The course is taught by a mathematics teacher using ESL methodology and techniques to facilitate skill acquisition and application. For a more detailed description, refer to the course description in the mathematics section. This course is credited toward the Mathematics requirement for graduation.

### **SCIENCE:**

#### **Earth Science**

Full Year – 5 Credits

Offered to English Language Learners based on their English Language proficiency level

This course is offered to beginner English Language Learners in their second year. This course is taught by a science teacher using Sheltered Instruction Observation Protocols (SIOP) methodology and techniques to facilitate the acquisition of the course proficiencies. For a more detailed description, refer to the course description in the science section. This course is credited toward the Science requirement for graduation.

## **Biology**

Full Year - 6 credits

Offered to English Language Learners based on their English Language proficiency level

This course is offered to intermediate English Language Learners. This course is taught by a biology teacher using Sheltered Instruction Observation Protocols (SIOP) methodology and techniques to facilitate the acquisition of the course proficiencies. For a more detailed description, refer to the course description in the science section. This course is credited toward the Science requirement for graduation.

## **Chemistry**

Full Year - 6 credits

Offered to English Language Learners based on their English Language proficiency level

This course is offered to intermediate English Language Learners. This course is taught by a chemistry teacher using Sheltered Instruction Observation Protocols (SIOP) methodology and techniques to facilitate the acquisition of the course proficiencies. For a more detailed description, refer to the course description in the science section. This course is credited toward the Science requirement for graduation.

## **Physics**

Full Year – 6 credits

Offered to English Language Learners based on their English Language proficiency level

This course is offered to advanced English Language Learners. This course is taught by a physics teacher using Sheltered Instruction Observation Protocols (SIOP) methodology and techniques to facilitate the acquisition of the course proficiencies. For a more detailed description, refer to the course description in the science section. This course is credited toward the Science requirement for graduation.

## **SOCIAL STUDIES:**

### **Modern World History**

Full Year - 5 Credits

Offered in Grades 9, 10, 11, 12

This course is offered to beginning English Language Learners and satisfies the world history requirement for graduation. This course is taught by a social studies teacher using ESL methodology and techniques to facilitate the acquisition of the course proficiencies. For a more detailed description, refer to the course description in the social studies section. This course is credited toward the Social Studies requirement for graduation.

### **United States History I**

Full Year - 5 Credits

Offered in Grades 9, 10, 11, 12

This course is offered to lower intermediate and upper intermediate English Language Learners satisfies the U.S. History 1 requirement for graduation. This course is taught by a social studies teacher using ESL methodology and techniques to facilitate the acquisition of the course proficiencies. For a more detailed description, refer to the course description in the social studies section. This course is credited toward the Social Studies requirement for graduation.

### **United States History II**

Full Year - 5 Credits

Offered in Grades 10, 11, 12

This course is offered to upper intermediate and advanced English Language Learners and satisfies the U.S. History II requirement for graduation. This course is taught by a social studies teacher using ESL methodology and techniques to facilitate the acquisition of the course proficiencies. For a more detailed description, refer to the course description in the social studies section. This course is credited toward the Social Studies requirement for graduation.

## **MATHEMATICS**

Learning mathematics is a process that requires active student involvement. Mathematics is best learned through activities that allow students to explore and understand the mathematics on their own. Activities such as simulating sine waves through a graphing calculator or folding conic sections on wax paper give students an opportunity to create the math for themselves; which provides them with a more concrete understanding of the concepts.

The NCTM Standards emphasize the idea of mathematics as a thought process, not just a body of knowledge. Mathematical communication, problem solving, reasoning, connections, and representation go beyond the math content itself. To teach for understanding, teachers must provide learning opportunities that allow inquiry and student involvement.

Our goal at West Orange High School is to prepare students in mathematics to meet the demands of a changing global economy. According to the New Jersey Student Learning Standards (NJSLS), the mathematically proficient students must possess the following:

1. Make sense of problem and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attain to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The mathematics program at West Orange High School employs differentiated and cooperative learning strategies to help reinforce the mathematical learning in each course and review key skills and concepts. All math courses include preparation for State Testing and PSAT/SAT.

<b>You Decide Your WOHS Math Placement/Advancement By Meeting Department Requirements</b>		
<b>Current Course</b>	<b>Placement</b>	<b>Requirement</b>
Honors	Honors	75 average Teacher recommendation
Honors	CP	Less than 75 average Teacher recommendation
Honors	AP	80 Average Teacher recommendation
CP	Honors	93 average Teacher recommendation, and 80 or better on Algebra I Comprehensive Test
CP	AP Statistics	90 average Teacher recommendation
CP	CP	Passing grade in all prerequisite courses

### **SAT Preparation**

Semester – 2.5 Credits

Offered in Grades 10, 11

This is a **mandatory course** that students may elect to take in either second semester of sophomore year or first semester of Junior year. Students will develop problem solving and critical thinking skills needed to do well on the test. Students will experience testing conditions similar to the actual test and work with actual SAT test problems from previous test, released from the Educational Testing Service. Through a variety of concept recognition techniques, students will enhance their ability to identify required strategies and approaches necessary for consistent improvement in test scores. The course utilizes Khan Academy and authentic College Board resources. Students who earn a score of 550 on the PSAT in **BOTH** the Reading/Writing and Math sections or other special situation, may elect to waive this course. This course is not credited toward the Mathematics requirement for graduation.

### **Algebra 1**

Full Year - 5 Credits

Offered in Grade 9

Modeling and problem solving are the heart of the curriculum at the Algebra I level. Mathematical modeling consists of recognizing and clarifying mathematical structures that are embedded in other contexts, formulating a problem in mathematical terms, using mathematical strategies to reach a solution and interpreting the solution in the context of the original problem. Students must be able to solve practical problems, representing and analyzing the situation using symbols, graphs, tables or diagrams. They must effectively distinguish relevant from irrelevant information, identify missing information, acquire needed information and decide whether an exact or approximate answer is called for, with attention paid to the appropriate level of precision. After solving a problem and interpreting the solution in terms of the context of the problem, they must check the reasonableness of the results and devise independent ways of verifying the results. Topics include: Operations on Numbers and Expressions, Linear Relationships, Non-Linear Relationships, Data, Statistics, and Probability. Graphing calculators are used extensively throughout the course. This course meets the Mathematics credit requirement for graduation.

### **Honors Algebra 1**

Full Year - 5 Credits

Offered in Grade 9

Prerequisite: Teacher recommendation and approval by the Supervisor of Mathematics

This rigorous course emphasizes the skills, concepts and applications of Algebra I. Topics include: Operations on Numbers and Expressions, Linear Relationships, Non-Linear Relationships, Data Statistics, and Probability. Graphing calculators are used extensively throughout the course. This fast-paced course teaches topics in greater depth and with a focus on applications and connections. This course meets the Mathematics credit requirement for graduation.

### **Algebra 2**

Full Year - 5 Credits

Offered in Grade 9, 10, 11

Prerequisites: Algebra 1

This course provides a more advanced study of algebra. A major objective is the classification of types of equations and the development of proficiency in solving and applying equations. Topics include structure of number systems, polynomials and factoring, rational expressions, inequalities, relations, functions and graphing, exponents, radicals, quadratics, complex numbers and logarithms. Additional topics may include sequences and series, matrices and determinants, permutations and combinations, and binomial expansion. Graphing calculators are used extensively to enhance concepts and applications. This course meets the Mathematics credit requirement for graduation.

## **Honors Algebra 2**

Full Year - 5 Credits

Offered in Grades 9, 10, 11

Prerequisite: Honors Algebra 1. Teacher recommendation or approval by the Supervisor of Mathematics

This rigorous, fast-paced course provides a more advanced study of second-year algebra. Concepts and skills are emphasized so that students can make connections and apply the mathematics being learned. Topics include the structure of number systems, equations and inequalities, polynomials and rational expressions, relations, functions and graphing; data analysis (line of regression and correlation), exponents and radicals, quadratics, complex numbers, matrices and determinants, logarithms, and sequences and series. Additional topics may include binomial expansion, permutations and combinations. Graphing calculators are used extensively to enhance concepts and applications. In this Honors course, topics are studied in greater depth with an emphasis on connections and applications. This course meets the Mathematics credit requirement for graduation.

## **Geometry & Analysis**

Full Year - 5 Credits

Offered in Grade 9, 10, 11

Prerequisite: Algebra 2

This is a standard geometry course with emphasis on concepts, reasoning, and numerical applications using algebraic skills. Spatial sense is a key goal of the course. Major topics include congruency, similarity, polygons, parallel lines, area, the Pythagorean Theorem, circles, and transformations. Coordinate geometry, constructions, and solid geometry are integrated throughout the course. The course is designed to demonstrate the application and significance of geometry. Manipulatives and The Geometers' Sketchpad are used to enhance student understanding and learning. This course meets the Mathematics credit requirement for graduation.

## **Honors Geometry & Analysis**

Full Year - 5 Credits

Offered in Grades 9, 10, 11

Prerequisite: Algebra 2 or Honors Algebra 2

Teacher recommendation or approval by the Supervisor of Mathematics

This rigorous, fast-paced, geometry course emphasizes concepts, reasoning, connections and applications. Spatial sense is a key goal of the course. Major topics include congruency, similarity, polygons, parallel lines, special quadrilaterals, area, the Pythagorean Theorem, circles and transformations. Coordinate geometry, constructions and three-dimensional geometry are integrated throughout the course. Students gain experience in presenting convincing arguments: two-column proofs, coordinate geometry proofs or paragraph proofs. Manipulatives and The Geometers' Sketchpad are used to enhance student understanding and learning. Topics are taught in greater depth and with a focus on applications. This course meets the Mathematics credit requirement for graduation.

## **Pre-Calculus**

Full Year - 5 Credits

Offered in Grades 10, 11, 12

Prerequisites: Algebra 2 and Geometry

This course integrates the ideas of functions and trigonometry along with the statistics and data analysis necessary to function successfully in the worlds of today and tomorrow. Topics include data collection, line of best fit, statistical graphs, special functions (power, exponential, logarithmic, and trigonometric), transformation of functions, trigonometric equations and identities, probability, sequences, and series, and conic sections. The Pre-Calculus course makes extensive use of graphing calculators and computer software in order to enhance the understanding and application of the course content. This course meets the Mathematics credit requirement for graduation.

### **Honors Pre-Calculus**

Full Year - 5 Credits

Offered in Grade 10, 11

Prerequisites: Honors Algebra 2 and Honors Geometry.

Teacher recommendation or approval by the Supervisor of Mathematics

This course provides a comprehensive study of trigonometry, analytic geometry, and elementary functions. Topics in trigonometry include functions, trigonometry of right and oblique triangles, graphing, inverse functions, equations and identities. The focus in analytic geometry will be polynomial functions and rational functions. Also covered are exponential, logarithmic and parametric functions, advanced algebra topics, probability, and sequence and series, and conic sections. Pre-calculus mathematics extends and applies skills and concepts from algebra and geometry. Graphing calculators will be used extensively. This rigorous course is designed for the student interested in further study in mathematics, science or engineering. This course meets the Mathematics credit requirement for graduation.

### **College Math**

Full Year- 5 Credits

Offered in Grades 11 and 12

Prerequisites: Geometry and Analysis

This course is designed to offer non-physical science students a practical approach that connects mathematics to the world around them. This course will better prepare students to be successful in a higher level algebra based high school and college math courses. The course will re-emphasize and ensure understanding of the basic concepts of algebra, geometry, principles of personal financial management, and the elementary principles of gathering, analyzing, and representing data. This course meets the Mathematics credit requirement for graduation.

### **Statistics**

Full Year- 5 Credits

Offered in Grades 11 and 12

Prerequisites: Geometry and Analysis

This is an introductory level course in Statistics which will provide opportunities for learners to practice the principles of data analysis and problem solving skills and prepares them for AP and/or college level courses in statistics. The course will focus on topics in data analysis and representations, relationships between variables and model data with graphs and scatterplots, elementary rules of randomness and probability, and the Normal Distribution Model. This course meets the Mathematics credit requirement for graduation.

### **Calculus**

Full Year- 5 Credits

Offered in Grades 11-12

Prerequisites: Precalculus

The course will provide opportunities for learners to practice the principles of modeling and problem solving skills and prepare them for advanced studies in the area of calculus and applied mathematics. It will develop understanding of: modeling and problem solving skills using calculus, the derivative at a given point on the graph of a curve as the slope of the tangent line at that point, the integral of a given function over given boundaries as the area under the curve within the boundaries, the elementary theorems of calculus to find derivatives and evaluate integrals of linear, exponential, rational, and trigonometric functions. A wide range of TI-89 graphing calculator activities will be utilized throughout the course to model and solve real life applications using the principles of calculus. This course meets the Mathematics credit requirement for graduation.

### **Programming in Visual Basic**

Semester - 2.5 Credits

Offered in Grades 9, 10, 11, 12

Prerequisite: Algebra 1

Programming in Visual Basic, offers the student an opportunity to create programs in this computer language. In addition to learning Visual Basic syntax, the student will also discover what happens when their programs are executed. Understanding how computers work will help the student write better programs not only in Visual Basic, but in many other computer languages as well. Projects from a broad field are examined. Problem solving strategies are employed in writing programs for these projects. This course is not credited towards the Mathematics requirements for graduation. This course is credited towards the 21<sup>st</sup> century credit requirement for graduation.

### **Programming in C++**

Semester - 2.5 Credits

Offered in Grades 9, 10, 11 and 12

Prerequisite: Programming in Visual Basic

This course is an introduction to the C++ language and will use the C++ syntax to write beginning to advanced programs. C++ is an object-oriented language. Students will build and work with these objects. The internal structure of these objects is often built by using structured programming techniques; the techniques taught in BASIC and Pascal.

The concepts of reusability, adaptability and reliability in writing C++ code will be emphasized throughout the entire course. As time permits, the student will use these features to support abstract data types, inheritance and polymorphism and apply them to the process of data abstraction and class design.

Programming in C++ will start the student on the challenging and rewarding path of object-oriented computer programming. This course is not credited towards the Mathematics requirement for graduation. This course is credited towards the 21<sup>st</sup> century credit requirement for graduation.

### **Java**

Full Year – 5 Credits

Offered in Grades 10, 11 and 12

Prerequisite: Programming in Visual Basic, Programming in C++

Programming in Java offers students the opportunity to create Object Oriented programs using a video game design approach programs. Students will learn how to perform error analysis and integrate applets into websites. Understanding how computers work will help students to better understand how to write programs. Problem solving as well as using analytical and logical thinking skills are employed in writing programs for these various game applications. This course is not credited towards the Mathematics requirement for graduation. This course is credited towards the 21<sup>st</sup> century credit requirement for graduation.

### **Advanced Placement Computer Science A**

Full Year – 6 Credits

Offered in Grades 11, 12

Prerequisite: Java, Algebra 2

Advanced Placement Computer Science A is an advanced computer programming course that offers an object-oriented approach to writing well-designed software packages using the programming language known as Java. Using higher level thinking skills gained by complex algorithms, case studies, and error analysis, students will solve problems that arise in everyday context. This course is not credited towards the Mathematics requirement for graduation. This course is credited towards the 21<sup>st</sup> century credit requirement for graduation.

### **Advanced Placement Statistics**

Full Year - 6 Credits

Offered in Grades 10, 11, 12

Prerequisite: Honors Geometry and Analysis. Teacher recommendation or approval by the Supervisor of Mathematics

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring data; Planning a study; Anticipating patterns; and Statistical inference. The TI-83 PLUS Graphing Calculator will be used extensively in this course. In colleges and universities, at least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, business and a great many others. AP Statistics is an excellent option for students successfully completing Algebra 2. Mathematically able students are encouraged to take both AP Statistics and AP Calculus. All students taking AP Statistics are expected to take the College Board Advanced Placement Examination in May. This course is credited toward the Mathematics credit requirement for graduation.

### **Advanced Placement Calculus AB**

Full Year - 6 Credits

Offered in Grade 11, 12

Prerequisite: Honors Algebra 2, Honors Geometry, and Honors Pre-calculus.

Teacher recommendation or approval by the Supervisor of Mathematics

Advanced Placement Calculus has two primary goals. The first is to prepare students for success on the AP Calculus AB or BC Exam which requires a comprehensive study of first year differential and integral calculus of one variable. The second is to prepare students to excel in future college courses and applications of mathematics. In addition to these primary goals, the course also requires that students use the TI – 89 calculator to solve problems, experiment, interpret results, and support conclusions. Students use a multi-representational approach to problem solving and the course emphasizes the connections among these representations. Topics include Functions, Graphs, and Limits; Derivatives; and Integrals as delineated in the Calculus AB or BC Topic Outline in the *AP Calculus Course Description*. All students taking A.P. Calculus are expected to take their respective College Board Advanced Placement Examination in May. This course is credited toward the Mathematics credit requirement for graduation.

### **Advanced Placement Calculus BC**

Full Year - 6 Credits

Offered in Grade 11, 12

Prerequisite: Honors Algebra 2, Honors Geometry, and Honors Pre-calculus.

Teacher recommendation or approval by the Supervisor of Mathematics

Calculus BC focuses on developing the students' understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are stressed. Calculus BC is an extension of Calculus AB rather than an enhancement and common topics require a similar depth of understanding. Broad concepts and widely applicable methods are emphasized. The focus of the courses is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. This course is credited toward the Mathematics credit requirement for graduation.

## **Advanced Calculus and Differential Equations**

Full Year - 6 Credits (Honors level)

Offered in Grade 12

Prerequisite: AP Calculus BC

Advanced Calculus and Differential Equations builds on the fundamentals of calculus and focuses on advanced differentiation and integration techniques and their wide range of applications. The first part of the course will cover topics related to Vector-Valued Functions and Motion in Space, Partial Derivatives, Multiple Integrals, and Integrals and Vector fields. The second part of the course will introduce Differential Equations and covers topics related to Separation of Variables, First Order Differential Equations, and Homogeneous Differential Equations. The course will provide opportunities for learners to practice the principles of advanced calculus and differential equations in modeling and solving dynamic phenomena related to physics, mathematics, and engineering and prepare them for advanced studies in the area of applied mathematics and all related STEM fields. This course will also provide opportunities for students to compete for admission in elite schools and programs of studies.

## **VISUAL AND PERFORMING ARTS**

### **ART**

The West Orange Art Program offers a variety of visual and aesthetic art courses designed for high school students who wish to study art for personal enrichment, as well as for students considering an art-related career.

All students must complete a one-semester foundation course in studio art (Art 1A or Three-Dimensional Design 1), before proceeding to advanced studies. After the first semester, students may select specialized studio courses from two sequences, Art or Three-Dimensional Design. All visual arts courses stress the development of perceptual skills, drawing and composition.

Within the Art Sequence, students are offered a choice of ten courses in Studio Art. Studio Art includes advanced drawing, design, painting, graphics and sculpture (Art 1A, 1B, 2A, 2B, 3, 4). Juniors and seniors, with permission, may enroll in Advanced Placement Studio Art to produce portfolios designed to earn up to six advanced placement college credits.

The Three-Dimensional Design Sequence includes four one-semester courses offering progressive studies in ceramics, fiber, jewelry, printmaking and sculpture (Three-Dimensional Design 1, 2, 3, 4, 5).

#### **Art 1A**

Semester - 2.5 Credits

Offered in Grades 9, 10, 11, 12

Art 1A is a prerequisite for most other art courses, providing a studio art foundation which is essential for all art studies. It is designed for students who wish to use art for personal enjoyment, as well as for students who plan to proceed to advanced art classes. Art 1A gives students a basic working knowledge of art elements, techniques, mediums, and principles of design. Students will explore the impact of line, tone, color, space and form in two dimensions: drawing, design, and painting. This course is required for students who wish to take advanced art and craft courses. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

#### **ART 1B**

Semester - 2.5 Credits

Offered in Grades 9, 10, 11, 12

Prerequisite: Art 1A

This course emphasizes visual exploration of two-and three-dimensional design elements using a critical thinking approach. Art history content provides knowledge of style development, concepts and social motivation. This course is recommended for students wishing to broaden their understanding of the visual world, as well as for students interested in art as a career. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

#### **Art 2A**

Semester - 2.5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Art 1B

This is an intermediate course that focuses on the enhancement of basic skills and concepts introduced at the Art 1 level. It provides students with an opportunity to develop techniques and skills in composition and use of art mediums. Students will examine the contributions of selected artists. As they analyze techniques and styles, and through field trip experiences, they will further develop their critical thinking and problem-solving abilities. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

#### **Art 2B**

Semester - 2.5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Art 2A

This course, like Art 2A, is based on a problem-solving approach. Two-and three-dimensional design problems are further explored through drawing, painting, graphics, sculpture, and field trip experiences. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

### **Art 3**

Full Year - 5 Credits  
Offered in Grades 11, 12  
Prerequisite: Art 2B

This advanced studio art course offers each student the opportunity to develop more involved design concepts and execute them in a variety of art mediums. Students are encouraged to expand their creative ideas by utilizing materials best suited to each individual expressive statement; opportunities for choice of media and design problems are an integral part of the course. Advanced design problems will concentrate on two-dimensional works in drawing and painting. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Art 4 2D or Art 4 3D**

Full Year - 5 Credits  
Offered in Grade 12  
Prerequisite: Art 3; Permission of Instructor  
Co-requisite for Advanced Placement: Art 4 or Art 4 - 3D

Art 4 is a studio course that is aligned with the requirements of Advanced Placement Studio Art. This course is intended for mature, highly motivated and focused students who are committed to developing an advanced portfolio. Activities are designed to satisfy specific standards and requirements of both the quality section and the breadth section of the A.P. Portfolio. Students enrolled will be required to complete a total of twenty four art portfolio pieces. Through individually structured contracts approved by the instructor, each student will demonstrate mastery of a variety of media and explore advanced design problems through drawing, painting, printmaking or sculpture. Students, who are currently taking AP Studio Art, must designate whether they are pursuing 2D or 3D portfolios for this course. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Honors Art 4**

Full Year - 5 Credits  
Offered in Grade 12  
Prerequisite: Art 3; Permission of instructor

This course is a continuation of Art 3, expanding upon concepts and directions in contemporary styles and media, with emphasis on advanced design problems. Activities are explored to increase students' ability in drawing and problem solving. Portfolio preparation is an integral part of the course. Students enrolled will be required to complete a total of twelve art portfolio pieces. Visits to museums and galleries in New York City and the Metropolitan area give the student a broader frame of reference. Advanced design problems will be explored through drawing, painting, printmaking, and sculpture. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Three-Dimensional Design 1**

Semester - 2.5 Credits  
Offered in Grades 9, 10, 11, 12

This course is a foundation course suitable for the beginning art student. Activities are designed to develop artistic and perceptual awareness and appreciation, and to increase these skills through first-hand experience in clay and fiber. Each studio experience is based on the elements of design and their historical significance. This is the first course in the four-course sequence, and may be taken simultaneously with Art 1A. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

### **Three-Dimensional Design 2**

Semester - 2.5 Credits

Offered in Grades 9, 10, 11, 12

Prerequisite: Three-Dimensional Design 1

In this course, students are provided with opportunities to develop further both design concepts and advanced techniques essential in creating sculptural forms. Advanced work in design will be given in three major areas: clay, sculpture, and fiber. Each studio experience is based on the elements and principles of design and resources such as slides, films, books, the Internet and field trips to art exhibitions will be used. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

### **Three-Dimensional Design 3**

Semester - 2.5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Three-Dimensional Design 2

This advanced course offers students individual, progressive opportunities to experiment in a variety of mediums. Students will develop in greater depth both their design concepts and sculpture techniques. Design problems will encompass major areas of ceramics, fiber, bookmaking, and mosaic art. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

### **Three-Dimensional Design 4**

Semester - 2.5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Three-Dimensional Design 3

Advanced three-dimensional design students will choose among ceramics, fibers, printmaking, and mosaic, and execute a major project in two of them. Students may elect to pursue a particular interest in a technique or medium. They are encouraged to explore the limits of creative expression in 3-D design, visit exhibitions, and prepare a portfolio for college admission. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

### **Three Dimensional Design-5**

Full Year - 5 Credits

Offered in Grades 11, 12

Prerequisite: Three-Dimensional Design 4

Three-Dimensional Design 5 offers advanced study to students who have shown ability and interest in the Three Dimensional Design sequence. This full year course will provide a bridge for those students pursuing advanced studies in the AP Studio Art class and provide adequate preparation for students to register for the 3-D Design Portfolio. The nature of this full year course will allow ample time to develop ideas, explore history and cultural practices and create in depth projects. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Honors Art & The Human Experience**

Full Year – 5 Credits

Offered in Grades 10, 11, 12

Prerequisite – Honors World History

This art history elective will enrich students' understanding of history through artistic human expression by examining historical eras and cultures and how art influences society and how society influences art. The curriculum builds upon the interdisciplinary insights of visual studies, examining the works of non-Western artists alongside Western art movements. In so doing, this class will advance student knowledge of the dynamic interplay between art analysis and understanding history in addition to encouraging an enduring passion for the arts. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Urban Arts and Communication (studio course)**

Half year – 2 1/2 Credits

Elective: Offered in grades 9, 10, 11, 12

This course investigates the meaning of urban art and communication from the perspective of the public viewer. The course will focus on the street art as a form of communication, and how this specific art form is used in urban settings to create awareness for social issues, hope for the future and to beautify urban environments. Students will examine political and social street art in selected environments from around the world and explore and develop their own meaningful and personal art for positive change. Students will work collaboratively to develop, propose, and execute a final public expression of art for the school or community at the end of the semester. The course will also include visits to museums and guest speakers/artists. This course meets the Visual and Performing Arts credit for graduation.

### **Advanced Placement Art & Design Courses**

**Advanced Placement Drawing**

**Advanced Placement 2-D Art & Design**

**Advanced Placement 3-D Art & Design**

Full Year - 5 Credits/Course

Offered in Grade 12

Prerequisite: Permission of instructor along with submission of qualifying portfolio

This advanced art course is intended for highly motivated students who are seriously interested in pursuing visual arts studies and wish to qualify for three or six college credits through the Advanced Placement Program of the College Board. Students may elect to pursue a one-year course of study in **AP Drawing**, and/or a one-year course of study in **AP Two-Dimensional Art & Design** and/or a one-year course of study in **AP Three-Dimensional Art & Design**. Portfolio preparation is integral to the course, requiring that students work outside the classroom as well as in the class. Students are expected to visit museums and galleries without the teacher as a guide; a sketchbook or journal is also a requirement. Students in these courses are expected to prepare a portfolio of 15 art pieces for submission to the College Board Advanced Placement Examination Program in May. This course meets the Visual and Performing Arts credit requirement for graduation.

## **MUSIC - INSTRUMENTAL AND VOCAL**

The West Orange music program offers a wide variety of musical experiences designed to meet the needs of all students. In addition to credit-bearing courses in vocal music, music literature, instrumental music and music theory, high school students may elect to participate in a number of co-curricular music activities, such as Marching Band, Winter Color Guard, Jubilee Choir, and Jazz Band I and II. The annual school musical production offers special opportunities for vocalists; "Pit Orchestra" offers the same for instrumentalists. As student interests expand, the music department seeks to meet their needs with appropriate clubs and activities.

Performing music courses include band and orchestral studies for student instrumentalists (who must have studied an instrument previously), and a variety of choral music classes for beginning singers to advanced soloists. In addition, the high school offers Music Theory and Advanced Placement Music Theory for music students wishing to qualify for college credits through the Advanced Placement Testing Program of the College Board. "Music in Our World" is a high-interest, hands-on course that provides musical understanding for personal pleasure. Honors (weighted) courses are available to advanced students seeking enhanced recital experiences.

### **BAND STUDIES**

Students must either own or rent their own instruments in order to participate in Band Studies. Band Studies include four separate courses for students who play wind and percussion instruments: **Ninth Grade Band, Concert Band, Symphonic Winds, and Honors Wind Ensemble.** Repertoire is balanced between the contemporary and the traditional. Emphasis is placed on development of individual as well as ensemble playing skills. All students, at their own option, may enroll in co-curricular performing groups: Marching Band, Jazz Band, Pit Orchestra, Indoor Percussion Ensemble and Chamber Ensembles. Individual course descriptions follow:

#### **Ninth Grade Band**

Full Year – 5 Credits

Offered in Grade 9

Prerequisite: Prior instrumental study; 8<sup>th</sup> Grade Band

Ninth Grade Band is designed to give students the opportunity to perform standard band literature, practice self-discipline, enhance intellectual abilities, and develop their musical skills. Basic musical aspects, such as rhythm, technique and note reading, are emphasized through an exploration of works from different cultures and periods, from the baroque era through contemporary styles. They will develop self-awareness and learn how to self-evaluate through the higher-level warm-ups and grade appropriate literature along with weekly small group lessons. This course meets the Visual and Performing Arts credit requirement for graduation.

#### **Concert Band**

Full Year – 5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Ninth Grade Band and Placement Audition

The Concert Band is an instrumental ensemble that emphasizes performance of challenging literature written for band, or transcriptions from orchestral works. Repertoire includes selections at Level 2-3 (NJMEA standard) in contemporary and traditional compositions. Students will further develop their musicianship through interpretation, trained hearing and response. Musicality, technique, phrasing, and the ability to analyze form are major areas to be stressed. They will develop self-awareness and learn how to self-evaluate through the higher-level warm-ups and grade appropriate literature along with weekly small group lessons. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Symphonic Winds**

Full Year-5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Ninth Grade Band and Placement Audition

The activities of The Symphonic Winds are designed to satisfy specific standards and requirements of higher performance criteria for a high school band. Repertoire includes selections at level 3-4 (NJMEA standard) in contemporary and traditional compositions. Students will be challenged to play music of greater difficulty resulting in a higher level of proficiency in the following concrete areas: rhythm, pitch, articulation, dynamics, phrasing, and intonation, through use of the warm-up book, and the band literature. Students will learn to play more maturely in abstract areas such as personal creativity, expression and technical proficiency. They will develop self-awareness and learn how to self-evaluate through the higher level warm-ups and grade appropriate literature along with weekly small group lessons. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Honors Wind Ensemble**

Full Year: 5 Credits

Elective: Offered in Grades 10, 11, 12

Prerequisite: Placement Audition

Honors Wind Ensemble is a weighted course designed to challenge outstanding instrumental musicians to expand their musical knowledge and performing abilities beyond the class repertoire. Literature for this class will include selections at level 4-5 (NJMEA standard). Chamber groups will be created from the student population of the class. These ensembles will meet during the scheduled class time on a rotating basis. These small chamber ensembles will focus on chamber music along with small ensemble skills and will be guided by the high school music teaching staff. Students in the Wind Ensemble will be held accountable for a higher level of musicianship through more individualized performance. Additionally, students will be performing chamber ensemble music in various quartets and quintets. This course meets the Visual and Performing Arts credit requirement for graduation.

## **ORCHESTRAL STUDIES**

Students must either own or rent their own instruments in order to participate in Orchestral Studies. Orchestral Studies comprise three separate courses offered to students who play stringed instruments: **Orchestra, Chamber Ensemble and Honors Chamber Ensemble**. Repertoire includes both contemporary and traditional works. Emphasis is placed on development of individual as well as ensemble playing skills. Students who play wind or percussion instruments may combine four credits of orchestral studies with a band class for one credit. Individual orchestral studies course descriptions follow:

### **Ninth Grade Orchestra**

Full Year: 5 Credits

Offered in Grades 9

Prerequisite: Prior String Study; 8<sup>th</sup> Grade Orchestra

The ninth grade orchestra is designed to give ninth grade students the opportunity to perform standard orchestra literature, practice self-discipline, enhance intellectual abilities, and develop their music skills. Students will learn to play more maturely in the following concrete areas: rhythm, pitch, articulation, dynamics, phrasing, intonation and through use of a warm-up book to establish a "warm-up" routine. Students will learn to perform in abstract areas such as personal creativity and expression. They will develop self-awareness and learn how to self evaluate through the warm-ups and the orchestra repertoire. Specific attention will be given to bowing, intonation, vibrato, music expression and technique. This course meets the Visual and Performing Arts credit requirement for graduation.

### **String Orchestra**

Full Year – 5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Ninth Grade Orchestra

Orchestra is a performing musical organization for students who play violin, viola, cello and string bass. Repertoire, which includes both contemporary and traditional music, is a Level 3-4 (NJMEA standards). Students are encouraged to exercise self-discipline through practice, and to develop their musical skills in sight-reading, performance techniques, interpretations, and aesthetic understanding. They will develop self-awareness and learn how to self evaluate through the warm-ups and the orchestra repertoire. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Chamber Orchestra**

Full Year – 5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Placement Audition

The Chamber Orchestra is a select performing musical organization for string students who wish to develop higher-level technical skills and advanced ensemble-playing skills. Repertoire includes musical selections at Level 4 or higher (NJMEA standard) in a variety of contemporary and traditional styles. They will develop self-awareness and learn how to self-evaluate through the warm-ups and the orchestra repertoire, along with weekly small group lessons.

### **Honors Chamber Orchestra**

Full Year – 5 Credits

Offered in Grades 10, 11, 12

Prerequisite: Placement Audition

Honors Chamber Orchestra is a weighted course designed to challenge outstanding Chamber Orchestra musicians to expand their musical knowledge and performing abilities beyond the class repertoire, to include selections at level 5-6 (NJMEA standard). The small chamber ensembles will focus on chamber music and small ensemble skills. Some of the additional advantages of the honors program include holding you accountable to a higher level of musicianship. Additionally, you will be exposed to performing the repertoire of chamber music at the various community functions. This course meets the Visual and Performing Arts credit requirement for graduation.

## **VOCAL MUSIC**

### **Choir for Treble Voices**

**Full Year - 5 Credits**

**Elective Offered in Grades 9**

This select choir is intended primarily for, but not limited to, incoming Freshman female voices designed to advance capable treble singers who wish to progress in their vocal production abilities. **Students in grade 10-12 whose schedule could not be adjusted for Concert Choir may also participate in this ensemble.** Freshman students for whom Treble Choir does not fit in their schedule can opt for Concert Choir instead. Students will become familiar with the great musical literature composed exclusively for treble voices, perform in the annual Winter and Spring Concerts, and increase their chances for membership in Concert and/or Chamber Choir and musical drama productions. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Choir for Tenor and Bass Voices**

**Full Year - 5 Credits**

**Elective Offered in Grades 9**

This select choir is designed for, but not limited to, incoming Freshman male voices to advance capable tenor and bass singers who wish to refine their vocal production abilities. **Students in grades 10-12 whose schedule could not be adjusted for Concert Choir may also participate in this ensemble.** Freshman students for whom Tenor/Bass Choir does not fit in their schedule can opt for Concert Choir instead. Students will become familiar with the great musical literature composed exclusively for tenor-baritone-bass voices. This class will perform selections for the men's voices at the annual Winter and Spring Concerts and will perform with the Concert Choir. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Concert Choir**

**Full Year - 5 Credits**

**Elective, Offered in Grades 10, 11, 12**

**Prerequisite: Choir for Treble/Voices-Choir for Tenor Bass Voices**

Concert Choir is open to experienced vocal musicians who wish to continue performance of advanced choral works which make up the repertoire for this group. Sight-singing skills are taught and reinforced. Concert Choir performs annual, winter and spring Concerts, and at a variety of other special events. This course meets the Visual and Performing Arts credit requirement for graduation. Concert Choir is considered a prerequisite for Honors Chamber Choir.

### **Honors Chamber Choir**

**Full Year - 5 Credits**

**Offered in Grades 10, 11, 12**

**Prerequisite: Placement Audition**

Honors Chamber Choir is a weighted course designed to challenge outstanding Chamber Choir musicians to expand their musical knowledge and performing abilities beyond the class repertoire, to include selections at level 5-6 (NJMEA standard). As part of the daily rehearsals, your teacher will create chamber groups from the student population of the class. These ensembles that will meet during the scheduled class time on a rotating basis. The small chamber ensembles will focus on chamber music and small ensemble skills and will be guided by the high school music teaching staff. Some of the additional advantages of the honors program include holding you accountable to a higher level of musicianship. Additionally, you will be exposed to performing the repertoire of chamber music. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Voice Class**

**Full Year - 5 Credits**

**Elective, Offered in Grades 10, 11, 12**

**Prerequisite: Permission of the Instructor**

This intensive study course is designed to meet the needs of individual students who are interested in strengthening the solo voice. Emphasis is on developing proper singing habits, sight-reading, and the solo repertoire. Students who intend to pursue their vocal studies after graduation will be given extra assistance in preparing for college admission auditions. This course meets the Visual and Performing Arts credit requirement for graduation.

## **GENERAL MUSIC STUDIES**

### **Piano Lab**

**Half Year – 2.5 Credits**

**Elective, Offered in Grades 9, 10, 11, 12**

Piano lab is a semester course developed to give students an opportunity to study music through piano performance. Students with no formal training in music are eligible to take the course. The course will focus on developing basic technical facility on the keyboard instrument along with studies in the fundamentals of music performance and music theory. Students will be guided to learn how to interpret rhythms, to develop their ability to sight read music, and develop an understanding of basic accompanying skills. Throughout the course students will develop a higher level of technical facility on the instrument, and apply their knowledge of the piano/keyboard as a tool for composition/arranging and the development of ear-training and music theory skills. In addition, students will explore how the keyboard is used in music production. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

### **Music Theory**

Full Year - 5 Credits

Elective, Offered in Grades 11, 12

Prerequisite: Piano Lab or high school performing ensemble

This is a course in theory leading into harmony. It includes the study of music notation, melody writing, harmonizing simple melodies, and ear training. It is a technical course for the serious music student, who is expected to possess a working knowledge of the piano keyboard, the ability to play an instrument, or singing experience. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Music In Our World**

Semester - 2.5 Credits

Elective, Offered in Grades 9, 10, 11, 12

In this course, students will come to understand and value music in a variety of ways. Students will relate music to their lives and learn about many styles and cultures. Students will explore the different roles music takes in history and in society, and why each role is important. During the course, students will also explore their own musical heritage while keeping an open mind to explore unfamiliar ones. Each day students' are encouraged to express their own musical ideas and observations. This course meets the Visual and Performing Arts credit requirement for graduation.

### **The History of American Musical Theater/Broadway Classroom**

Semester – 2.5 Credits

Offered in Grades: 9-12

Prerequisites: Concert Choir, Master Scene Study, or other Music/Theatre/Dance courses. Recommended for IH Track students and Institute for Citizen Empowerment students

The purpose of this course is to introduce students to the history of American Musical Theatre from its earliest beginnings to the contemporary 21st century stage. Students will explore the correlations of historical events, cultural trends and literary influences with the development of musical theatre. They will study the genre specifically through the history and foundings of the Broadway musical, from its operetta beginnings to the current fusion of pop/hip-hop/rock. Assignments for students will remain flexible to meet the demands and talents of diverse students to deepen their knowledge of this American art form. By studying the history and musical influences through songs, scenes and other projects, they will gain a deeper understanding and appreciation for both this genre and American/World History. Students currently in high school are not being exposed to the cultural knowledge of this art form. The foundation of American musical theatre reflects the contributions of diverse citizens including immigrants and minorities who were underrepresented in other aspects of American culture. It has its roots in the turn of the 20th century immigration influx and the upwardly mobile African-American community. This class will enhance the overall musical performances, both curricular and co-curricular, that are currently offered at WOHS. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Advanced Placement Music Theory**

Full Year - 5 Credits

Elective, Offered in Grades 11-12

Prerequisite: Music Theory / Permission of the Instructor

Refer to page 26 of this booklet for specific criteria for enrollment in Advanced Placement courses.

This advanced music theory is intended for highly motivated students who are seriously interested in the study of music theory and composition, and wish to qualify for three college credits through the Advanced Placement Program of the College Board. The course includes college-level material dealing with formal structural analysis, original composition, and music notation. Strong emphasis is placed on listening skills, melodic perception, harmonic functions, and recognition of compositional techniques. Students are expected to perform a considerable amount of work independently, both in and outside of class. Piano keyboard skills are essential and computer skills are a plus. Students must be enrolled in a performing arts class in conjunction with this course. Students must have taken Music Theory before being considered for this class. This course meets the Visual and Performing Arts credit requirement for graduation.

## **THEATRE ARTS**

### **Theatre Arts**

Full Year - 5 Credits

Offered in Grades 9, 10, 11, 12

Elective

Theatre Arts is an introductory level acting course. It is grounded in the exploration, rehearsing and performing of the Monologue Audition. Students will learn and practice a variety of Acting Techniques that will improve their auditioning skills. Students will be introduced to Method Acting as well as a Physical Theatre Training when working with their monologues. Students will study and practice a Beginner Level Improvisation, where they will focus on Offers and Accepts as well as Who, What and Where in simple scenes. They will learn the vocabulary of the theatre, character development, and scene analysis. Students will learn and apply the basics of playwriting through the vehicle of monologue writing. Students will also learn how to write a theatrical review. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Master Scene Study and Performance:**

Full Year – 5 Credits

Offered in grades 10, 11, 12

Elective and Multiple Year Course

Prerequisite: Theatre Arts or Teacher Recommendation/Audition.

Students will prepare and perform various monologues and scenes from a repertoire of contemporary and classical plays. Students will prepare to meet the auditioning demands of the entertainment industry and college BFA Theatre programs, by adding new selections to their auditioning portfolio, including: contemporary comedic, contemporary dramatic, classical comedic, classical dramatic and 16 bars of a musical theatre piece.

In a Master Scene Study course, students rehearse stage and perform scenes for the critique of the class and instructor, who will rely on a regular system of giving feedback. Scene Study deepens a students' understanding of the craft of acting. Students will be encouraged to make strong choices and immerse themselves in the Scene Study work without self-criticism or judgment. Students will be cast in scenes from various periods of theatre history, such as: Greek, Roman, Medieval, Commedia dell'arte, Elizabethan, Neoclassical, Realism and Modern. Students will be involved in group interpretation, scene interpretation, and preparing scenes for the STANJ festival. Students will be encouraged to audition for the Fall Play and the Spring Musical. Upon completion of Theatre Arts or by teacher recommendation, students may take Master Scene Study and Performance for multiple years. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Advanced Theatre**

Full Year – 5 Credits

Offered in grades 11, 12

Elective and Multiple Year Course

Prerequisite: Master Scene Study and Performance, and Teacher Recommendation/Audition

Advanced Theatre is for students who have excelled in a lead or supporting role in either the fall play or the spring musical and who want to further explore the craft of acting in a creative, competitive and professional environment. Students who have excelled as performers and leaders in Master Scene Study and Performance, may also audition. Advanced Theatre is intended for the serious Theatre student who plans to pursue Theatre or Film in college or in the entertainment industry. It is a class for team players, leaders and positive thinkers.

Advanced Theatre students will be required to assist with the fall production at least one day a week after school and attend Tech Week rehearsals. Advanced Theatre students will audition and be cast in a play that will be presented in the Little Theatre in December and will go on to compete at STANJ and Thespian Festival in January. In the spring semester, students will learn the elements of acting in short films as they prepare to compete in the Ten Day Film Challenge. Students will prepare a 15-20 minute Shakespearean scene to compete at the Shakesperience festival in May. Students will maintain a portfolio of contrasting monologues as they prepare to audition for various BFA Theatre programs. Students will have the opportunity to earn points to become members of the National Thespian Honors Society. This course meets the Visual and Performing Arts credit requirement for graduation. Upon completion of Master Scene Study and Performance, or by teacher recommendation, students may take Advanced Theatre for multiple years.

## **DANCE**

### **Elements of Dance**

Full Year – 5 Credits

Offered in grades 9, 10, 11, 12

In this introductory course, the students will explore the basic elements of dance: Body, Effort, Space, and Relationship. Genres of dance focus will be jazz, modern and ballet along with somatic practices such as Pilates and Yoga. Students will research various dance cultures and dance pioneers. Performance skills will be learned for the students' end of the year performance. After the course, students' notions of what dance is will have been expanded. Throughout the course, students will gain movement and performance skills with an emphasis on proper and healthful body alignment, as well as an historical overview of the development of dance and its relationships to political, cultural, and social issues. Students will study the terminology of dance and other related fields. In addition, students will view, analyze, and evaluate the works of choreographers from traditional, contemporary, and world dance forms. They will have increased awareness and understanding of how their body moves along with dance technique basics and dance history essentials. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Dance Performance Skills**

Full Year – 5 Credits

Offered in grades 10, 11, 12

Elective and Multiple Year Course

Prerequisite: Elements of Dance or Teacher Recommendation/Audition

In Dance Performance Skills, students will focus on refining their artistry through developing further as dancers, choreographers, reviewers and historians. Students will study Modern and Classical technical dance forms with more intensity and frequency. Throughout the course students will gain the tools to further develop their artistic voice. An emphasis will be placed on developing choreography independently and/or in groups by utilizing previous knowledge of the dance elements and choreographic devices. Students will continue to expand their knowledge of the dance history and vocabulary through research projects. Finally, students will have the opportunity to display their skills as well as to learn about all aspects of dance production (audition, rehearsal, and performance) by participating in a dance performance. Dance Performance Skills may need to be taken several times in order for students to master the necessary technical and choreographic skills. New Choreography will be created each year and thematic performances will be presented in the winter of each school year. Taking Dance Performance Skills will prepare students for future study in Dance and further intensive study in the art of dance. Upon completion of Elements of Dance or by teacher recommendation, students may take Dance Performance Skills for multiple years. This course meets the Visual and Performing Arts credit requirement for graduation.

### **Advanced Dance**

Full Year – 5 Credits

Elective: Offered in grades 11, 12

Prerequisite: Dance Performance Skills and Teacher Recommendation/Audition

In preparation to pursue dance in college and beyond, Advanced Dance students will develop a comprehensive portfolio. The portfolio will include the creation of original choreographic compositions, a performance resume, an artist statement, a dance photo, a dance lesson plan, and a health and wellness plan; all of which can be used for college auditions. All work will be presented in a culminating presentation that will be part of the annual dance concert.

Students will focus on challenging and expanding their current aesthetic viewpoint in dance. Through examining how their own experience has impacted what they value about dance. Students will be tasked to view dance in non-traditional forms and settings. Students will begin aligning themselves with artists and dance companies who they personally enjoy. Advanced Dance students will also be tasked to present new choreography each that express a particular point of view at the annual dance concert. Upon completion of Dance Performance Skills or by teacher recommendation, students may take Advanced Dance for multiple years and will receive honors credit. This course meets the Visual and Performing Arts credit requirement for graduation.

## **PHYSICAL EDUCATION/HEALTH**

Physical Education/Health at West Orange High School is an integral part of the total educational process which contributes to the development of the individual through the natural medium of physical activity-human movement. The program is a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavioral needs of all students. State law in each grade 9-12 requires classes in physical education/health. Students who are medically excused from Physical Education will complete specific grade level assignments that are based upon the period of time they are medically excused from participating in Physical Education. Medically excused students participate in an online classroom in order to fulfill the graduation credit requirements in Physical Education and Health.

### **Physical Education/Health 9**

Full Year – 5 credits

Required - Grade 9

The primary goal of this comprehensive course is to help the student develop the fundamentals of all team sports, fitness activities and Project Adventure 1. The program is conducted in a structured manner and serves as a building block for a carefully planned sequence of learning experiences. These experiences are designed to fulfill the growth, development and behavioral needs of all students. One marking period of this course is designed to develop skills in problem solving, character development, interpersonal relationships, family management issues and wellness. Social health problems facing adolescents today (family abuse, sexually transmitted diseases, teen pregnancy, male and female reproductive systems and substance abuse) are some of the issues to be studied. This course meets the Health, Safety and Physical Education credit requirement for graduation.

### **Physical Education/Health 10**

Full Year – 5 credits

Required - Grade 10

The primary goal of this comprehensive course is to help the student develop the fundamentals of all team and individual sports, fitness activities and Project Adventure 2. The program is conducted in a structured manner and serves as a building block for a carefully planned sequence of learning experiences. These experiences are designed to fulfill the growth, development and behavioral needs of all students. One marking period of this course includes Driver's Education. Driver Education Theory is a comprehensive, safety focused program that provides the student with the materials he/she will need in order to safely operate a motor vehicle. Emphasis is placed on responsibility and overall decision-making skills that apply to rules and regulations on the road. The driver education program consists of ten weeks of classroom theory culminating with the State Motor Vehicle examination. This course meets the Health, Safety and Physical Education credit requirement for graduation.

### **Physical Education/Health 11**

Full Year – 5 credits

Required - Grade 11

The primary goal of this comprehensive course is to help the student develop the fundamentals of selected team and lifetime individual sports and lifetime fitness activities. The program is conducted in a structured manner and serves as a building block for a carefully planned sequence of learning experiences. These experiences are designed to fulfill the growth, development and behavioral needs of all students. One marking period of this course is designed to integrate sexuality education into the academic curriculum and present it from a psychological, anthropological, ethical as well as biological perspective. Insight from all these disciplines is incorporated for adolescents to understand their own sexuality and begin to develop sexual autonomy and responsibility. Emphasis is also placed on acquiring knowledge on alcohol, tobacco, opioids, and other drugs to make choices that support a healthy lifestyle. This course meets the Health, Safety and Physical Education credit requirement for graduation.

### **Physical Education/Health 12**

Full Year – 5 credits

Required - Grade 12

The primary goal of this comprehensive course is to help the student develop the fundamentals of all team and individual sports and fitness activities. The program is conducted in a structured manner and serves as a building block for a carefully planned sequence of learning experiences. These experiences are designed to fulfill the growth, development and behavioral needs of all students. Major emphasis is placed on acquiring an appreciation of, and a respect for, physical conditioning, and a sense of well-being. One marking period of this course is designed to teach the

lifesaving skills of CPR and First Aid in which seniors can acquire Red Cross CPR Certification. This course meets the Health, Safety and Physical Education credit requirement for graduation.

**Teen Prevention Education Program (Teen Pep)**

Full Year – 5 Credits

Grade 12

This nationally renowned program will be available to 25 selected seniors. It serves as a comprehensive sexual health program that utilizes peer-to peer education to increase student knowledge, attitudes, skills and behaviors associated with healthy decision making. Selected seniors, as well as program advisors, are professionally trained to peer educate freshman students in their health classes. The curricula focuses on a number of topics including: team communication, presentation and facilitation skills, understanding gender, puberty education, postponing sexual involvement, birth control methods, understanding and preventing HIV and other Sexually Transmitted Infections, and other sexual health topics. Peer educators will receive 5 additional credits in Health. This course does not meet the Health, Safety and Physical Education credit requirement for graduation.

## **SCIENCE**

The mission of the Science Department is to produce students who can succeed in a global information economy fueled by advances and innovation in science, engineering, and technology, and laboratory application. Courses of study are aligned to the Next Generation Science Standards (NGSS). NGSS emphasizes scientific and engineering practices and crosscutting themes across the disciplines of life science, physical science, earth and space science, and engineering.

Science instruction is driven by real world connections and uses an inquiry-based approach to foster curiosity and creativity.

Students will earn at least 15 credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course.

### **Biology**

Full Year - 6 Credits

Offered in Grade 9

The Biology course is designed as a systems approach to the basic concepts of biology for college bound students. Common patterns of organization of all living things will be studied. Critical thinking skills will be stressed as students study the characteristics of living things, simple organisms, plants, animals, heredity and ecology. The course explores the world of living things and includes an extended lab in a rotating drop schedule. The curriculum is aligned with the test specifications for a state required end of course test. This course meets the Science credit requirement for graduation.

### **Honors Biology**

Full Year - 6 Credits

Offered in Grade 9

Prerequisite: Recommendation of the 8<sup>th</sup> Grade Science Teacher and Approval of the Science Supervisor

The Honors Biology course will involve higher-level critical thinking skills, complex problem solving as well as a rigorous and sophisticated approach to the understanding and comprehension of the major concepts in biology. This course explores the world of living things at all levels of complexity. An extended lab, in a rotating drop schedule, supports the many diversified topics studied. Special projects as well as experimental and literary research are course requirements. The curriculum is aligned with the test specifications for a state required end of course test. This course meets the Science credit requirement for graduation.

### **Chemistry**

Full Year - 6 Credits

Offered in Grade 10

Prerequisites: Honors Biology or Biology, Algebra 1

This course includes topics dealing with the nature of matter and energy, physical and chemical changes, atomic structure, elements, compounds and molecules. A "unit" plan for instruction and study of these topics helps develop student mastery. Math proficiency is required for problem solving. An extended lab in a rotating drop schedule offers a "hands-on" approach to the course topics. Students are encouraged to explore areas of experimental and research projects. This course meets the Science credit requirement for graduation.

### **Honors Chemistry**

Full Year - 6 Credits

Offered in Grade 10, 11

Prerequisite: Honors Biology

Co-requisite: Honors Algebra 2 and Teacher Recommendation

This fast-paced course is designed to encompass topics in depth that deal with the nature of matter and the nature of all aspects of chemical changes. Careful measurements, mathematical calculations and problem solving skills are emphasized. An extended lab in a rotating drop schedule stresses lab skills and techniques. Literary and/or experimental student research is an essential component of this demanding course. This course meets the Science credit requirement for graduation.

## **Physics**

Full Year - 6 Credits

Offered in Grades 11, 12

Prerequisites: Biology, Chemistry

Co-requisite: Algebra 2

This course approaches the study of physics from both an applied and conceptual point of view. Lectures and presentations cover traditional topics of physics from the areas of motion, work, power and energy, wave phenomenon and electricity. Whenever possible, historical and philosophical connections will be made to the topic at hand. An extended lab in a rotating drop schedule supports and enhances the topics studied. This course meets the Science credit requirement for graduation.

## **Honors Physics**

Full Year – 6 credits

Offered in Grades 11, 12

Prerequisites: Honors Biology, Honors Chemistry, Honors Pre-Calculus

Co-requisite: Honors Pre-Calculus/Honors Geometry and Analysis

This course challenges the science-oriented student. Some of the topics in this rigorous study are mechanics, light, magnetism, electricity and wave motion. Current developments in the field are investigated and demonstrated. In lab periods, students discover and correlate evidence for the theories discussed. Strong mathematical proficiency is required for calculations of the physical phenomena studied. This course meets the Science credit requirements for graduation.

## **Honors Environmental Science**

Full Year - 6 credits

Offered in Grades 11, 12

Prerequisites: Honors Biology, Honors Chemistry and Teacher Recommendation

This Honors level course is an interdisciplinary science. As such, it combines ideas and information from the natural sciences (biology, earth science, physical science) and social sciences such as economics, politics and ethics to present a modern view of how nature works and how humans interact with nature. The course uses basic scientific laws, principles, and concepts to understand environmental and resource problems and to consider and develop possible solutions to these problems.

Topics include Ecosystems; Air; Water and Soil Resources; Pollution and Recycling; Population; Land Use and Endangered Species. An extended lab in a rotating drop schedule is provided for exploration, enrichment and problem solving in topics developed in the course. This course meets the Science credit requirement for graduation.

## **Earth Science**

Full Year - 5 Credits

Offered in Grades 11, 12

Prerequisite: Biology, Chemistry

The geology component focuses on the concept of an ever-changing earth. It concentrates on historical geology, structural geology, plate tectonics, paleontology, sedimentology, stratigraphy, mapping and the erosional processes that shape the earth's surface.

The astronomy component focuses on the nature and origin of the universe, our solar system, stars, planets, galaxies, and other interstellar objects. Topics such as the moon, the sun, information obtained through space probes and the history of space exploration are discussed. This course also focuses on stellar phenomena including black holes, pulsars, quasars, comets, and dark matter.

Meteorology examines the causes of atmospheric changes. Topics include: structure and composition of the atmosphere, wind, precipitation and humidity, severe storms and weather forecasting. Lab experiences include the analysis of weather data and monitoring of local weather conditions.

Oceanography explores the physical, chemical, biological and ecological nature of the world's oceans. The impact of civilization on the oceans is discussed. Careers in oceanography and exploration are discussed. This course meets the Science credit requirement for graduation.

### **Voyage into Space**

Semester – 2.5 Credits

Offered in Grades 9, 10, 11, 12

The focus of the course is exploration of the vast expanse of space and how technology and engineering play a role in both the history and future of the industry and humans understanding of the potential possibilities. The course will examine the history of space exploration and the space race. Students will learn about the origins of the universe and distant stars, galaxies, and incorporate the origins of our solar system and planets. Students will learn about past, present, and future missions to planets in our solar system, as well as other systems in our galaxy. Students will evaluate and develop various technologies pertaining to space engineering and exploration. This course is designed for those students interested in potential careers in aerospace engineering, spacecraft engineering, astrophysics, rocket science, STEM Education, and computer programming. This course does not meet the Science credit requirement for graduation.

### **Forensic Science**

Semester-2.5 credits

Offered in Grades 11, 12

Prerequisites: Biology, Chemistry

This course examines the application of a broad spectrum of sciences and technologies in order to investigate events that take place after the fact and to establish what occurred based on collected evidence. Students learn the science of ballistics, DNA banding, chemical signatures, post mortem biology and other techniques typically used to solve crimes. The course looks at actual case studies in law enforcement and problem solves from the data available using technologies in the biological, chemical and physical world. This course does not meet the Science credit requirement for graduation.

### **Animal Behavior**

Semester – 2.5 Credits

Offered in Grades 9, 10, 11, 12

The focus of the course is the adaptive value of behavior and the way that it differs across species. The course will cover basic zoology of the Animal Kingdom, instinctive behavior, learned behavior, cognition and social behavior. Experimental organisms referenced in class will include marine invertebrates, insects, amphibians, birds and mammals. Students will analyze behavioral data and consider ethics when designing investigations. Animal Behavior will reinforce the NGSS life science concepts learned in biology. Students will be challenged to analyze data, create models, use evidence to support claims, and predict animal behavior. This course is an elective designed for those students interested in potential careers in veterinary medicine, animal training, psychology, conservation and wildlife management. This course does not meet the Science credit requirement for graduation.

### **Dynamics of Health Care in Society**

Full Year – 5 Credits

Offered in Grade 10, 11, 12

Prerequisites: Biology, Chemistry and Teacher Recommendation

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers. Students enrolled in this course have the opportunity to earn college credit through Rutgers by applying to the program in the fall and successfully passing the Rutgers exam. There is a fee for the exam. This course does not meet the Science credit requirement for graduation, but does meet the 21<sup>st</sup> Century Life and Careers requirement for graduation.

### **Medical Terminology**

Semester - 2.5 Credits

Offered in Grades 11, 12

Co/Prerequisite: Dynamics of Health Care in Society (to be eligible for college credit)

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in processing medical/dental records and claim forms. Students enrolled in this course have the opportunity to earn college credit through Rutgers by successfully passing the Rutgers exam, as long as they have successfully passed the Dynamics of Health Care in Society (previously or concurrently). This course does not meet the Science credit requirement for graduation. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

### **Fundamentals of Health and Wellness**

Semester - 2.5 Credits

Offered in Grades 11, 12

Co/Prerequisite: Dynamics of Health Care in Society (to be eligible for college credit)

This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. The course will explore topics related to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self-responsibility. Students enrolled in this course have the opportunity to earn college credit through Rutgers by successfully passing the Rutgers exam, as long as they have successfully passed the Dynamics of Health Care in Society (previously or concurrently). This course does not meet the Science credit requirement for graduation. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

### **Honors Anatomy and Physiology 1**

Full Year – 6 Credits

Offered in Grade 11, 12

Prerequisites: Biology, Chemistry and Teacher Recommendation

Anatomy and Physiology is the study of the structure and function of the human body. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. An extended lab in a rotating drop schedule will include slide work, dissection of various animals and studies of the human skeleton. The course will also use computer simulated dissection. Students enrolled in this course have the opportunity to earn college credit through Rutgers by successfully passing the Rutgers exam, as long as they have successfully passed the Dynamics of Health Care in Society Rutgers exam (previously or concurrently). This course meets the Science credit requirement for graduation. This course meets the 21<sup>st</sup> Century Life and Career Skills credit requirement for graduation.

### **Advanced Placement Biology**

Full Year - 10 Credits

Offered in Grades 11, 12

Prerequisites: Honors Biology, Honors Chemistry

This course is taught on the college level and is designed for students with a special interest in a rigorous biology course. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The topics covered are molecules and cells, genetics and evolution and organisms and populations. Laboratory exercises stress the importance of student's ability to understand problems, develop and implement a plan, manipulate data, draw conclusions, think analytically and develop hypothesis. In the mandatory labs, students are challenged by these aspects in the context of some of the more important concepts in biology such as genetics, metabolism, physiology,

evolution, and ecology. It is expected that students enrolled in the course will take the Advanced Placement examination. This course meets the Science credit requirement for graduation.

### **Advanced Placement Chemistry**

Full Year - 10 Credits

Offered in Grades 11, 12

Prerequisites: Honors Biology, Honors Chemistry

Co-requisite: Honors Pre-Calculus

This course follows the advanced placement syllabus in chemistry and is designed primarily for students planning a career in the sciences (e.g. engineering, medical, technical in physical or chemical science). The course concentrates on major concepts in chemistry, such as equilibria, chemical analysis, reaction rates. Lab activities are designed to enhance the content area studies and to promote further experiments, studies, or independent projects. Students practice the mastery of laboratory science skills and knowledge acquisition. It is expected that students enrolled in the course will take the Advanced Placement examination. This course meets the Science credit requirement for graduation.

### **Advanced Placement Environmental Science**

Full Year - 10 credits

Offered in Grades 11, 12

Prerequisites: Honors Biology, Honors Chemistry

This course is designed to be the equivalent of a one-year introductory college course. The course follows the outline and guidelines for laboratory and field activities as developed by the College Board Advanced Placement Program. The course is challenging and interdisciplinary. It combines ideas and information from the biological, earth, and physical sciences in examining the social and economic pressures which affect the world we live in. The course examines the natural world and the human impact upon it. It is expected that students enrolled in the course will take the Advanced Placement examination. This course meets the Science credit requirement for graduation.

### **AP Physics 1: Algebra-Based**

Full Year – 6 credits

Offered in Grade 12

Prerequisites: Honors Biology, Honors Chemistry, and Honors Chemistry teacher and Science supervisor recommendation

Pre-requisite: Geometry and Analysis

This algebra-based course provides the opportunity to participate in the equivalent of a first semester college course in physics and earn Advanced Placement college credit. Students will develop deep understanding of the content and focus on applying their knowledge through inquiry based labs. Throughout the course there is a strong emphasis on students constructing their own knowledge through the process of observation, pattern recognition, prediction, and testing. Students will study Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power, mechanical waves and sound, and an introduction to electrical circuits. This course is recommended for students interested in the biological sciences, medicine, business, or liberal arts. Students are expected to take the AP Physics 1: Algebra-Based Examination administered by College Board. This course meets the Science credit requirement for graduation.

### **Advanced Placement Physics C: Mechanics and Electricity and Magnetism**

Full Year – 10 Credits

Offered in Grade 12

Prerequisites: Honors Biology, Honors Chemistry, Honors Physics

Co-requisite: Advanced Placement Calculus

This is a college level course designed for students planning to major in the physical sciences or engineering. Strong emphasis is placed on solving a variety of challenging problems. There is emphasis on analytical reasoning and higher-level mathematical skills. In addition, the laboratory work encourages the development of important skills such as detailed observation, accurate recording, experimental design, manual manipulation, data interpretation, statistical analysis, and operation of technical equipment. It is expected that students enrolled in the course will take the Advanced Placement examinations. This course meets the Science credit requirements for graduation.

## **SOCIAL STUDIES**

The curriculum in social studies is designed to provide a coordinated and well-articulated K-12 program. At the senior high school, a well-balanced program has been designed to provide students with a varied and exciting experience in the study of the social sciences. The World History, United States History 1 and United States History 2 courses are required for all students. In addition, there are opportunities in grades 9 through 12 for selecting courses from among a variety of electives. Courses have been designed to promote an awareness of the historical, political, social and economic development of human achievement, beliefs, cultures and experiences so that students can become informed and concerned citizens. The social studies courses required to meet state graduation standards include the state mandated core course proficiencies. In addition, the Social Studies Department at West Orange High School offers opportunities for students to become part of two special programs.

### **Modern World History**

Full Year - 5 Credits

Offered in Grade 9

Course Required for Graduation – Grade 9

The purpose of this course is to present the study of a body of information as well as a process through which an understanding of human experience is developed. The course begins with a study of the Age of Revolutions and concludes with an analysis of Modern World History in each of the following areas: Africa, Latin America, Asia, Europe and Russia, and the Middle East. The course has three major goals: to help students gain insights into the relationships among people, ideas, and events as they learn and use significant facts of World History; to help students sharpen Social Studies skills; and to help students develop an appreciation of history and its study. The course culminates in an examination and analysis of the contemporary world, stressing the need for a new system of world relationships. ELL (English Language Learners) sections of World History are offered. This course meets the Social Studies credit requirement for graduation.

### **Honors Modern World History**

Full Year - 5 Credits

Offered in Grade 9

Prerequisite: Teacher Recommendation

This is an honors level course in World History that meets the state requirement for one year of World History. The honors level course helps students to gain insights into the relationships among people, ideas and events as they study significant events in World History. The course begins with a study of the Age of Revolutions and concludes with an analysis of Modern World History in each of the following areas: Africa, Latin America, Asia, Europe and Russia and the Middle East. This course is devised to improve student skills in reading and evaluating primary source documents, writing evaluative research papers, and developing an appreciation of history and its study. This course meets the Social Studies credit requirement for graduation.

### **United States History 1**

Full Year - 5 Credits

Offered in Grade 10

Course Required for Graduation – Grade 10

Prerequisite: Modern World History

United States History 1 is a full year course. It is the first half of the two-year sequential program of United States History. The course begins with a study of Colonial America and concludes with the Industrial Revolution and the development of our national goals at the onset of the 20th century. Students will investigate the decisions which were made and policies established during early history of the United States. A LEP section of the United States History 1, for students with limited English proficiency, is offered. This course meets the Social Studies credit requirement for graduation.

### **Honors United States History 1**

Full Year - 5 Credits

Offered in Grade 10

Prerequisite: Modern World History

The honors program is rigorous. Placement within the program is dependent upon the students past performance and teacher recommendation. This is the first year of a two-year sequential course taken in the sophomore and junior years. Honors I is a prerequisite for Advanced Placement U.S. History to be taken in the Junior Year.

This course provides a brief overview of European discovery of the Americas, colonization, and the American Revolution. Students will be led through an in-depth investigation of the development of the U.S. Constitution in the late 18th century through the emergence of modern America. This course is designed to improve student skills in reading and evaluating primary source documents, and writing evaluative research papers. This course meets the Social Studies credit requirement for graduation.

### **United States History 2**

Full Year - 5 Credits

Offered in Grade 11

Course Required for Graduation – Grade 11

Prerequisite: United States History 1

This course is the second year of the United States History program that builds upon the concepts and information discussed in United States History 1. The course begins with the study of United States society at the turn of the 20th century and continues through the investigation of our contemporary society. The various economic, social, political, environmental, and global issues that our nation has faced over the past 100 years will be analyzed and evaluated. A LEP section of the United States History 2, for students with limited English proficiency, is offered. This course meets the Social Studies credit requirement for graduation.

### **Honors United States History 2**

Full Year - 5 Credits

Offered in Grade 11

Prerequisite: Honors United States History 1

This is the second year of a two-year sequential course sequence. The honors program is rigorous. Placement within the program is dependent upon the students past performance and teacher recommendation.

This course covers the emergence of the U.S. as a world power at the beginning of the 20th century, and continues through the development of contemporary America. This course continues to enhance students' ability to read and write critically, evaluate primary source documents and write evaluative research papers. This course meets the Social Studies credit requirement for graduation.

### **The Elective Program in Social Studies**

#### **Europe in the Modern Age**

Full Year - 5 Credits

Offered in Grades 11, 12

This course considers the emergence of western civilization with the expressed intention of reaching an understanding of the complexities of the twentieth century. An inquiry approach is employed with emphasis on definition and analysis based on the use of primary sources wherever possible. Students will analyze major trends and terms such as culture, civilization, history, political philosophy and the impact of the technological revolution. This course is not credited toward the social studies requirement for graduation.

### **The Law: Rights and Responsibilities**

Full Year – 5 credits

Offered in Grades 9, 10

This full year course focuses on the complexities of the American Legal System and the role of the citizen in that system. Emphasis is placed on the relationship of civil and constitutional law to the lives of the citizenry. The historical development of the American legal system is explored and the role of precedent and landmark Supreme Court decisions are studied. After completing a general overview of the concept of law and authority, students will be encouraged to analyze case studies and research judicial interpretations within the areas of constitutional, civil and criminal law. A unit of study concerning the Corrections System completes the course of study. This course is not credited toward the social studies requirement for graduation.

### **The Individual in Society**

Full Year - 5 Credits

Offered in Grades 11, 12

This course will enhance students' knowledge in the area of sociology, social psychology and human behavior. The course will help students appreciate that the self is a product of genetics, biology and the environment. The course will also investigate the individual as part of a group and group behavior. Topics to be covered include human behavior, human development, identity and the self, adolescent development, socialization, and social institutions. This course is not credited toward the social studies requirement for graduation.

### **The History of Race, Class, Gender, and Ethnicity**

Full Year - 5 Credits

Offered in Grades 11, 12

This course seeks to explain the meaning of race, class, gender, and ethnicity in American history. The course will also help students gain a better understanding of the role of diverse groups throughout American history. This course not only teaches students to value the contributions of a multiplicity of groups, but aims to teach students an understanding of complex social relationships - how the United States political, economic and social systems have treated various groups throughout history and how these groups have in turn, influenced these systems. Most importantly, this course will teach students to understand a history and society that is not presently nor has it ever been homogeneous. Students who take this course will develop an understanding and appreciation of American cultural pluralism. This course is not credited toward the social studies requirement for graduation.

### **Cultural Anthropology**

Semester - 2.5 Credits

Offered in Grades 10 IH, 11, 12

This course is a general introduction to anthropology which focuses on the concept of culture, the role of culture in human experience, the institutional structure of society, attitudes of people in various cultures, and the impact of technology on the past and its influence in the future. Emphasis will be on the inquiry approach and use will be made of a variety of supplemental materials. This course is not credited toward the social studies requirement for graduation.

### **Money, Markets, and the Economy**

Semester - 2.5 Credits

Offered in Grades 11, 12

This course is designed to help students develop the knowledge and understanding of economics necessary to analyze any economic system in the world and to further understand how basic economic concepts affect decisions made by consumers, producers and governments in a rapidly changing world. The course concentrates on three major topics; the making of economic decisions, macroeconomics, and contemporary economic problems of the world. This course is not credited toward the social studies requirement for graduation. This class fulfills the Financial Literacy requirement for high school graduation.

### **Modern America through the Media**

Semester - 2.5 Credits

Offered in Grades 11, 12

This course offers students the opportunity to examine the development of the uniquely American character through various media, including Hollywood and independent film, popular music, television and comic books. The course explores American history beginning with the 1890's and early 20<sup>th</sup> century and ending with the most recent 21<sup>st</sup> century advances in American media culture. Emphasis is placed upon how media forms have both impacted and reflected the development of the American society. This course is not credited toward the social studies requirement for graduation.

### **Honors Introduction to Philosophy**

Full Year - 5 Credits

Offered in Grade 12

Prerequisite: Teacher Recommendation

Students examine the writings of selected philosophers and analyze their ideas of, and applications to, certain political structures. Relationships are drawn between the philosophies of people such as Socrates, Plato, and Descartes and the emergence of modern ideas and institutions. This course is not credited toward the social studies requirement for graduation.

### **Power and Politics in America**

Semester - 2.5 Credits

Offered in Grades 11, 12

This course focuses on political behavior in contemporary American society, with particular reference to the organization and function of local, state and federal government. This course is designed to provide a thorough understanding of current political trends, how the economy and culture of a nation affects politics, the importance of the leadership of a nation and citizenship participation that will continue throughout students' lives. This course is not credited toward the social studies requirement for graduation.

### **The Advanced Placement Program in Social Studies**

The Advanced Placement in Social Studies is designed to provide students with the skills and knowledge necessary to deal analytically and critically with the study of Social Science. The program prepares students for intermediate and advanced college courses. Students should learn to assess social science materials--their relevance to a given interpretive problem, their reliability, and their importance--and to weigh the evidence and interpretations presented in social science scholarship. The Advanced Placement program develops the skills necessary to arrive at conclusions on the basis of informed judgments and the skills needed to present reasons and evidence clearly and persuasively in essay format.

### **Advanced Placement United States History**

Full Year - 5 Credits

Offered in Grade 11

Prerequisites: Honors United History 1 (Advanced Placement United States History may be taken to replace Honors United States History 2).

Advanced Placement United States History is a full year course. It meets the New Jersey State Graduation requirements for Social Studies. It is the second year of a two year program of study designed to afford students the opportunity to critically assess and evaluate aspects of American History. The course of study prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course of study begins with the Gilded Age and the emergence of the United States as a world power at the end of the nineteenth century and continues through the development of contemporary America. The course also reviews the colonial period through Reconstruction to aid students who take the Advanced Placement United States History Examination administered by the Educational Testing Service. Students are expected to take the Advanced Placement Examination in May. This course meets the Social Studies credit requirement for graduation.

### **Advanced Placement Government and Politics**

Full Year - 5 Credits

Offered in grade 12

Prerequisite: Student will have completed an Honors and/or A.P. level United States History course.

This course is designed to give students an analytical perspective on government and politics in the United States. It will prepare students for intermediate and advanced college courses in political science and government by making demands on them equivalent to those made by a full year introductory college course. The course will include an in-depth evaluation of the United States Constitution, political parties, political behavior, the Presidency, federal bureaucracy, Congress, the judicial system, and civil rights and civil liberties. Students are expected to take the Advanced Placement Examination in May. This course is not credited toward the social studies requirement for graduation.

### **Advanced Placement Psychology**

Full Year – 5 Credits

Offered in Grades 11, 12

Advanced Placement Psychology is a one-year course. The purpose of the AP Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students are expected to take the Advanced Placement Examination in May. This course is not credited toward the social studies requirement for graduation.

### **Advanced Placement World History: Modern**

Full Year - 5 credits

Offered in Grade 12

Prerequisite: Advanced Placement United States History OR United States History II Honors.

Advanced Placement World History is a full year course. The course of study prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Through a non-Western Focus, the course of study begins with the significant events, peoples, developments and processes from 1200 C.E. and continues this study to the modern day. Using six themes designated by the College Board, students explore world history in order to make connections between times, peoples and places. Students are expected to take the Advanced Placement Examination in May. This course meets the Social Studies credit requirement for graduation.

## **SPECIAL SERVICES**

The Department of Special Education at West Orange High School is committed to providing all students, regardless of ability level, an appropriate and meaningful secondary education.

Students are offered a continuum of placement options, ranging from accommodations/modifications to the general education program, in-class-support instruction, resource replacement, departmentalized and self-contained programs in special education.

All programs offered through the department are highly individualized and delivered in a manner consistent with the Individualized Educational Program (IEP) developed for each student. The instruction provided in Special Education programs is aligned with the New Jersey Student Learning Standards (NJSLS), and with the approved general education curriculum.

### **English 9**

Full Year – 5 Credits

Offered in Grade 9

This Course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

West Orange recognizes that English 9 represents a transition for students exiting the middle school. The rigors of senior high school language objectives are tempered by consideration of the social, emotional, and cultural experience that each student brings to high school. Each student will read selected short stories, novels, essays, poems and plays; will compose a variety of written expressions that consider their unique attributes; and will benefit from the infusion of grammar, speech-writing, viewing, listening and reading skills. Students will demonstrate culminating proficiencies by completion of a research project and departmental midterm and final examinations. Additionally, each student will be encouraged to expand his/her personal reading through summer reading assignments. Pupils will practice standardized test-taking skills with weekly objective evaluations. This course meets the English credit requirement for graduation.

### **English 10**

Full-Year – 5 Credits

Offered in Grade 10

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

Students in English 10 classes will continue to develop and attain a higher degree of proficiency in the language arts program of studies. The course is designed to introduce students to the systematic study of literature by genre and to develop their skills in reading, writing, listening, viewing and speaking. Students will read selected short stories, novels, essays, poems, and plays; will compose a variety of written expression; will study grammar, usage and mechanics; and will practice verbal skills in relation to composition and literature. Students will demonstrate proficiency in research skills by completing a research project. The students will enhance and practice PARCC and PSAT/SAT test-taking skills. Weekly evaluations will be required. This course is offered at two levels; one at the college preparatory level and the other at the remedial level. This course meets the English credit requirement for graduation.

### **American Literature**

Full Year – 5 Credits

Offered in Grade 11

This course provides appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This course is designed to examine in detail the development of American literature from its beginnings to the present. Major recurrent themes and, where appropriate, the relationship between literature and social and political history, are considered. An anthology is utilized for studying literary chronology, but primarily the course includes examination of works by such writers as: Jonathan Edwards, Anne Bradstreet, Benjamin Franklin, Emily Dickinson, Edgar Allan Poe, Mark Twain, James Baldwin, Alice Walker, F. Scott Fitzgerald, Ernest Hemingway, Arthur Miller, Eugene O'Neill and Langston Hughes. Throughout the course, emphasis is also placed on fostering mature comprehension in reading by considering the ways in which literary form and linguistic style work with "pure content" to convey meaning and feeling; and by studying various composition techniques. Practice experiences in the strands of viewing, listening and writing are conducted to enhance students' critical thinking skills in those areas. Students will practice PARCC and PSAT/SAT test-taking skills. Weekly evaluations will be completed. This course is offered at two levels; one at the college preparatory level and the other at the remedial level. This course meets the English credit requirement for graduation.

### **British and World Literature**

Full Year – 5 Credits

Offered in Grade 12

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

The first semester of this course emphasizes the development of English literature in the Anglo-Saxon, Middle English, Elizabethan, and seventeenth century periods. Beowulf receives primary attention in the Anglo-Saxon period, the works of Chaucer in the Middle English, Shakespeare in the Elizabethan, and Milton in the Seventeenth Century. The second semester of this course emphasizes the development of English literature from the eighteenth century through the twentieth. The eighteenth century includes writers such as Pope, Swift, Johnson and Boswell; the Romantic period, such writers as Wordsworth, Coleridge and Keats; the Victorian period, such writers as Tennyson, Browning, Conrad and Dickens; and the twentieth century, such writers as Yeats, Eliot and Joyce. Students study representative selections with concentrated attention on critical reading and interpretation and analytical writing, listening, speaking and viewing based on the literature. This course meets the English credit requirement for graduation.

### **Reading Workshop**

Full Year – 5 Credits

Offered in Grades 9, 10, 11, 12

The objective of the course is for students to develop instructional skills and strategies to become competent readers. Students are provided explicit and systematic instruction in phonics and phonemic awareness, fluency, and vocabulary development. The understanding of meaning is central to all reading instruction. As such, particular emphasis will be placed on the development of comprehension skills. Additionally, the course will expose students to the language-arts literacy concepts needed to prepare for statewide assessment (PARCC), college entrance exams (SAT), and other educational/vocational assessments. This course does not meet the English credit requirement for graduation.

**Math 9, 10, 11, 12**

Full Year – 5 Credits

Offered in Grades 9, 10, 11 or 12

This course will follow a curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This course sequence offers continued and intensive coverage and review of basic arithmetic applications and problem solving strategies. Content areas include numerical operations, patterns and functions, measurement, geometry, graphs, data analysis, and concepts of pre-algebra. Participation in this course provides continual preparation for the High School Proficiency Assessment. This course will follow a curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives. This course meets the Mathematics credit requirement for graduation.

**English 9, 10, 11, 12**

Full Year – 5 Credits

Offered in Grades 9, 10, 11 or 12

This course will follow a curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

Students in English classes will expand their knowledge and application of language arts and literacy objectives. Each student will read or participate in reading activities related to selected short stories, novels, essays, poems and plays. Reading selections will be individualized and based upon student's level of functioning. Focus will be on vocabulary development, reading fluency, and functional vocabulary. Written expression will include enhancement of language mechanics, such as grammar, spelling, and usage, with emphasis on student IEP goals and objectives. Assessment is ongoing based upon class work, teacher observation, tests and quizzes. Each student will complete a final class project. This course meets the English credit requirement for graduation.

**Algebra 1**

Full Year – 5 credits

Offered in Grade 9

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

Modeling and problem solving are the heart of the curriculum at the Algebra I level. Mathematical modeling consists of recognizing and clarifying mathematical structures that are embedded in other contexts, formulating a problem in mathematical terms, using mathematical strategies to reach a solution and interpreting the solution in the context of the original problem. Students must be able to solve practical problems, representing and analyzing the situation using symbols, graphs, tables or diagrams. They must effectively distinguish relevant from irrelevant information, identify missing information, acquire needed information and decide whether an exact or approximate answer is called for, with attention paid to the appropriate level of precision. After solving a problem and interpreting the solution in terms of the context of the problem, they must check the reasonableness of the results and devise independent ways of verifying the results. Topics include: Operations on Numbers and Expressions, Linear Relationships, Non-Linear Relationships, Data, Statistics, and Probability. Graphing calculators are used extensively throughout the course. This course will follow a curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives. This course meets the Mathematics credit requirement for graduation.

## **Algebra 2**

Full Year – 5 credits

Offered in Grade 10

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This course provides a more advanced study of algebra. A major objective is the classification of types of equations and the development of proficiency in solving and applying equations. Topics include structure of number systems, polynomials and factoring, rational expressions, inequalities, relations, functions and graphing, exponents, radicals, quadratics, complex numbers and logarithms. Additional topics may include sequences and series, matrices and determinants, permutations and combinations, and binomial expansion. Graphing calculators are used extensively to enhance concepts and applications. This course will follow a curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives. This course meets the Mathematics credit requirement for graduation.

## **Geometry & Analysis**

Full Year – 5 credits

Offered in Grade 11

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This is a standard geometry course with emphasis on concepts, reasoning, and numerical applications using algebraic skills. Spatial sense is a key goal of the course. Major topics include congruency, similarity, polygons, parallel lines, area, the Pythagorean Theorem, circles, and transformations. Coordinate geometry, constructions, and solid geometry are integrated throughout the course. The course is designed to demonstrate the application and significance of geometry. Manipulatives and The Geometers' Sketchpad are used to enhance student understanding and learning. This course will follow a curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives. This course meets the Mathematics credit requirement for graduation.

## **College Math**

Full Year- 5 Credits

Offered in Grades 11 and 12

Prerequisites: Geometry and Analysis

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This course is designed to offer non-physical science students a practical approach that connects mathematics to the world around them. This course will better prepare students to be successful in a higher level algebra based high school and college math courses. The course will re-emphasize and ensure understanding of the basic concepts of algebra, geometry, principles of personal financial management, and the elementary principles of gathering, analyzing, and representing data. This course meets the Mathematics credit requirement for graduation.

## **Science**

Full Year – 5 Credits

Offered in Grade 9-12

This course will follow a curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

Instructional modules of this course include health & wellness, nutrition, first aid & safety, hygiene, and a general study of biological systems. Emphasis is placed upon how we interact with space and environmental systems. This course meets the Science credit requirement for graduation.

## **Biology**

Full Year – 5 Credits

Offered in Grade 9

This course will follow the general education curriculum with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

The Biology course is designed as a systems approach to the basic concepts of biology for college bound students. Common patterns of organization of all living things will be studied. Critical thinking skills will be stressed as students study the characteristics of living things, simple organisms, plants, animals, heredity and ecology. The course explores the world of living things and includes an extended lab in a rotating drop schedule. The curriculum is aligned with the test specifications for a state required end of course test. This course meets the Science credit requirement for graduation.

## **Chemistry**

Full Year – 5 Credits

Offered in Grade 10

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This course includes topics dealing with the nature of matter and energy, physical and chemical changes, atomic structure, elements, compounds and molecules. A "unit" plan for instruction and study of these topics helps develop student mastery. Math proficiency is required for problem solving. An extended lab in a rotating drop schedule offers a "hands-on" approach to the course topics. Students are encouraged to explore areas of experimental and research projects. This course meets the Science credit requirement for graduation.

## **Earth Science**

Full Year – 5 Credits

Offered in Grades 10, 11

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

The geology component focuses on the concept of an ever-changing earth. It concentrates on historical geology, structural geology, plate tectonics, paleontology, sedimentology, stratigraphy, mapping and the erosional processes that shape the earth's surface.

The astronomy component focuses on the nature and origin of the universe, our solar system, stars, planets, galaxies, and other interstellar objects. Topics such as the moon, the sun, information obtained through space probes and the history of space exploration are discussed. This course also focuses on stellar phenomena including black holes, pulsars, quasars, comets, and dark matter.

Meteorology examines the causes of atmospheric changes. Topics include: structure and composition of the atmosphere, wind, precipitation and humidity, severe storms and weather forecasting. Lab experiences include the analysis of weather data and monitoring of local weather conditions.

Oceanography explores the physical, chemical, biological and ecological nature of the world's oceans. The impact of civilization on the oceans is discussed. Careers in oceanography and exploration are discussed. This course meets the Science credit requirement for graduation.

## **Physics**

Full Year – 5 Credits

Offered in Grades 11, 12

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This course approaches the study of physics from both an applied and conceptual point of view. Lectures and presentations cover traditional topics of physics from the areas of motion, work, power and energy, wave phenomenon and electricity. Whenever possible, historical and philosophical connections will be made to the topic at hand. An extended lab in a rotating drop schedule supports and enhances the topics studied. This course meets the Science credit requirement for graduation.

### **Modern World History**

Full Year – 5 Credits

Offered in Grade 9

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

The purpose of this course is to present the study of a body of information as well as a process through which an understanding of human experience is developed. The course begins with a study of the Age of Revolutions and concludes with an analysis of Modern World History in each of the following areas: Africa, Latin America, Asia, Europe and Russia, and the Middle East. The course has three major goals: to help students gain insights into the relationships among people, ideas, and events as they learn and use significant facts of World History; to help students sharpen Social Studies skills; and to help students develop an appreciation of history and its study. The course culminates in an examination and analysis of the contemporary world, stressing the need for a new system of world relationships. LEP (Limited English Proficiency) sections of World History are offered. This course meets the Social Studies credit requirement for graduation.

### **United States History 1**

Full Year – 5 Credits

Offered in Grades 10, 11

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

United States History 1 is a full year course. It is the first half of the two-year sequential program of United States History. The course begins with a study of Colonial America and concludes with the Industrial Revolution and the development of our national goals at the onset of the 20th century. Students will investigate the decisions which were made and policies established during the first one hundred years of the history of the United States. A LEP section of the United States History 1, for students with limited English proficiency, is offered. This course meets the Social Studies credit requirement for graduation.

### **United States History 2**

Full Year – 5 Credits

Offered in Grades 11, 12

This course will follow the general education curriculum, with appropriate modifications to pace, complexity, and assessment, as determined by the student's needs and IEP goals and objectives.

This course is the second year of the United States History program that builds upon the concepts and information discussed in United States History 1. The course begins with the study of United States Industrialization at the turn of the 20th century and continues through the investigation of our contemporary society. The various economic, social, political, environmental, and global issues that our nation has faced over the past 100 years will be analyzed and evaluated. A LEP section of the United States History 2, for students with limited English proficiency, is offered. This course meets the Social Studies credit requirement for graduation.

### **Concepts of Technology and Engineering A**

Semester – 2.5 Credits

Elective: Offered in grades 9, 10, 11, 12

Prerequisite: None

Concepts of Technology and Engineering A fosters student understanding of STEM with a focus on the core areas of technology and engineering. Through differentiated instruction strategies students are taught topics such as the design process, simple machines, photography, flight and 3D prototyping. These main concepts are taught with individualized adaptations to fulfill the needs of varying student abilities. Instruction will be provided in an authentic environment that promotes peer socialization, teamwork, and cooperation through hands on learning within the scope of real-world scenarios. Projects include: designing and building a structure, creating a GLOG of an invention, roller coasters, flight, and designing an object to be printed in 3D through Tinkercad.

## **Concepts of Technology and Engineering B**

Semester – 2.5 Credits

Elective: Offered in grades 9, 10, 11, 12

Prerequisite: Concepts of Technology and Engineering A

Concepts of Technology and Engineering B will build upon the student understanding of content taught in the Concepts of Technology and Engineering A course by presenting a deep level of student understanding of STEM content with the continuing focus on the core areas of technology and engineering. Through differentiated instruction strategies students are taught topics such as forms of energy, simple electrical circuits, basics of woodworking, and career skills. These main concepts are taught with individualized adaptations to fulfill the needs of varying student abilities. Instruction will be provided in an authentic environment that promotes peer socialization, teamwork, and cooperation through hands on learning within the scope of real-world scenarios. Projects include: circuits, designing and building a wooden storage container, and LEDs. This course must be taken within one year of completion of the Concepts of Technology and Engineering A course.

## **General Music**

Half Year – 2.5 Credits

Elective, Offered in Grades 9, 10, 11, 12

Prerequisite: None

General Music is a semester course developed to give students an opportunity to study basic fundamentals of music through piano performance. Students with no formal training in music will be exposed to the many benefits music provides. The course will focus on developing basic technical facility on the keyboard instrument along with studies in the fundamentals of music performance and music theory. Because of the independent nature of the piano lab, this music class promotes independent learning where students can progress at their own pace. This course will provide students an opportunity to aesthetically experience music while they are allowed to independently learn music fundamentals and explore music performance.

Some examples of the benefits music has to offer include: development of brain areas involved in language and reasoning, creating causal links between music and spatial intelligence, enhancement of teamwork skills and discipline and providing a means of self-expression. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

## **General Art**

Semester – 2.5 Credits

Offered in Grades 9, 10, 11, 12

General Art is a single semester course whose goal is to foster a general appreciation of art and aesthetics. Students will explore basic studio art and will examine the impact of line, tone, color, space, texture, and form through a variety of artistic mediums. Instruction will be provided in an authentic environment that promotes peer socialization, teamwork, and cooperation. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

## **Art and Creativity**

Full Year – 5 credits

Offered in Grades 9, 10, 11, 12

Art & Creativity uses creative play and structured art activities to strengthen and develop imagination. Students will build sensory awareness, communication, and fine motor skills, while exploring the elements of art to communicate their ideas through art. A unit of this course will be dedicated to the fundamentals of photography which includes a special photography display. Students will develop and market a t-shirt design for an annual school fundraising event. This course is credited toward the Visual and Performing Arts credit requirement for graduation.

## **Life Skills**

Semester – 2.5 Credits

Offered in Grades 9, 10, 11, 12

Life Skills is a single semester course whose goal of the course is for students to demonstrate the ability to prepare convenience foods and basic recipes with confidence and success. Selected topics include: safety and sanitation, reading, comprehension and preparation of a recipe, measuring various ingredients, knowledge of basic kitchen equipment, meal planning, hygiene and table setting.

### **Study Skills**

Full Year – 5 Credits

Offered in Grades 9, 10, 11, 12

The objective of the course is to provide instruction and guided practice in the areas of note taking, organization, test taking, listening, research, and writing skills. Study skills are best taught in context of the academic classes in which students are enrolled. Therefore, the materials used will reflect actual texts and coursework assigned across the content areas. Students enrolled in Study Skills will explore different learning strategies and gain an understanding of their own learning style and preference in order to capitalize on strengths.

### **Career Awareness**

Semester – 2.5 Credits

Offered in Grades 9, 10, 11, 12

The objective of the course is the development of work-related values, attitudes, and competencies fundamental to success in the world of work. Instruction is designed to promote self-awareness, self-advocacy and understanding these concepts and their relevance to the world at work.

Students will develop an information base relevant to career clusters and will be introduced to the process of career decision-making. Students will also develop basic food service preparation and clerical skills by creating products for sale (bake sale, card sale).

### **Career Exploration**

Semester – 2.5 Credits

Offered in Grade 10, 11, 12

The objective of the course is to enhance the development of work-related values, attitudes, and competencies that are fundamental to success in the world of work. Instruction is focused on the knowledge, training, and specific skills needed to secure and maintain employment. This class is designed as a business, where students develop products for sale. Students develop merchandising sales and product development skills. Students will expand knowledge relevant to specific career opportunities and will gain a better understanding of how to make career choices.

### **Pre-Vocational Workshop/Work Internship Network**

Full Year – 5 Credits Per Period

Offered in Grades 11, 12

Pre-Vocational Workshop is a full-year course offered to all students who received a formal recommendation from their Case Manager and/or school counselor. The course is designed to teach work-related values, attitudes, and competencies fundamental to success in the world of work. The program combines informational content with exploratory experiences. Through a community based structured learning experience, students will demonstrate knowledge of their individual values, interest, and aptitudes for future employment decisions, and will receive opportunities to develop vocationally relevant skills in authentic work environments. This structured learning experience may be taken each year for credit.

### **18-21 Transition Program**

Full Year Program– 5 Credits Per Period

Offered in Grade: 12+

This transition program is offered to students who have met all state and West Orange High School graduation requirements. The program is designed to teach work-related values, attitudes, and competencies fundamental to success in the world of work. This program also focuses on daily living skills, navigation of community and time and money management. The program combines informational content with exploratory experiences. Students will demonstrate knowledge of their individual values, interest, and aptitudes for future employment decisions, and will receive multiple opportunities to develop vocationally relevant skills in authentic work environments. Through structured learning experiences students will also be connected to agencies relevant to individual needs, such as Access Link, Division of Developmental Disabilities (DDD), Division of Vocational Rehabilitation (DVR), and Social Security.

## Career Education

All of our programs are delivered in state-of-the-art facilities. Every Business Lab is equipped with Smart Boards, current software applications, and computers. Students interested in becoming educators may take our new Tomorrow's Teacher course which includes a practicum experience at an elementary school in West Orange. Our Early Childhood and Family Studies Courses provide students with the opportunity to work with preschoolers in our preschool classrooms. Culinary Arts labs offer fully stocked modern kitchens. Students interested in the fashion industry, experience apparel construction and merchandising in our fashion lab.

### Course Offerings by Grade

Grade	Business Education	Family and Consumer Science
9 <sup>th</sup>	Microsoft Office I T Essentials Digital Design & Multimedia Applications Accounting 1A Accounting 1B Personal Finance The World of Wall Street Business Organization and Management Supply Chain Management Supply Chain Management 2 Career Education A Career Education B	Fashion Clothing A Fashion Clothing B Introduction to Culinary Arts Level 1 Production and Culinary Arts Level 2 Interior Design A Interior Design B Fashion Merchandising Early Childhood and Family Study I
10 <sup>th</sup>	Microsoft Office I T Essentials Digital Design & Multimedia Applications Accounting 1A Accounting 1B Honors College Accounting Honors Cisco Networking Academy 1 & 2 Personal Finance The World of Wall Street Business Law Marketing Advertising Business Organization and Management Concepts of Entrepreneurship Supply Chain Management Supply Chain Management 2 Supply Chain Management 3 Career Education A Career Education B	Fashion Clothing A Fashion Clothing B Fashion Merchandising Apparel Design Production Interior Design A Interior Design B Introduction to Culinary Arts Level 1 Production and Culinary Arts Level 2 Global Cuisine 1 Global Cuisine 2 Early Childhood and Family Study I Early Childhood and Family Study II
11 <sup>th</sup>	Microsoft Office I T Essentials Digital Design & Multimedia Applications Accounting 1A Accounting 1B Honors College Accounting Honors Cisco Networking Academy 1 & 2 Honors Cyber Security Personal Finance The World of Wall Street Business Law Marketing Advertising Marketing & Advertising Applications Tomorrow's Teacher Business Organization and Management Concepts of Entrepreneurship Supply Chain Management Supply Chain Management 2 Supply Chain Management 3 Honors Virtual Enterprise Career Education A Career Education B	Fashion Clothing A Fashion Clothing B Fashion Merchandising Apparel Design Production Interior Design A Interior Design B Introduction to Culinary Arts Level 1 Production and Culinary Arts Level 2 Global Cuisine 1 Global Cuisine 2 Creativity & Innovation in the Culinary Arts Bakeshop Early Childhood and Family Study I Early Childhood and Family Study II Early Childhood and Family Study III

<p>12th</p>	<p>Microsoft Office  I T Essentials  Digital Design &amp; Multimedia Applications  Accounting 1A  Accounting 1B  Honors College Accounting  Honors Cisco Networking Academy 1 &amp; 2  Honors Cyber Security  Personal Finance  The World of Wall Street  Business Law  Marketing  Advertising  Marketing &amp; Advertising Applications  Tomorrow's Teacher  Business Organization and Management  Concepts of Entrepreneurship  Honors Virtual Enterprise  Supply Chain Management  Supply Chain Management 2  Supply Chain Management 3  Career Education A  Career Education B  CTE Cooperative Education</p>	<p>Fashion Clothing A  Fashion Clothing B  Fashion Merchandising  Apparel Design Production  Introduction to Culinary Arts Level 1  Production and Culinary Arts Level 2  Interior Design A  Interior Design B  Global Cuisine 1  Global Cuisine 2  Creativity &amp; Innovation in the Culinary Arts  Bakeshop  Early Childhood and Family Study I  Early Childhood and Family Study II  Early Childhood and Family Study III</p>
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## **BUSINESS EDUCATION**

**The Business Education Department** provides students with 21<sup>st</sup> century skills needed to be successful in a global marketplace. All of our courses prepare students by providing project-based learning experiences in which we infuse the use of industry-standard software applications in state-of-the-art facilities. Most of our courses are part of a sequence of courses recognized by the state as approved Career and Technical Education programs. As such, West Orange High School works closely with university and business partners to ensure our students are receiving the most current information for their particular field of interest. Several courses provide students the opportunity to take industry recognized certification exams which ensure the high-quality of our courses. Students taking any of our Business Education courses will be prepared for success in future endeavors.

### **Personal Finance**

Semester – 2.5 Credits

Offered in Grades: 9, 10, 11, 12

Students today face an increasing number of financial choices as a result of the global economy in which we live. This course focuses on the financial-life aspects of the student's roles as citizens, family members, consumers, and active daily participants in the business world. This course is designed to assist students in recognizing their financial responsibilities today and those they will encounter in the future. Topics will include budgeting, banking, consumer credit, stocks, bonds, mutual funds, and money management strategies. Financial simulations and investment challenges are examples of activities designed for this course. This class fulfills the Financial Literacy requirement for high school graduation. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **The World of Wall Street**

Semester - 2.5 Credits

Prerequisite: Personal Finance

Offered in Grades: 9, 10, 11, 12

More and more students are leaning towards advanced degrees involving business and for many this means working on or at least dealing with Wall Street. The goal of this course is to demystify Wall Street and give students a fundamental understanding of this most powerful center of our business world while learning sound financial strategies for preparing for a financially secure future. Students will learn all aspects of Wall Street including its history as well as information about stock markets around the world, risk management, portfolio performance evaluation and how financial news impacts stock performance and the economy. Students will be enrolled in the Stock Market Game which is a live simulation of an investment portfolio. Students compete with other classes within the state of New Jersey to see who ranks the highest in the return of investment. This allows students to put into practice what they are learning without any financial risk. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Tomorrow's Teacher**

Full Year-5 Credits

Offered in Grades 11, 12

Prerequisite: Application process to include: Teacher Recommendation, writing sample, interview, and review of academic standing.

Tomorrow's Teacher is an elective course which is designed for students who are interested in a career in teaching and would like an in-depth overview to the field of education. Tomorrow's Teachers includes three themes: Experiencing the Learner, Experiencing the Profession; and Experiencing the Classroom. Students are exposed to many topics including but not limited to: teaching strategies, the teaching profession, educational materials, and classroom management. Students are provided with firsthand experiences working with elementary students in our district. Students will leave the course with a strong foundation for their future studies in education. In addition, students may receive college credits from Rider University after successfully completing the course. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **State Approved CTE program in Finance**

### **Accounting 1 A**

Semester - 2.5 Credits

Offered in Grades: 9, 10, 11, 12

Did you know that accounting is one of the only Business majors in college that prepares students for jobs in all business areas? This introductory course into the world of accounting provides a solid foundation for students in understanding basic accounting concepts. Students will learn how to complete both manual and computerized accounting applications. The course covers the accounting cycle for a service business organized as a proprietorship, cash transactions, basic accounting concepts, and financial reporting; emphasis on analyzing and recording transactions and interpreting financial statements. Career opportunities for accounting students are discussed and explored in areas such as: Forensic Accounting, Showbiz Accounting, International Accounting, Environment Accounting, and others. The New Jersey Society of CPA's (NJSCPA) visits the accounting students each school year to provide information on scholarships, career paths and opportunities. Students taking this course should also register for Accounting 1B. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Accounting 1 B**

Semester – 2.5 Credits

Prerequisite: Accounting 1A

Offered in Grades: 9, 10, 11, 12

Now that the basics have been explored, it is time to build on the foundation provided in Accounting 1A. Through the use of software applications, students will continue to develop their skills in a variety of areas. The course covers the accounting cycle for a merchandising business organized as a corporation, purchases and cash payments, payroll, inventory control, depreciable assets, accounting for partnerships, corporations and uncollectible accounts. Students also develop an understanding of cash flows and analysis of financial statements, as well as competencies in managing personal affairs. Knowledge of these areas is essential for anyone considering majoring in any Business or Finance programs in college. It is recommended that students continue on to Honors College Accounting after successfully completing this course. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Honors College Accounting**

Full Year – 5.0 Credits

Prerequisite: Accounting 1 A & 1 B

Offered in Grades: 10, 11, 12

College Accounting is the final course offered in the sequence of accounting courses for students serious about pursuing Accounting or other Business majors. As the title suggests, this completer course continues with the study of financial accounting and introduces managerial accounting. The course covers the analysis and interpretation of financial statements, the treatment of tangible and intangible assets, an in-depth study of corporate accounting and an overview of cost systems. Analysis of actual corporate records and investigation of stocks and bonds as investments are also explored. Students will complete projects using various computer packages. Careers in the accounting field are explored. Students are given a nationally recognized NOCTI assessment in Accounting Basics to certify they have a strong foundation in basic accounting at the end of the course. Students may earn 3 credits through Fairleigh Dickinson's Middle College Program by successfully completing this course with a C or better. Tuition fees apply for the Fairleigh Dickinson Middle College Program. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **State Approved CTE Entrepreneurship Program**

### **Business Organization and Management**

Full Year-5 Credits

Offered in Grades: 9, 10, 11, 12

Students will learn how the business world operates and is managed by enrolling in this project-based class. Students will put into practice 21<sup>st</sup> century skills needed to be successful in a global market-place such as critical thinking skills, creativity, communication, and collaboration. While working on projects in teams students will explore topics such as forms of ownership, the processes used in production and marketing, finance, personnel, and management. Projects include the development of a financial plan for a business start-up, creation of a marketing plan, understanding the personnel requirements of various business ventures, and examining the impact of social media on business just to name a few. If you are interested in the business world this course is for you! This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Concepts of Entrepreneurship**

Full Year-5 Credits

Offered in Grades: 10, 11, 12

Prerequisite: Business Organization and Management

If you dream about starting your own business, joining a family business, majoring in business or entrepreneurship in college or working for an entrepreneurial firm anywhere in the world in the future, this course was designed for you. In a project-based environment, students examine how to solve problems facing business owners such as negative press for bad products, when to expand the business based on market research and how economic factors impact small business growth. Students also explore when to upgrade systems needed to run businesses, how to create products cost effectively and ethically, as well as logistics of a product cycle. In addition, entrepreneurship cases are explored and students participate in a business venture startup game. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Marketing**

Semester - 2.5 Credits

Offered in Grades: 10, 11, 12

This course will emphasize the study of marketing concepts and factors that affect the consumer market. Students will become familiar with targeted marketing through market segmentation and evaluate the importance of the visual impact of advertising through brand and trademark images. The key concepts of consumer behavior, decision-making processes and the marketing-mix of goods and services will be highlighted. Additionally, the process of developing products, goods and services for marketing will be analyzed. The students will also become knowledgeable about careers and opportunities for further study in marketing. Students taking Marketing should continue their studies by registering for Advertising semester 2. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Advertising**

Semester - 2.5 Credits

Offered in Grades: 10, 11, 12

The industry of advertising has changed dramatically over the last several years with the use of technology. Companies now depend on a variety of venues to advertise their products with successful results. Students learn the most effective means used by industry to advertise products through project-based learning. Based in a computer lab, students infuse a variety of technology tools into the creation of print-ads, podcasts, business cards, direct mailers, magazine ads, brochures, and other means of advertising. The impact of Social media on the advertising world will be examined. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Marketing and Advertising Applications**

Semester - 2.5 Credits

Prerequisite: Marketing, Advertising

Offered in Grades: 11, 12

In this third level of Marketing and Advertising, students apply their knowledge to particular facets of the business world such as Sports Marketing, Entertainment Marketing, and Recreation Marketing. The use of sports and entertainment in the marketing of products will be examined as well as how trends impact consumer buying habits. Students analyze how companies move from an offline environment to an online environment. Web sites, security and payment systems business models and ethics are all topics considered for each specific market. Fashion and Retail marketing impact trends across all markets and will be included in this dynamic course. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Honors Virtual Enterprise**

Full Year - 5.0 Credits

Prerequisite –Completion of Select CTE courses or Supervisor approval

Offered in Grades: 11, 12

Virtual Enterprise is the capstone course for students seeking a Business career. This course blends all of the skills students have learned in their business courses into a virtual company students create together. The in-school entrepreneurship program and global business simulation transforms students into business executives as they create and manage their virtual business. Once created, students experience all of the stages of managing their business from product development, production and distribution, to marketing, sales, human resources, finance, and accounting. Students conduct market research, develop business plans and annual reports, pay wages and taxes, and maintain 401(k) plans as part of the virtual experience. When they enter the classroom, they are entering into a real-world simulation experience which will provide them with a competitive edge as they develop 21<sup>st</sup> century skills in entrepreneurship, global awareness, problem solving, communication, financial literacy, and technology. Students participate in local competitions with other virtual businesses and if successful complete in a national competition with virtual businesses from around the world. Students are given a nationally recognized NOCTI assessment in Entrepreneurship to certify they have a strong foundation at the end of the course. Students may earn 3 college credits through Fairleigh Dickinson's Middle College Program by successfully completing this course with a C or better. Tuition fees apply for the Fairleigh Dickinson Middle College Program. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation. This class fulfills the Financial Literacy requirement for high school graduation.

### **Supply Chain Management**

Semester: 2.5 Credits

Offered in Grades: 9, 10, 11, 12

Did you ever wonder what Supply Chain Management is all about? A supply chain is everything that happens to a product or service from conceptualization to the point of sale. This is the first of a 3 course Supply Chain Management upcoming CTE program at West Orange High School. In Course 1 students will be introduced to the basic concepts of Supply Chain Management by completing Project Based Learning projects. Each covers one of the Supply Chain Operations Reference (SCOR) model building blocks; *Plan, Source, Make, Deliver*. Students will learn about the exciting opportunities in both college and career for students in this career pathway. This course is credited towards the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Supply Chain Management 2**

Semester: 2.5 Credits

Offered in Grades: 9, 10, 11, 12

This is the second of three courses offered as part of the West Orange Career and Technical Education (CTE) Supply Chain Management program. Students will continue to learn about Supply Chain Management by completing assignments in the Project Based Learning model. Course 2 focuses on Material Planning, Insourcing versus Outsourcing, Lean Manufacturing and Distribution. Career opportunities are explored. Students should also take Supply Chain Management Course 3 to be eligible for the dual-credit opportunity with Rutgers University. This course is credited towards the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Supply Chain Management 3**

Semester: 2.5 Credits

Offered in Grades: 10, 11, 12

This is the third and final course in the Supply Chain Management CTE program at West Orange High School. Aligned with Rutgers Supply Chain Management program, the curriculum is Project Based and prepares students for this career college pathway. This course covers Production and Capacity Planning, Ethical Sourcing and Sustainability, Service Supply Chain, and Logistics Service Provider Agreement. At the end of the course, students are eligible for dual-credit through Rutgers University and are ready to continue their career pathway in Supply Chain Management. This course is credited towards the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

### **Business Law**

Semester - 2.5 Credits

Offered in Grades: 10, 11, 12

This course teaches the student that law is an instrument of social control, which affects everyone, and that business is the medium through which most of the necessities of life are provided to everyone. These two comprehensive and profound fields of interest are ambitiously combined to present both personal and career applications of Business Law. Subject areas to be presented include: crimes and torts, the court system, contracts, negotiable instruments, conditional sales agreements, consumer protection, and insurance and employer-employee relations. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Microsoft Office**

Full Year - 5.0 Credits

Offered in Grades: 9, 10, 11, 12

Students anticipating majoring in any Business area in college will benefit greatly from taking Microsoft Office 2010. This full year course provides students with advanced skills in the four components of Microsoft Office: Word, Access, Excel, and Power Point which will help them succeed in both college and the workplace. In our state of the art computer labs, students will explore advanced features of each application which will result in the ability to create professional-looking documents and presentations as well as the knowledge needed to use reporting tools, make use of database design and management tools, create spreadsheets with embedded charts and graphs, as well as to create advanced Power Point presentations. Use of the internet as a research tool will be incorporated into all four components. College-bound students will begin their studies with the tools necessary to expertly complete their assignments. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Digital Design & Multimedia Applications**

Full Year – 5 Credits

Offered in Grades: 9, 10, 11, 12

Industry-standard software products are used by students to create high-impact professional desktop publishing designs and multi-page web-site designs in this project-based course. Adobe In Design, and Adobe Illustrator provide the foundation from which students develop professional documents. Adobe Dreamweaver is used to create impressive web-sites by students who can easily apply their skills to the business world. Digital Cameras are used to capture images which are later edited using a variety of techniques and then used in a variety of applications. Students taking this course will leave with advanced skills useful in either college or the workplace. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **CTE State Approved Program in Computer Systems Networking & Telecom/Cisco Academy**

### **Information Technology Essentials**

Full Year - 5.0 Credits

Co-requisite - Algebra I

Offered in Grades: 9, 10, 11, 12

**PC Hardware and Software:** This portion of the course teaches the students the functionality of the internal hardware components and software components of desktop computers, laptops, and printers. Students also learn suggested best practices in maintenance and safety issues. Through hands-on labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

**Network Operating Systems:** This portion of the course teaches the students how to configure network operating systems, which include Linux and Windows. Students will learn several installation procedures, which include clean installations, upgrades, and Dual-Boot installations. Security issues, back up procedures and remote access methods are also covered. This course helps students prepare for CompTIA's A+ certification. Select students will be given the opportunity to sit for the CompTIA A+ certification exam. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation

### **Honors Cisco Networking Academy 1 & 2 (Year One)**

Full Year – 5.0 Credits

Prerequisites: Algebra I or Supervisor Recommendation (IT Essentials Recommended)

Offered in Grades: 10, 11, 12

This course teaches students how to build computer networks for home, small-to-medium sized businesses and Internet Service Providers (ISP's). Students learn how to create a Local Area Network (LAN) and Wide Area Network (WAN), make cables used in a LAN, and identify the networking equipment. Through hands-on labs, students will learn how to configure Network Operating Systems, i.e. Windows, and the Cisco equipment used by ISP's. Students who want to understand what happens when they surf the net or IM a friend should take this course.

This course helps students prepare for Microsoft's Technology Associate (MTA) certification. Select students will be given the opportunity to sit for the MTA certification exam. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Honors Cyber Security**

Full Year: 5.0 credits

Offered in Grades 10, 11, 12

Recommended prerequisites: IT Essentials and/or Honors Cisco Networking 1 & 2

There are cyber security attacks daily around the world and you can learn how to detect and protect networks from outside threats by taking this course. You will be introduced to the use of the Windows operating system, Linux operating system, and virtual machines to analyze cyber security threats. Learn how to analyze and classify various types of cyber security attacks and how to use SQL queries to search and analyze network intrusion data. Configure network monitoring tools to identify attacks against network services. Learn how cryptography is used to secure data. Demonstrate your synthesis of cyber security concepts by detecting and analyzing network intrusion data, identifying compromised devices and network vulnerabilities, and securing the network environment. Students will be prepared to take the Cisco CCNA Cyber Ops Certification exams (210-250 SECND and 210-255 SECOPS), which are industry certifications recognized by major corporations. This course is credited towards the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

## **These courses include a Cooperative Education experience for Seniors:**

### **Career Education A**

Semester- 2.5 Credits

Offered in Grades: 9, 10, 11, 12\*

\*Structured Learning Experience for Senior Students: Up to an additional 7.5 credits

**Prerequisite: Application process for seniors seeking a Structured Learning Experience to include: Interview and review of transcripts**

How can you determine which career is right for you? This course will prepare you for your future through the further development of your personalized student learning plan to help you reach your career goals. You will learn how to evaluate career opportunities and interpret how changing economic and societal needs influence employment trends and your future education. Career exploration, resume building, job applications, and interview skills are just a few of the areas covered in this amazing course.

If you are a senior who has met his or her graduation requirements, you have the option of participating in a paid, structured learning experience for which you will receive up to an additional 7.5 credits for this course while gaining valuable work ethics and career skills. Seniors opting to work should also sign up for Career Education A SLE. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Career Education B**

Semester -2.5 Credits

Offered in Grades: 9, 10, 11, 12\*

\*Structured Learning Experience for Senior Students: Up to an additional 7.5 credits

**Prerequisite: Application process for seniors seeking a Structured Learning Experience to include: Interview and review of transcripts**

In the second part of the Career Education, you will develop job readiness skills for the particular career you choose to pursue. Group projects will help you develop the 21<sup>st</sup> century skills needed in the workplace such as creativity, collaboration, communication, and critical thinking. You will have the opportunity to participate in a variety of activities related to career readiness including volunteering, job-shadowing, internships, and community service.

If you are a senior who has met his or her graduation requirements, have the option of participating in a paid structured learning experience for which you will receive up to an additional 7.5 credits for this course while gaining valuable work ethics and skills in career. Seniors opting to work should also sign up for Career Education B SLE. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Career and Technical Education Cooperative Education**

Full Year -15 Credits

Prerequisite: Two courses completed in an approved CTE program, application, interview

Offered in Grade: 12

Students enrolled in one of our 10 state approved Career and Technical Education program may participate in a workplace Structured Learning Experience which formally integrates classroom theory with practical experience at a work site in their chosen program. This option is open to seniors who have completed a majority of courses in their CTE program. Students interested in this program should consult their guidance counselors. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **FAMILY & CONSUMER SCIENCE**

Family and Consumer Science offers students a variety of state approved programs in Fashion, Culinary Arts and Early Childhood development to prepare student for success in college and careers. Students in our Early Childhood program get real-world experience by working with preschool aged children in our West Orange High School Preschool Program. Students in our advanced Fashion class work with our 3D printers and learn technologies used throughout the Fashion industry. Our Culinary arts students earn industry credentials while preparing food from around the world.

Students in our level three courses can earn industry credentials and take the NOCTI exam in their field of study. This provides them with the opportunity to earn college credits if they meet the criteria established by the NOCTI organization.

### **CTE State Approved Program in Fashion:**

#### **Fashion Clothing A**

Semester - 2.5 Credits

Offered in Grades: 9, 10, 11, 12

This introductory course focuses on learning basic clothing construction skills and techniques. Students work with pre-made patterns, make basic modifications, and will be able to customize their creations. Students learn about color principles, color schemes and fashion trends. Consumer needs are included in the study of fashion and textile products and how they impact clothing choices. Careers in the Fashion industry will be explored. Students are trained in the safety protocol in a lab environment. The course is individualized to allow students to advance at their own rate to the next level of expertise. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

#### **Fashion Clothing B**

Semester - 2.5 Credits

Prerequisite: Fashion Clothing A

Offered in Grades: 9, 10, 11, 12

This course focuses on perfecting and advancing basic clothing construction skills and techniques learned in Fashion Clothing A. Skill packets are offered that provide students with the opportunity to advance their sewing skills, use advanced techniques and customize their projects. Fabrics and their care, the production of clothing in the fashion industry, and trends in the industry will be explored. Students will understand how the production of clothing in the industry provides a variety of career opportunities. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

#### **Fashion Merchandising**

Full Year - 5 Credits

Offered in Grades: 9, 10, 11, 12

Fashion Merchandising is the second level of the Fashion program for students at West Orange High School. In this full year course, all aspects of Fashion Merchandising are explored through an in-depth study of the dynamics of fashion with a focus on how products move from the design state to the retail market. Students will gain an understanding of how textiles are developed and fabric is selected for product development. Students will take on the role of merchandisers and buyers through hands-on projects and understand the importance of marketing in the retail industry. Careers in all areas of Fashion Merchandising will be explored as students participate in career related activities throughout the course of study. Guest speakers and field experiences will be an integral part of the curriculum. The construction of clothing or other sewing activities are not part of this course. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Apparel Design Production**

Full Year: 5 credits

Prerequisite: Fashion Clothing

Offered in Grades: 10, 11, 12

This year-long course is designed for students with a love for fashion, as well as, those who are interested in enhancing their skills and college admission portfolios for a career in the fashion industry. Through skill-building exercises, creative experimentation and research-based projects in fashion drawing and garment construction, students develop a personal vision and explore the role of fashion in society. Fashion careers, the history of fashion, as well as fashion terms, garment styles, and popular apparel fabrics are explored. You will create Trend boards, use Adobe Photoshop for designers, and even learn about costume design. Students explore 3D technology in the world of fashion and use our 3D printers in several projects. Students take the NOCTI exam in Apparel and Textiles. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Interior Design A**

Semester - 2.5 Credits

Offered in Grades: 9, 10, 11, 12

Interior Design A is project oriented with concentration placed on the study of design elements and principles, color schemes, floor plans, lighting, furniture styles and architecture. Using a problem-solving approach, it endeavors to help students analyze their housing needs and develop solutions to design problems. Students taking this course will learn to maximize space in their living environments now and in years to come. Careers in the industry are explored. Students should continue their studies with Interior Design B semester 2. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Interior Design B**

Semester - 2.5 Credits

Prerequisite: Interior Design A

Offered in Grades 9, 10, 11, 12

Interior Design B is a continuation of Interior Design A. The course focuses on architectural styles, kitchen design, new technological advances in design materials, and environmental concerns. A highlight of the course will be a "design challenge" where students will incorporate all of the interior design principles they have acquired. This course will provide students with the information to make intelligent choices in the housing market and will offer possible career exploration opportunities. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **CTE State Approved Program: Culinary Arts**

#### **Introduction to Culinary Arts Level 1**

Semester - 2.5 Credits

Offered in Grades: 9, 10, 11, 12

This is the first level of culinary arts at WOHS which provides students with an introduction to culinary arts principles required to be successful in a kitchen. Students are introduced to Kitchen Safety and Sanitation, Nutrition, which includes healthy recipes and menu planning, and Knife Skills. Students learn how to read a recipe and then execute it correctly using the proper equipment and cooking techniques. In addition, students will learn about the various careers available to them in the hospitality industry. It is recommended that students take Production and Culinary Arts Level 2, second semester. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **Production and Culinary Arts Level 2**

Semester - 2.5 Credits

Prerequisite: Introduction to Culinary Arts Level 1

Offered in Grades: 9, 10, 11, 12

This is the second course students interested in the culinary arts should take at WOHS. This course focuses on production skills and techniques within the kitchen environment. Topics include Breakfast Foods, Hot and Cold Sandwiches, Vegetables and Fruits, and Basic Principles of Cooking and Food Science. A variety of kitchen tools and equipment are used to prepare delicious recipes allowing students to advance their skill-set. Guest chefs and speakers shed light on the various career pathways students may explore for future careers within the hospitality industry. This course prepares students for Global Cuisine 1 and Global Cuisine 2. This course is credited toward the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

## **Global Cuisine 1**

Semester - 2.5 Credits

Prerequisite: Introduction to Culinary Arts Level 1 and Production and Culinary Arts Level 2

Offered in Grades: 10, 11, 12

This level three foods course, takes students on a culinary journey around the world allowing them to develop an understanding and appreciation of different cultures while exploring "new tastes." Students learn customs, geography, and cuisine about each country they virtually travel to culminating in the preparation of a variety of recipes from each. Journey to such places as France, Germany, Latin America, India and several Mediterranean Countries while developing unique preparation techniques and skills required to create a variety of recipes from around the world. Students should sign up for Global Cuisine 2 for semester 2. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **Global Cuisine 2**

Semester - 2.5 Credits

Prerequisite: Global Cuisine 1

Offered in Grades: 10, 11, 12

Continue your journey to Europe, North America, Asia, and Middle Eastern countries while preparing traditional recipes from each. Investigate the role geography, culture, and traditions play in the development of the cuisine from each region. Cooking techniques including the use of specialty equipment needed to prepare the recipes will be implemented. Students will develop refined knife-skills, menu-planning/food preparation skills, and an appreciation of food from around the globe. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **Creativity and Innovation in the Culinary Arts**

Semester - 2.5 Credits

Prerequisites:

Introduction to Culinary Arts Level 1, Production and Culinary Arts Level 2, Global Cuisine 1/Global Cuisine 2

Offered in Grades: 11, 12

If you are interested in the culinary arts, then this class is for you. Students will fine tune their culinary skills in the kitchen in all areas of food preparation. Prepare specialty dishes which stimulate the palate, sharpen your knife skills, experiment with a variety of cooking techniques, and innovate while baking spectacular pastries from around the world. Not only will students leave the class with high level culinary skills, they will have the opportunity to take the Serv Safe Food Handler industry certification exam as well as the NOCTI exam in their area which may result in 3 college credits. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

**Bakeshop**

Semester - 2.5 Credits

Prerequisite: Global Cuisine1/Global Cuisine 2 and/or Creativity and Innovation in the Culinary Arts

Offered in Grades: 11,12

Have you dreamed of making the perfect Chocolate Chip Cookie or Chocolate Souffle? How about building and designing a themed cake or petit fours? Bake s'mores tartes, pies, cupcakes, and a plethora of delicious desserts. Future culinary chefs will learn how to make French macarons, cream puffs, eclairs while developing piping skills for beautifully designed treats. In addition, we will explore the world of savory treats including artisanal breads. The science behind successful baked goods will be explored and implemented as well as specific baking techniques. This class is meant for students who have taken several culinary arts classes at WOHS and are considering pursuing a career in the culinary arts with a focus on baking and pastry. This course is credited toward the 21st Century Life Career Technical Education credit requirement for graduation.

## **CTE State Approved Program: Early Childhood Education**

### **Early Childhood and Family Study I**

Full Year - 6 Credits

Offered in Grades: 9, 10, 11, 12

Early Childhood and Family Studies I is the introductory course for students interested in Early Childhood Education, pediatrics, social work and other related fields. It is the responsibility of the high school students to plan and carry out age appropriate lessons for the twelve preschoolers who attend bi-weekly. Sample units of study include: creating a bulletin board to use with the preschool class; the creative play areas of coloring, tempera, finger-paint, paste and collage, modeling, water and sand table, music and movement, unit blocks, and dramatic play; food and nutritious snacks; child abuse; creating and using a recipe chart; a literature experience using a variety of puppet alternatives. An additional requirement is a weekend baby simulation experience where students exhibit positive parenting techniques using a simulation doll. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Early Childhood and Family Studies II**

Full Year - 6 Credits

Prerequisite: Early Childhood and Family Studies I (previously Childhood Development I)

Offered in Grades: 10, 11, 12

The second level of Early Childhood and Family Studies enables students to continue working with preschoolers. Preschool activities will center on a variety of curriculum web themes. Sample units of study for high school students are careers, children's clothing, dealing with emotions, children in crisis, and examining preschool philosophies. Creative projects include: designing a child's outfit given safety guidelines, making, writing, and illustrating a children's book, creating a math lesson with props, a children's game and a media experience. Field trips are planned at this level. After successful completion of both years of Early Childhood and Family Studies, students are prepared for entry-level jobs in Early Childhood Centers. Select students may take the National Occupation Competency Testing Institutes (NOCTI) Early Childhood Care and Education job ready national exam. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Early Childhood and Family Studies III**

Full Year - 6 Credits

Prerequisite: Early Childhood and Family Studies I and Early Childhood and Family Studies II

Offered in Grade: 11, 12

The third level of Early Childhood and Family Studies is designed for students who are pursuing a career in education or a related field of study in which working with young children is a requirement. Students continue working with preschoolers in a classroom laboratory setting as in Early Child and Family Studies I and II. This course will include experiences with all areas of the curricula, the study of child development principles and theorists, information about inclusion children with specials needs, and the development of cultural awareness and social competency among preschoolers. Students will develop an understanding of the physical space requirements of running an Early Childhood program and as well as the equipment required. In addition to working in our preschool, students will have the opportunity to visit a local preschool program. Upon completion of Early Childhood and Family Studies III, all students will have the opportunity to take the National Occupation Competency Testing Institutes (NOCTI) national exam on essential skills in Early Childhood Care and Education. Students may earn 3 college credits through Fairleigh Dickinson's Middle College Program by successfully completing this course with a C or better. Tuition fees apply for the Fairleigh Dickinson Middle College Program. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **TECHNOLOGY AND ENGINEERING**

The Technology and Engineering Department offers a variety of courses that challenge students to solve real world problems. Students apply our original "DECIDER" (describe, explore, compile, initiate, evaluate, and refine) design process to arrive at solutions and engineer project prototypes. Students study the evolution of inventions and innovations, evaluate the impact technologies have on society, analyze emerging technologies and prototype their own innovations. Performance based technology learning activities throughout all our courses give students the opportunity to study technology and engineering content through hands-on experiences.

The Technology and Engineering Department comprehensive curriculum includes programs such as Graphic Communications, Engineering, Electronics, Automotive Technology, Woodworking Technology and Architectural and Engineering Design.

Our state of the art classrooms, shops, and labs feature:

- Boss Laser Machine for laser cutting and engraving utilized throughout all our programs
- Vinyl Cutter in Graphic Communications
- Wheel alignment diagnostic and tire rotation machines in the Mountaineer Auto Shop
- AutoCAD Design Suite software , Samsung Gear VR, and 7 new 3D printers in the Architectural and Engineering Design Studio
- Creative Cloud Adobe Photoshop and InDesign software in the Graphics Communications classroom
- Rhino Software for design and modeling
- Roomba robots, Lego Mindstorms robotics kits and Quadcopter Drones in Electronics
- 360 Cameras in Digital Photography

West Orange is the home of Thomas Edison and where the modern world was invented. There is no better place than West Orange High School to discover, design, create, and fabricate. Our innovative teachers provide effective instruction that integrates craftsmanship, modern technology, and design activities that are constantly changing to adapt the latest technological improvements in our global society.

### **Technology & Engineering Course Offerings by Grade**

Courses in our Technology & Engineering Department provide students with the most current technology and equipment available. Graphic Communications, Electronics, Photo Shop, and our automotive facility allow students to experience project-based learning which prepares them for college and career training. Our Cooperative Education program continues to successfully place students in employment positions which build resumes and leads to future career growth potential.

<b>Grade</b>	<b>Technology &amp; Engineering</b>
9 <sup>th</sup>	Introduction to Engineering Sustainable Technologies Architectural and Engineering Design 1 Basic Woodworking Graphics Communications 1 Home Maintenance, Improvement & Repair
10 <sup>th</sup>	Introduction to Engineering Sustainable Technologies Architectural and Engineering Design 1 Basic Woodworking Principles of Engineering Architectural and Engineering Design II Advanced Architectural Engineering Design Graphics Communications 1 Graphics Communications 2 Machine Woodworking Electricity 1: Circuits and Programming Home Maintenance, Improvement & Repair

11th	Introduction to Engineering Sustainable Technologies Architectural and Engineering Design 1 Architectural and Engineering Design 2 Basic Woodworking Principles of Engineering Advanced Architectural Engineering Design Graphic Communications 1 Graphic Design and Communications 2 Machine Woodworking Basic Electricity Digital Photography Automotive Technology 1 Advanced Machine Woodworking Electronics Engineering & Design Solutions Home Maintenance, Improvement & Repair
12th	Sustainable Technologies Architectural and Engineering Design 1 Architectural and Engineering Design 2 Honors Architectural Engineering Design 3 Basic Woodworking Principles of Engineering Graphic Communications 1 Graphic Design and Communications 2 Machine Woodworking Basic Electricity Digital Photography Automotive Technology 1 Automotive Technology 2 Advanced Machine Woodworking Electronics Engineering & Design Solutions Home Maintenance, Improvement & Repair

### **Introduction to Engineering**

Semester – 2.5 Credits

Prerequisite: None

Offered in Grades 9, 10, 11

In this course students will develop interdisciplinary knowledge and skills in science, technology, engineering and math (STEM) through design oriented project-based learning, critical thinking, and problem-solving. With a focus on Engineering, students will learn about our original “DECIDER” design process and use it to problem solve and design on hands-on projects such as model skyscrapers and solar powered inventions. Students will also have the opportunity to develop their own Smartphone app, introducing them to foundations of computer software design and coding. This course is credited toward the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

### **Sustainable Technologies**

Semester – 2.5 Credits

Grades 9, 10, 11, 12

This semester course introduces students to the beliefs, philosophies, and scientific principles that support a more sustainable world. What is Sustainability? Students learn about the various technologies dealing with sustainability to secure the future of the natural resources of our world. Students design and build projects that provide sustainable solutions to real world problems that will serve to improve our natural world for future generations. Student design and fabricate project prototypes that serve to our world more sustainable such as the oil spill project and the wind turbine project. This course is credited toward the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

## **Principles of Engineering**

Full Year – 5 Credits

Prerequisite: Introduction to Engineering or Sustainable Technologies

Offered in Grades: 10, 11, 12

This course introduces students to the principles of various Engineering fields (mechanical, computer, electrical, chemical, civil, materials, and aerospace) and how they connect to a sustainable future. Students apply those principles by engineering projects that solve real-world problems with solutions that exhibit sustainability while learning the various employability skills that are necessary for the future engineers. Students apply our original "DECIDER" design process to solve real-world problems through design solutions. Problem-based projects include remote control boats (which are tested at the Degnan Pond), Lego pneumatic inventions, designing and constructing your own RC plane, car crash safety vehicles, and more. Throughout the course, students develop an "engineering portfolio" detailing the progress of all their projects that can be used to demonstrate their work to potential colleges and universities. This course meets the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

## **Engineering and Design Solutions**

Full Year – 5 Credits

Prerequisites- Principles of Engineering

Offered in Grades: 11, 12

This course expands upon student understanding of engineering fundamentals previously learned in Principles of Engineering. The course emphasizes the creation of engineering design solutions to 21st Century Problems. Students will comprehend how the collection and interpretation of data contributes to the material and design decisions of a product. Students will complete the Liter of Light project where they will be challenged to design and fabricate a solar light circuit that will serve a useful function and solve a problem. The majority of this course is dedicated to students identifying a societal problem then developing and proposing solutions to that problem by applying the "DECIDER" engineering design process. They will learn about the entire product development process along with how to patent their invention ideas. Students will have the opportunity to enter their invention ideas into the annual STEAM Tank competition where winners receive money to patent their invention ideas. This course meets the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

## **Architectural & Engineering Design 1**

Semester – 2.5 Credits

Prerequisite: None

Offered in Grades: 9,10,11,12

This is a foundational course for the Architecture and Engineering Design Program. The fundamentals of drafting are introduced and applied through freehand sketching, mechanical drawings and 3D design. Students will gain knowledge on the basics of drafting by learning about abstract visualization through multi-view drawings of physical objects and 3D digital software. Students will also examine the necessity of a variety of technical drawings to accurately represent the "designed environment" which surrounds them. Students are introduced to the art of hand-drafting, Autodesk TinkerCad and 3D Printers (LulzBot, Ultimaker & MakerBot). Students will also use the design process to solve authentic problems and project their solutions in drawings and digital format.

## **Architectural & Engineering Design 2**

Full year–5 Credits

Prerequisite: Architectural & Engineering Design 1

Offered in Grades: 10, 11, 12

Architectural and Engineering Design 2 builds upon the skills acquired in the previous class, AED I. Students will focus on utilizing computer aided drawing software commonly used in the fields of Architecture and Engineering. Students use the latest AutoCad and Rhino software to produce 2D designs and explore 3D modeling and prototyping. Through prototyping students will become familiar with the functions of our state of the art 3D printers. One such project is where students design and 3D print their own cell phone case!

### **Honors Architectural & Engineering Design 3**

Full year–5 Credits

Prerequisite: Architectural & Engineering Design 2

Offered in Grades: 11, 12

Advanced Architectural and Engineering Design is the capstone course in the Architecture and Engineering Design program where students apply their technical drawing and design skills through problem solving based projects. Students master AutoCad and 3D digital software to deepen their knowledge of using 3D printing as a design and modeling tool. Projects include: designing their own architectural studio, tiny house, furniture, skyscraper, and design their very own dream house! Our Architectural and Engineering Studio contains cutting edge technologies such as a professional multi-functional plotter, industry leading 2D and 3D software, and four dynamic 3D printers. Throughout the year students maintain a college level portfolio of their projects and build on presentation skills.

### **Graphic Design and Communications 1**

Full Year - 5 Credits

Offered in Grades: 9, 10, 11, 12

Students will be introduced to aspects of the Graphic Communications industry through hands-on experiences in desktop publishing, letterpress image carriers, screen printing, offset printing, and digital image capture utilizing Adobe CS3 computer software. Projects include calendars, stickers, screen printed T- shirts, business sets, CD covers, and memo pads. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Graphic Design and Communications 2**

Full Year - 5 Credits

Prerequisite: Graphic Communications 1

Offered in Grades: 10, 11, 12

Students will become involved with the study of professional industrial standards as they are applied in copy preparation process, layout concepts, text composition, image acquisition, imposition, image assembly, proofing systems, and digital pre-press methods. Students will be able to demonstrate several hands-on graphic skills that evolve through the development of a variety of printing techniques. This course meets the 21<sup>st</sup> Century Life Careers/Career Technical Education credit requirement for graduation.

### **Digital Photography**

Semester - 2.5 Credits

Prerequisite: None

Offered in Grades: 10, 11, 12

Students will learn technical components of DSLR cameras including aperture, shutter speed, lens types and lighting. Through hands-on experiences, students will complete projects that show well-composed photographs as opposed to snapshots. They will use Adobe Photoshop to edit for balance and contrast, cropping, enhancing photos with filters and creating black and white photos from color photos. Major projects include forced perspective, landscape photography, portrait photography, and green screen animation.

### **Automotive Technology 1**

Full Year - 5 Credits

Offered in Grades: 10, 11, 12

Students will gain foundational knowledge and skills for entering careers in automotive service and repair. Through direct instruction, hands-on activities, simulation-based learning, and live learning experiences students will learn shop safety and procedures, automotive industry careers, automotive hand and power tools, tires and wheels, engine fundamentals, preventive maintenance, electrical fundamentals, tires, gaskets, and sealants. Students will be able to complete a full oil change with fluid and filter service, utilize the vehicle lift safely, rotate and balance tires, and diagnose and change brake pads. This course meets the 21<sup>st</sup> Century Life/Career Technical Education credit requirement for graduation.

## **Automotive Technology 2**

Full Year - 5 Credits

Offered in Grades 11, 12

Prerequisite: Automotive Technology 1

Automotive Technology 2 builds upon the content mastered in Automotive Technology 1 with deeper and more advanced study of the automotive industry. Through direct instruction, hands-on activities, simulation-based learning, and live learning experiences students will learn about engine repair, transmissions, drivetrain and axles, front end, suspension, brakes, electrical systems, heating and air conditioning, computer diagnostics, wheel alignment systems, and engine performance. Students will be able to complete a full oil change with fluid and filter service, utilize the vehicle lift safely, rotate and balance tires, full wheel alignment, front end and suspension repair, and full brake service. Through our partnership with the International Association of Machinists (IAM) Apprenticeship Program 12th graders enrolled in this course have the opportunity to gain admission into an apprenticeship program (after graduation) which provides paid on the job training and classroom instruction leading to Automotive Service Excellence (A.S.E.) certification. This course meets the 21st Century Life/Career Technical Education credit requirement for graduation.

## **Basic Woodworking**

Semester - 2.5 Credits

Offered in Grades: 9, 10, 11, 12

This course provides the opportunity for students to explore the processing of wood by using both hand and machine woodworking tools. This single semester woodworking experience introduces problem solving design methods using wood as the primary project material. Safety, wood science, hand carving, joinery, and processing techniques found in this course provide a foundation for more advanced levels of technical woodworking. Students will have the opportunity to apply their knowledge of woodworking through the design and construction of wooden spoons, hat rack, clock, and jewelry or keepsake box. This course is credited toward the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

## **Home Maintenance, Improvement, and Repair**

Semester 2.5 Credits

Offered in Grades: 9, 10, 11, and 12

This course will provide students with a variety of building trade skills applied in the area of home maintenance, improvement, and repair. Through a hands-on project based approach students will learn about building trades such as construction, plumbing, electrical, HVAC, and masonry. Students will become more self-sufficient in maintaining, improving, and repairing their own homes as well as equip them with a strong foundation for a variety of careers in the skilled trades. This course is credited towards the 21<sup>st</sup> Century Life Careers/Career Technical Education credit for graduation.

## **Machine Woodworking**

Full Year - 5 Credits

Prerequisite: Basic Woodworking

Offered in Grades: 10, 11, 12

Machine woodworking builds upon the hand tool skills that students learned in the previous course by teaching the student proper and safe use of machines (band saw, table saw, drill press, lathe, jointer, edge sander, and planer) available in a standard woodworking shop. Students will combine hand and machine processes to develop and create original designs for wooden toys and larger pieces of furniture such as stools, tables, and cabinets. Students will be exposed to problem solving techniques, wood science, and machining to tolerances. This course meets the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

### **Advanced Machine Woodworking**

Full Year - 5 Credits

Prerequisite: Machine Woodworking

Offered in Grades: 11, 12

Advanced Machine Woodworking is the culminating course in the woodworking sequence. This course focuses on design and craftsmanship in order to hone students woodworking skills and prepare them for careers in the woodworking field. Students will combine their knowledge of traditional hand and machine woodworking equipment and processes and add in Computer Aided Design as well as Computer Aided Manufacturing through the use of a CNC Laser Cutter. Advanced machine woodworking will focus on preparing students to move their designs and skills into an ever growing and more technologically centered industry. During this course students will design and construct chairs, a community project to be selected by the class, and a signature furniture piece to be designed and created by each student to showcase their craftsmanship and design skills. Students will create their designs to be focused on sustainability and real world production.

### **Electronics 1: Circuits and Programming**

Full Year – 5 Credits

Prerequisite: None

Offered in Grades: 10, 11, 12

This course covers the introductory concepts of electricity, solder fundamentals, circuits, and programming. Students will learn how to calculate such mathematical formulas such as Ohm's law, resistor color codes, and series/parallel circuit voltage drops.. Students will learn how to read circuits by recognizing schematic symbols and using proper formulas to decipher proper component placement and how to program robots and microcontrollers to perform various functions. Student projects completed during this full year course include: alarm circuits, magnetic levitation vehicles, Sumo Bots, building and programming Lego Mindstorms, and Battlebots. The laboratory work provides students with opportunities for technical experiences helpful in determining vocational interest in engineering, science or technical careers. This course meets the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

### **Electronics 2: Robotics and Control**

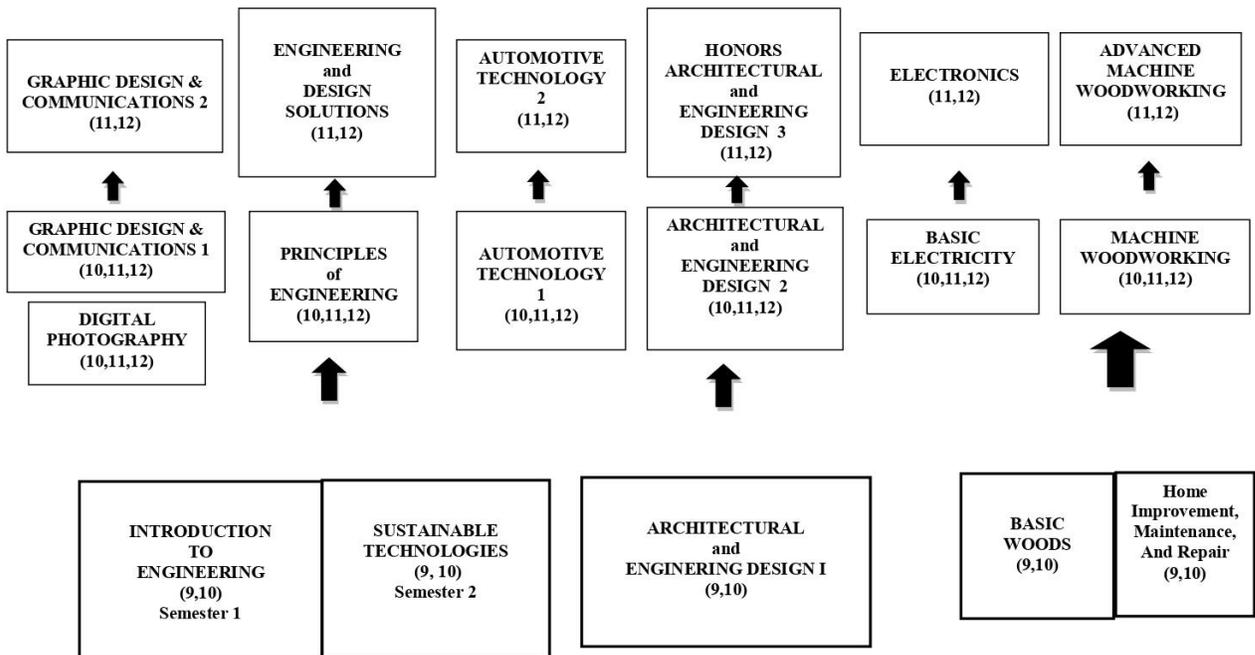
Full Year – 5 Credits

Prerequisite: Electronics 1

Offered in Grades: 11, 12

This course starts with a review of the major principles of electricity, circuits, and programming learned in the prerequisite Basic Electronics 1: Circuits and Programming course. Students will learn about the study of the flow of electrons in active devices, such as transistors, semiconductors, diodes, or integrated circuits. Mathematical formulas such as Ohm's law, capacitance, resistor color code, and series/parallel equations are presented throughout the course. Students will complete hands-on activities and projects such as: burglar alarms, electronic communication experiments, Rube Goldberg machines, programming a Roomba robot, Lego Mindstorm Robotics, and fabricating and programming quadcopter drones. This course meets the 21st Century Life Careers/Career Technical Education credit requirement for graduation.

**TECHNOLOGY EDUCATION**  
**Suggested Program of Study**



## **WORLD LANGUAGES**

The goal of the world language program is to provide all students with the opportunity to learn a second language. Teachers use the target language (Chinese, French, Italian or Spanish) to model and teach communication in the language at all levels. Initially, we strive to develop the students' ability to use their chosen language in real life everyday situations. As students develop increased proficiency in the second language, they are able to use their acquired communication skills to gain new knowledge and deeper cultural understanding. A sustained sequence of study in the language is essential in order to develop proficiency beyond the survival skills of a tourist. Greater understanding, empathy and esteem for the people who speak the language are also attained over an extended period of time.

Recognizing the necessity of prolonged study to develop second language facility and meaningful cultural insights, the New Jersey State Department of Education has included World Languages as a core curriculum area of study. The core curriculum content standards for World Languages revolve around two key areas: communication and culture. The state standards mandate that upon graduation from New Jersey schools all students will be able to communicate at a basic literacy level in at least one language other than English and demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

The State of New Jersey requires students to earn five credits in World Languages or student demonstration of proficiency. To develop proficiency, students should consider taking a world language each of their years in high school.

When students take level one Chinese, French, Italian, or Spanish in the 8<sup>th</sup> grade, a five-year sequence is available. Advanced Placement language and literature courses are the culminating Spanish options. For Chinese, French and Italian, Advanced placement language courses are the culminating options. Chinese 4, French 4, Italian 4, and Spanish 4 are available for students who do not wish to pursue the Honors sequence. Honors Beginning Heritage Spanish, Honors Intermediate Heritage Spanish, and Honors Pre-Advanced Heritage Spanish are courses available for students who are heritage learners.

The World Language curriculum is enhanced with enjoyable and rewarding opportunities for all students. Club activities and field trips permit interested students to experience language and culture beyond the classroom. The World Language Honor Societies recognize the high achievement of upper level students and offer leadership roles in language activities.

On January 19, 2016, New Jersey became the 15th state to implement a legislated statewide Seal of Bi-literacy. By achieving the Seal of Bi-literacy, students demonstrate that they are able to speak, read, listen and write in two or more languages at a high level of proficiency. Graduates who meet the criteria will be eligible for the Seal of Bi-literacy. Participation in this program recognizes and promotes second language instruction, prepares students with 21st century skills and provides students with a method of identifying themselves to employers as bi-literate. Students who qualify are awarded certificates signed by the Governor and receive recognition of the award on their transcripts.

## **CHINESE**

### **Chinese 1**

Full Year – 5 credits

Chinese 1 is opened to all students and is designed to use the communicative approach to teach Mandarin, the standard language of China. The course focuses on the acquisition of comprehension and speaking skills necessary for practical and effective communication at the novice level. As students progress in speaking, written Chinese will be introduced. The Pinyin system and tones will be introduced and exercised. Students learn to read and express themselves in simplified character writing. The understanding and appreciation of the Chinese people and their culture form an integral component of this course. This course meets the World Language credit requirement for graduation.

### **Chinese 2**

Full Year – 5 credits

Prerequisite: Chinese 1

(In lieu of prerequisite course, placement in Chinese 2 may be determined by departmental examination and teacher/supervisor recommendation).

Chinese 2 continues to expand novice proficiency in all skill areas. Increased emphasis on the pinyin system, radicals, character writing, vocabulary and grammar enhances the students' ability to communicate in a greater range. Simplified characters will be introduced to supplement the traditional characters. Language study is further enriched with cross-cultural activities. Technology, e.g., Internet research and computer applications are an integral part of the program. This course meets the World Language credit requirement for graduation.

### **Honors Chinese 2**

Full Year – 5 credits

Prerequisite: Chinese 1, Teacher and Supervisor Recommendations.

(In lieu of prerequisite course, placement in Honors Chinese 2 may be determined by departmental examination and teacher/supervisor recommendations).

Honors Chinese 2 is a rigorous course, which continues to expand novice proficiency in all skill areas. Increased emphasis is placed on contextual acquisition of vocabulary, verbs, grammatical patterns and simplified characters. Student proficiencies are advanced through authentic materials, technology, folktales and literature. At the conclusion of this Honors course, students will be able to communicate in a greater discourse and range in Chinese. Language study is further enriched with cross-cultural activities. Internet research and use of computer applications are an integral part of the program. This course meets the World Language credit requirement for graduation.

### **Chinese 3**

Full Year – 5 Credits

Prerequisite: Chinese 2

(In lieu of prerequisite course, placement in Chinese 3 may be determined by departmental examination and teacher/supervisor recommendation.)

Providing a communicative approach, Chinese 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces in our thematic units of instruction. Language skills and cultural information are taught within learning situations that are authentic and real world based. Grammar and vocabulary contribute to language learning within a meaningful context. Greater use of simplified characters is emphasized, while minimizing the use of pinyin. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to transition to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

### **Honors Chinese 3**

Full Year – 5 Credits

Prerequisite: Chinese 2

(In lieu of prerequisite course, placement in Chinese 3 may be determined by departmental examination and teacher/supervisor recommendation.)

Providing a communicative approach, Chinese 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces in our thematic units of instruction.

Language skills and cultural information are taught within learning situations that are authentic and real world based. Increased proficiency in vocabulary and grammar acquisition contributes to language learning at the Honors level. Greater use of simplified characters is emphasized, while minimizing the use of pinyin. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to transition to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

#### **Chinese 4**

Full Year – 5 Credits

Prerequisite: Chinese 3

(In lieu of prerequisite course, placement in Chinese 4 may be determined by departmental examination and teacher/supervisor recommendation)

The focus on this course is building and advancing intermediate proficiency in Chinese through varied media. The context for communicative skills shifts from everyday situations to broader topics. Tonal pronunciation, grammar and character writing are refined. Oral and written skills are further developed through student-centered activities presented in thematic units. Songs, magazine articles, electronically produced material, works of art, folklore, artifacts and film are the centerpieces of the thematic units and assist students in synthesizing the Chinese culture. The various cultural elements serve as the basis for discussion, research, writing tasks, projects and presentations. This course meets the World Language credit requirement for graduation.

#### **Honors Chinese 4**

Full Year – 5 Credits

Prerequisite: Chinese 3 and Teacher Recommendation

(In lieu of prerequisite course, placement in Chinese 4 may be determined by departmental examination and teacher/supervisor recommendation)

Honors Chinese 4 is a rigorous course that advances student proficiencies through the use of authentic literary contexts and greater character recognition and writing. Students will read selected literature and other print materials, including electronically produced text, as the basis for discussion and writing assignments. The context for the use of communicative skills shifts from everyday situations to broader topics. Students participate in speaking and writing activities designed to increase proficiency in Chinese. Simplified character writing will be thoroughly addressed. Honors Chinese 4 prepares the students for Advanced Placement level study. Films, music and art are additional sources to assist students in synthesizing the cultural products, practices and perspectives associated with the Chinese language and culture. This course meets the World Language credit requirement for graduation.

#### **Advanced Placement Chinese Language and Culture**

Full Year – 5 credits

Prerequisite: Honors Chinese 4 or Chinese 4 and teacher/supervisor recommendation.

(In lieu of prerequisite course, placement in Advanced Placement Chinese may be determined by departmental examination and teacher/supervisor recommendation).

The AP Chinese Language and Culture course is a demanding course that is designed to be comparable to fourth semester college/university courses in Mandarin Chinese. Course work provides students with opportunities to perform Intermediate to Advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The course is performance-based, and therefore stresses advanced speaking, listening, reading and writing skills. Students need to have established a good working knowledge of linguistic structures and character writing prior to entering the course. AP Chinese is designed to prepare students for the Advanced Placement Chinese exam given in May of each year. Extensive practice in speaking and listening in Chinese is offered. Students will write expository passages on a regular basis. Reading material is taken from a wide variety of sources. This course meets the World Language credit requirement for graduation.

## **FRENCH**

### **French 1**

Full Year – 5 credits

French 1 is open to all students. Emphasizing the development of speaking and listening skills, French is in regular use in the classroom. The course stresses the development of a functional vocabulary while developing comprehensibility in the use of words and idioms. The basic elements of reading and writing are also taught. Up-to-date, authentic materials giving insight into the daily lives of French-speaking teenagers stimulate student interest. Students gain an understanding of the influence of French culture in the world through the use of technology. This course meets the World Language credit requirement for graduation.

### **French 2**

Full Year – 5 credits

Prerequisite: French 1

(In lieu of prerequisite course, placement in French 2 may be determined by departmental examination and teacher/supervisor recommendation).

French 2 continues to expand novice proficiency in all skill areas. Increased emphasis on verbs and grammar enhances the students' ability to communicate in a greater range. Language study is further enriched with cross-cultural activities. Technology, e.g., Internet research and use of computer applications are an integral part of the program. This course meets the World Language credit requirement for graduation.

### **Honors French 2**

Full Year – 5 credits

Prerequisite: French 1, Teacher and Supervisor Recommendations.

(In lieu of prerequisite course, placement in Honors French 2 may be determined by departmental examination and teacher/supervisor recommendations).

Honors French 2 is a rigorous course, which continues to expand novice proficiency in all skill areas. Increased emphasis is placed on contextual acquisition of vocabulary, verbs and grammatical patterns. Student proficiencies are advanced through authentic materials, technology, folktales and literature. At the conclusion of this Honors course, students will be able to communicate in a greater discourse and range in French. Language study is further enriched with cross-cultural activities. Internet research and use of computer applications are an integral part of the program. This course meets the World Language credit requirement for graduation.

### **French 3**

Full Year – 5 credits

Prerequisite: French 2

(In lieu of prerequisite course, placement in French 3 may be determined by departmental examination and teacher/supervisor recommendation).

Providing a communicative approach, French 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces for six thematic units. Language skills and cultural information are taught within learning situations that are authentic and real world based. Grammar and vocabulary contribute to language learning within a meaningful context. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to transition to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

### **Honors French 3**

Full Year – 5 credits

Prerequisite: French 2 and Teacher Recommendation

(In lieu of prerequisite course, placement in Honors French 3 may be determined by departmental examination and teacher/supervisor recommendation).

Providing a communicative approach, Honors French 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces for the same six thematic units as French 3. Language skills and cultural information are taught within learning situations that are authentic and real world based. Grammar and vocabulary contribute to language learning within a meaningful context. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to advance to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

### **French 4**

Full Year – 5 credits

Prerequisite: French 3 or Honors French 3

(In lieu of prerequisite course, placement in French 4 may be determined by departmental examination and teacher/supervisor recommendation).

The focus on this course is building and advancing intermediate proficiency in French through varied media. The context for communicative skills shifts from everyday situations to broader topics. Grammar skills are refined. Oral and written skills are further developed through student-centered activities presented in thematic units. Songs, magazine articles, electronically produced material, works of art, folklore, artifacts and film are the centerpieces for the thematic units. The various cultural elements serve as the basis for discussion, research, writing tasks, projects and presentations. This course meets the World Language credit requirement for graduation.

### **Honors French 4**

Full Year – 5 credits

Prerequisite: French 3 or Honors French 3 and Teacher recommendation

(In lieu of prerequisite course, placement in Honors French 4 may be determined by departmental examination and teacher/supervisor recommendation).

The context for the use of communicative skills shifts from everyday situations to broader topics. Students participate in speaking and writing activities designed to increase proficiency in French. Grammar and verbs will be thoroughly addressed. Honors French 4 prepares the students for Advanced Placement level study.

Students will read selected literature and other print materials, including electronically produced text, as the basis for discussion and writing assignments. Films, music and art are additional sources for examining Francophone contributions to culture and civilization. This course meets the World Language credit requirement for graduation.

### **Advanced Placement French Language**

Full Year – 5 credits

Prerequisite: French 4 or Honors French 4 and Teacher Recommendation.

(In lieu of prerequisite course, placement in Advanced Placement French Language may be determined by departmental examination and teacher/supervisor recommendation).

Students taking this course are expected to take the Advanced Placement Examination in May.

AP French Language is a demanding course that is equivalent to a third level college course in advanced French conversation and composition. The course is performance-based, and therefore stresses advanced speaking, listening, reading and writing skills. Students need to have established a good working knowledge of linguistic structures, i.e., grammar and verbs, prior to entering the course. AP French Language is designed to prepare students for the Advanced Placement Language Exam given in May of each year. Extensive practice in speaking and listening to both informal and formal French is offered. Students will write expository passages on a regular basis. Reading material is taken from a wide range of literary and journalistic sources. This course meets the World Language credit requirement for graduation.

## **ITALIAN**

### **Italian 1**

Full Year – 5 credits

Italian 1 is open to all students. Emphasizing the skills of speaking and listening, the Italian 1 course introduces students to the use of the language as a communicative tool. Students begin to develop the ability to communicate about themselves and others, to express the fundamentals of daily life and to interact with others. They will be introduced to cultural experiences that develop and encourage a better understanding of their own language and culture. They will gain insight into the daily lives of Italian speaking teenagers as well as develop an understanding of the influence of the Italian culture throughout the world. The students will begin to develop an idiomatic vocabulary. Precision in the use of words and grammatical structures is introduced. The course is enhanced through the use of technology, e.g., Internet research and computer applications. This course meets the World Language credit requirement for graduation.

### **Italian 2**

Full Year – 5 credits

Prerequisite: Italian 1

(In lieu of prerequisite course, placement in Italian 2 may be determined by departmental examination and teacher/supervisor recommendation).

Italian 2 continues to expand novice proficiency in all skill areas. Increased emphasis on verbs and grammar enhances the students' ability to communicate in a greater range. Language study is further enriched with cross-cultural activities. Technology, e.g., Internet research and computer applications are an integral part of the program. This course meets the World Language credit requirement for graduation.

### **Honors Italian 2**

Full Year – 5 credits

Prerequisite: Italian 1, Teacher and Supervisor Recommendations.

(In lieu of prerequisite course, placement in Honors Italian 2 may be determined by departmental examination and teacher/supervisor recommendations).

Honors Italian 2 is a rigorous course, which continues to expand novice proficiency in all skill areas. Increased emphasis is placed on contextual acquisition of vocabulary, verbs and grammatical patterns. Student proficiencies are advanced through authentic materials, technology, folktales and literature. At the conclusion of this Honors course, students will be able to communicate in a greater discourse and range in Italian. Language study is further enriched with cross-cultural activities. Internet research and use of computer applications are an integral part of the program. This course meets the World Language credit requirement for graduation.

### **Italian 3**

Full Year – 5 credits

Prerequisite: Italian 2

(In lieu of prerequisite course, placement in Italian 3 may be determined by departmental examination and teacher/supervisor recommendation).

Providing a communicative approach, Italian 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces for six thematic units. Language skills and cultural information are taught within learning situations that are authentic and real world based. Grammar and vocabulary contribute to language learning within a meaningful context. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to begin the transition to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

### **Honors Italian 3**

Full Year – 5 credits

Prerequisite: Italian 2 and Teacher Recommendation

(In lieu of prerequisite course, placement in Honors Italian 3 may be determined by departmental examination and teacher/supervisor recommendation).

Providing a communicative approach, Honors Italian 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces for the same six thematic units as Italian 3. Language skills and cultural information are taught within learning situations that are authentic and real world based. Grammar and vocabulary contribute to language learning within a meaningful context. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to advance to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

### **Italian 4**

Full Year – 5 credits

Prerequisite: Italian 3 or Honors Italian 3

(In lieu of prerequisite course, placement in Italian 4 may be determined by departmental examination and teacher/supervisor recommendation).

The focus on this course is building and advancing to intermediate proficiency in Italian through varied media. The context for communicative skills shifts from everyday situations to broader topics. Grammar skills are refined. Oral and written skills are further developed through student-centered activities presented in thematic units. Songs, magazine articles, electronically produced material, works of art, folklore, artifacts and film are the centerpieces for the thematic units. The various cultural elements serve as the basis for discussion, writing assignments, research and projects. This course meets the World Language credit requirement for graduation.

### **Honors Italian 4**

Full Year – 5 credits

Prerequisite: Italian 3 or Honors Italian 3 and teacher recommendation

(In lieu of prerequisite course, placement in Honors Italian 4 may be determined by departmental examination and teacher/supervisor recommendation).

The context for communicative skills shifts from everyday situations to broader topics. Students participate in more demanding speaking and writing activities specifically designed to increase proficiency in Italian. Students will read selected literature and other print materials, including electronically produced text, as the basis for discussion and writing assignments. Films, music and art are additional sources for examining Italian contributions to culture and civilization. Honors Italian 4 prepares students for advanced level study. This course meets the World Language credit requirement for graduation.

### **Advanced Placement Italian Language & Culture**

Full Year – 5 credits

Pre-requisite: Level 4 Italian and Teacher Recommendation (in lieu of prerequisite course, placement in AP Italian Language and Culture may be determined by departmental exam and teacher/supervisor recommendation).

Students taking this course are expected to take the Advanced Placement Examination in May.

The AP Italian Language and Culture course is designed to be comparable to fourth semester college/university courses. The aim of the course is to further develop students' language skills within the three modes of communication: interpretive, interpersonal and presentational. Italian culture is interwoven throughout the course, including the study of geography, contemporary life, the arts and sciences, social customs and traditions, and contributions of Italians and Italian Americans to the world. AP Italian Language and Culture prepares specifically for the AP exam, which will assess students equally in speaking, reading, writing, listening and culture. The study of grammar will be an important component of the course. Interpretive listening and reading tasks will be based on authentic texts, e.g., magazine articles, films, literature, television and recordings. AP Italian Language and Culture targets pre-advanced proficiency in speaking and writing. This course meets the World Language credit requirement for graduation.

## **SPANISH**

### **Honors Beginning Heritage Spanish**

Full Year – 5 Credits

Course placement is determined by a departmental exam and oral interview in Spanish.

Beginning Heritage Spanish is designed for heritage learners who are fairly proficient speakers of Spanish. The objectives of the course are to develop students' literacy skills, expand communication skills and widen the students' base of cultural knowledge by studying the students' own cultural heritage. Students will learn to use Spanish beyond familiar contexts by reading authentic literary selections and writing for academic purposes. The thematic-based curriculum will also explore topics and concepts that are of interest to adolescents, e.g. cultural traditions and relationships. Beginning Heritage Spanish prepares students for Intermediate Heritage Spanish. This course meets the World Language credit requirement for graduation.

### **Honors Intermediate Heritage Spanish**

Full Year – 5 credits

Course placement is determined by a departmental exam and oral interview in Spanish.

Intermediate Heritage Spanish is designed for heritage learners who are proficient speakers and readers of Spanish. The objectives of the course are to further develop students' literacy skills, broaden communication to include extended dialogue and widen students' base of cultural knowledge by studying the students' own cultural heritage. As in Beginning Heritage Spanish, students will learn to use Spanish beyond familiar contexts by reading authentic literary selections written by Spanish authors and writing for academic purposes. The thematic-based curriculum will also explore topics and concepts that are of interest to adolescents, e.g. music and personal issues. Materials and assignments at this level will be more rigorous and higher levels of proficiency will be expected. Intermediate Heritage Spanish prepares students for Pre-Advance Heritage Spanish. This course meets the World Language credit requirement for graduation.

### **Honors Pre-Advanced Heritage Spanish**

Full Year – 5 Credits

Course placement is determined by a departmental exam and oral interview in Spanish.

Pre-Advanced Heritage Spanish is designed for students who demonstrate a high level of proficiency in speaking, reading, and writing Spanish. The objectives of the course are to use students' literacy skills as a tool for learning and refine communication skills to include academic conversations. Complete literary works, featuring Spanish authors, will be read and discussed. The writing focus will emphasize citing textual evidence when writing a persuasive essay. The thematic-based curriculum will explore both timeless and cultural topics including issues such as "coming of age" and immigration. Pre-advanced Heritage Spanish prepares students for AP Spanish Language. This course meets the World Language credit requirement for graduation.

### **Spanish 1**

Full Year – 5 credits

Spanish 1 is open to all students. Emphasizing the development of speaking and listening skills, Spanish is in regular use in the classroom. The course stresses the building of a functional vocabulary while working towards precision in the use of words and idioms. The basic elements of reading and writing are also taught. Up-to-date, authentic materials give insight into the daily lives of Hispanic teenagers and stimulate student interest. Students gain an understanding of the influence of Hispanic culture in the world through the use of technology, e.g. Internet research and computer applications. This course meets the World Language credit requirement for graduation.

### **Spanish 1A and 1B**

Two years – 10 credits

Placement determined by supervisor, teachers and counselor

Course content is equivalent to the content of Spanish 1; therefore the successful completion of 1A and 1B is equivalent to one year of the Schools-within-A-School World Language requirement.

Spanish 1A and 1B are combined in a two-year sequence that provides the opportunity for students to meet the objectives of Spanish 1 over a longer period of time. Hands-on activities and extended practice of the language goals promote the development of communicative proficiency in Spanish. Culture is addressed by exploring and discussing Hispanic teenagers' lives in various countries. This course meets the World Language credit requirement for graduation.

### **Spanish 2**

Full Year – 5 credits

Prerequisite: Spanish 1

(In lieu of prerequisite course, placement in Spanish 2 may be determined by departmental examination and teacher/supervisor recommendation).

Spanish 2 continues to expand novice proficiency in all skill areas. Increased emphasis on verbs and grammar enhance the students' ability to communicate in a greater range. Language study is further enriched with cross-cultural activities. Technology, e.g., Internet research and computer applications are an integral part of the course. This course meets the World Language credit requirement for graduation.

### **Honors Spanish 2**

Full Year – 5 credits

Prerequisite: Spanish 1, Teacher and Supervisor Recommendations.

(In lieu of prerequisite course, placement in Honors Spanish 2 may be determined by departmental examination and teacher/supervisor recommendations).

Honors Spanish 2 is a rigorous course, which continues to expand novice proficiency in all skill areas. Increased emphasis is placed on contextual acquisition of vocabulary, verbs and grammatical patterns. Student proficiencies are advanced through authentic materials, technology, folktales and literature. At the conclusion of this Honors course, students will be able to communicate in a greater discourse and range in Spanish. Language study is further enriched with cross-cultural activities. Internet research and use of computer applications are an integral part of the program. This course meets the World Language credit requirement for graduation.

### **Spanish 3**

Full Year – 5 credits

Prerequisite: Spanish 2

(In lieu of prerequisite course, placement in Spanish 3 may be determined by departmental examination and teacher/supervisor recommendation).

Providing a communicative approach, Spanish 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces for six thematic units. Language skills and cultural information are taught within learning situations that are authentic and real world based. Grammar and vocabulary contribute to language learning within a meaningful context. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to transition to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

### **Honors Spanish 3**

Full Year – 5 credits

Prerequisite: Spanish 2 and Teacher Recommendation

(In lieu of prerequisite course, placement in Honors Spanish 3 may be determined by departmental examination and teacher/supervisor recommendation).

Providing a communicative approach, Honors Spanish 3 uses varied cultural elements, e.g., songs, magazine articles, electronically produced material, works of art, folktales and films as centerpieces for the same six thematic units as Spanish 3. Language skills and cultural information are taught within learning situations that are authentic and real world based. Grammar and vocabulary contribute to language learning within a meaningful context. Assessments include cooperative projects and research as well as written tests, oral interviews, compositions and presentations. Like classroom activities, they are performance-based. Resources and materials include the available technology that enhances language acquisition and cultural knowledge. Students will be expected to advance to intermediate proficiency by the end of the course. This course meets the World Language credit requirement for graduation.

### **Spanish 4**

Full Year – 5 credits

Prerequisite: Spanish 3

(In lieu of prerequisite course, placement in Spanish 4 may be determined by departmental examination and teacher/supervisor recommendation).

The focus on this new course is building and advancing to intermediate proficiency in Spanish through varied media. The context for communicative skills shifts from everyday situations to broader topics. Grammar skills are refined. Oral and written skills are further developed through student-centered activities presented in thematic units. Songs, magazine articles, electronically produced materials, works of art, folklore, artifacts and film are the centerpieces for the thematic units. The various cultural elements serve as the basis for discussion, research, writing tasks, projects and presentations. This course meets the World Language credit requirement for graduation.

### **Honors Spanish 4**

Full Year – 5 credits

Prerequisite: Spanish 3 or Honors Spanish 3 and teacher recommendation

(In lieu of prerequisite course, placement in Honors Spanish 4 may be determined by departmental examination and teacher/supervisor recommendation).

Honors Spanish 4 is a challenging course based upon an interdisciplinary, collaborative approach to language mastery. Honors Spanish 4 may be the culminating experience in Spanish for some students; for others the course synthesizes previous study in Spanish in order to prepare for Advanced Placement Spanish courses. Students may work cooperatively or independently to research topics from diverse areas of the curriculum. The objective of the course is to advance the development of proficiency in Spanish while acquiring new knowledge and cultural appreciation. This course meets the World Language credit requirement for graduation.

### **Advanced Placement Spanish Language**

Full Year – 5 credits

Prerequisite: Honors Spanish 4 or Pre-Advanced Heritage Spanish or Spanish 4 and teacher/supervisor recommendation.

(In lieu of prerequisite course, placement in Advanced Placement Spanish Language may be determined by departmental examination and teacher/supervisor recommendation).

Students taking this course are expected to take the Advanced Placement Examination in May.

AP Spanish Language is a demanding course that is equivalent to a third level college course in advanced Spanish conversation and composition. The course is performance-based, and therefore stresses advanced speaking, listening, reading and writing skills. Students need to have established a good working knowledge of linguistic structures, i.e., grammar and verbs, prior to entering the course. AP Spanish Language is designed to prepare students for the Advanced Placement Spanish Language Exam given in May of each year. Extensive practice in speaking and listening to both informal and formal Spanish is offered. Students will write expository passages on a regular basis. Reading material is taken from a wide variety of sources. This course meets the World Language credit requirement for graduation.

### **Advanced Placement Spanish Literature**

Full Year – 5 credits

Prerequisite: Advanced Placement Spanish Language and teacher recommendation.

(In lieu of prerequisite course, placement in Advanced Placement Spanish Literature may be determined by departmental examination and teacher/supervisor recommendation).

Students taking this course are expected to take the Advanced Placement Examination in May.

The AP Spanish Literature course is equivalent to a third level college survey of Hispanic literature. The course prepares students for the Advanced Placement examination in Spanish literature. AP Spanish literature concentrates on the development of the skills necessary to analyze Hispanic literary texts. Students' reading and writing skills are further developed as they read and discuss representative works of Hispanic literature. Speaking and writing skills are honed as students formulate and express critical opinions and judgments. Additionally, the study of literature instills a greater appreciation for the uniqueness of Hispanic culture. This course meets the World Language credit requirement for graduation.

## **SPECIALIZED COURSES**

### **Independent Study**

The West Orange Public Schools recognizes significant self-designed learning experiences in the form of Independent Study. A student may receive credit for study which may not be available in the regular school curriculum or extend beyond the curriculum that is offered. Although credit may ultimately be applied to count towards graduation, these experiences are not graded other than pass/fail and will not be calculated into a student's grade point average.

Students must complete an online application which outlines study goals and objectives, supporting activities and methods of evaluation. Decisions concerning the suitability of a proposed project will be related to a student's interests, abilities, and educational goals. Students who wish to apply for this program must enter into agreement with a WOHS faculty sponsor in the form of a contract. A great amount of responsibility falls upon the student in designing the experience under the guidance of their faculty sponsor. In addition to any assessments that are drafted into the application and a presentation to a review board, both the sponsor and the student will complete a written evaluation. A student will receive 2 credits for approximately 80 hours of project activities and 4 credits for approximately 160 hours of project activities. A student may not earn more than a total of four credits in their high school experience. All applications must be approved by June of the preceding school year. The student, the parent, the faculty sponsor, the guidance counselor and the department supervisor must sign the contract agreement as part of the approval process. Completed applications are submitted to the Office of the Assistant Principal of Curriculum and Instruction.

**WEST ORANGE HIGH SCHOOL – COURSE OFFERINGS**

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>ESL/BILINGUAL</b>					
ESL 1	10	X	X	X	X
ESL 2	10	X	X	X	X
ESL Study Skills	5	X	X	X	X
ESL 3 Contemporary Themes	5	X	X	X	X
ESL 3 Literature	5	X	X	X	X
ESL 4 Contemporary Themes	5	X	X	X	X
ESL 4 Literature	5	X	X	X	X
ESL 5 Contemporary Themes	5	X	X	X	X
ESL 5 Literature	5	X	X	X	X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>VISUAL AND PERFORMING ARTS</b>					
<b>Art</b>					
Art 1A	2.5	X	X	X	X
Art 1B	2.5	X	X	X	X
Art 2A	2.5		X	X	X
Art 2B	2.5		X	X	X
Art 3	5			X	X
Art 4	5				X
Honors Art 4	5				X
Three-Dimensional Design 1	2.5	X	X	X	X
Three-Dimensional Design 2	2.5	X	X	X	X
Three-Dimensional Design 3	2.5		X	X	X
Three-Dimensional Design 4	2.5		X	X	X
Three-Dimensional Design 5	2.5			X	X
Advanced Placement Art & Design: 2D Art & Design or 3D Art & Design Drawing	5				X
Honors Art and The Human Experience	5		X	X	X
Urban Art & Communication	2.5	X	X	X	X
<b>General Music Studies</b>					
Music in Our World	2.5	X	X	X	X
Piano Lab	2.5	X	X	X	X
Music Theory	5		X	X	X
Advanced Placement Music Theory	5			X	X
History of American Music Theater/Broadway Classroom	2.5	X	X	X	X
<b>Band Studies</b>					
Ninth Grade Band	5	X			
Concert Band	5		X	X	X
Symphonic Winds	5		X	X	X
Honors Wind Ensemble	5		X	X	X
<b>Orchestral Studies</b>					
Ninth Graded Orchestra	5	X			
String Orchestra	5		X	X	X
Chamber Orchestra	5		X	X	X
Honors Chamber Orchestra	5		X	X	X
<b>Vocal Music</b>					

Choir for Treble Voices	5	X	X	X	X
Concert Choir	5		X	X	X
Honors Chamber Choir	5		X	X	X
Voice Class	5		X	X	X
<b>Theatre Arts</b>					
Theatre Arts	5	X	X	X	X
Master Scene Study and Performance	5		X	X	X
Advanced Theatre Arts	5			X	X
<b>Dance</b>					
Elements of Dance	5	X	X	X	X
Dance Performance Skills	5		X	X	X
Advanced Dance	5			X	X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>ENGLISH LANGUAGE ARTS</b>					
English 9	5	X			
Honors English 9	5	X			
English 10	5		X		
Honors English 10	5		X		
English 11, Survey of American Literature	5			X	
Honors English 11, Survey of American Literature	5			X	
English 12, Survey of British Literature	5				X
Honors English 12, Survey of British Literature	5				X
English 12, Contemporary World Literature	5				X
Honors English 12, Contemporary World Literature	5				X
Creative Writing	2.5	X	X	X	X
Literary Study of Rock and Hip Hop	2.5	X	X	X	X
Mythology	2.5	X	X	X	X
Public Speaking	2.5	X	X	X	
Introduction to Journalism	5	X	X	X	X
Newspaper 1	5		X	X	X
Newspaper 2	5			X	X
Newspaper 3	5				X
Broadcast (TV 1)	5			X	X
Broadcast (TV 2)	5				X
Yearbook	5				X
SAT Prep Class	2.5		X	X	
Advanced Placement English Literature	5				X
Advanced Placement English Language & Composition	5			X	

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>					
Mathematics	5	X	X	X	
Geometry & Analysis	5	X	X	X	X
Algebra I	5	X	X	X	X
Algebra II	5		X	X	X
Earth Science	5		X	X	X
Biology	6	X			
Chemistry	6		X		
Physics	6			X	X
Modern World History	5	X	X	X	X
United States History I	5	X	X	X	X
United States History II	5		X	X	X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>MATHEMATICS</b>					
Algebra 1	5	X			
Honors Algebra 1	5	X			
Algebra 2	5	X	X		
Honors Algebra 2	5	X	X		
Geometry and Analysis	5	X	X	X	
Honors Geometry and Analysis	5	X	X	X	
Pre-Calculus	5		X	X	X
Honors Pre-Calculus	5		X	X	
College Math	5			X	X
Statistics	5			X	X
Calculus	5			X	X
Programming in Visual Basic	2.5	X	X	X	X
Programming in C++	2.5	X	X	X	X
Java	5		X	X	X
Advanced Placement Computer Science A	6			X	X
Advanced Placement Statistics	6		X	X	X
Advanced Placement Calculus AB	6			X	X
Advanced Placement Calculus BC	6			X	X
Advanced Calculus and Differential Equations	6				X
SAT Prep Class	2.5		X	X	

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>PHYSICAL EDUCATION/HEALTH</b>					
Physical Education/Health 9	5	X			
Physical Education/Health 10	5		X		
Physical Education/Health 11	5			X	
Physical Education/Health 12	5				X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>AIR FORCE JUNIOR ROTC</b>					
Aviation History & Leadership	5	X	X	X	X
Science of Flight & Leadership	5	X	X	X	X
Exploring Space & Leadership	5	X	X	X	X
Principles of Management & Leadership	5				X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>SCIENCE</b>					
Biology	6	X			
Honors Biology	6	X			
Chemistry	6		X		
Honors Chemistry	6		X	X	
Physics	6			X	X
Honors Physics	6			X	X
Honors Environmental Science	6			X	X
Earth Science	5			X	X
Voyage into Space	2.5	X	X	X	X
Forensic Science	2.5			X	X
Animal Behavior	2.5	X	X	X	X
Dynamics of Health Care in Society	5		X	X	X
Anatomy and Physiology 1	6			X	X
Fundamentals of Health & Wellness	2.5			X	X
Medical Terminology	2.5			X	X
Advanced Placement Biology	10			X	X
Advanced Placement Chemistry	10			X	X
Advanced Placement Environmental Science	10			X	X
Advanced Placement Physics 1 – Algebra Based	6				X
Advanced Placement Physics C: Mechanics & Electricity & Magnetism	10				X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>SOCIAL STUDIES</b>					
Modern World History	5	X			
Honors Modern World History	5	X			
United States History 1	5		X		
Honors United States History 1	5		X		
United States History 2	5			X	
Honors United States History 2	5			X	
Europe in the Modern Age	5			X	X
The Law: Rights and Responsibilities	5	X	X		
The Individual in Society	5			X	X
History of Race, Class, Gender, and Ethnicity	5			X	X
Cultural Anthropology	2.5		X	X	X
Money, Markets and the Economy	2.5			X	X
Modern America Through the Media	2.5			X	X
Honors Introduction to Philosophy	5				X
Power and Politics in America	2.5			X	X
Advanced Placement United States History	5			X	
Advanced Placement Government and Politics	5				X
Advanced Placement Psychology	5			X	X
Advanced Placement World History	5				X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>SPECIAL EDUCATION</b>					
Reading Workshop	5	X	X	X	X
English 9	5	X			
English 10	5		X		
American Literature	5			X	
British Literature	5				X
Math 9, 10, 11, 12	5	X	X	X	X
English 9, 10, 11, 12	5	X	X	X	X
Algebra 1	5	X			
Algebra 2	5		X		
Geometry & Analysis	5			X	
College Math	5			X	X
Science	5	X	X	X	X
Biology	5-6	X			
Chemistry	5-6		X		
Earth Science	5		X	X	
Physics	5			X	X
Modern World History	5	X			
United States History 1	5		X	X	
United States History 2	5			X	X
General Music	2.5	X	X	X	X
General Art	2.5	X	X	X	X
Art & Creativity	5	X	X	X	X
Life Skills	2.5	X	X	X	X
Study Skills	5	X	X	X	X
Career Awareness	2.5	X	X	X	X
Career Exploration	2.5	X	X	X	X
Work Internship Network	15		X	X	X
Concepts of Technology and Engineering A	2.5	X	X	X	X
Concepts of Technology and Engineering B	2.5	X	X	X	X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>CAREER EDUCATION</b>					
<b>Business Education</b>					
Microsoft Office	5	X	X	X	X
Information Technology	5	X	X	X	X
Digital Design & Multimedia A	5	X	X	X	X
Accounting 1A	2.5	X	X	X	X
Accounting 1B	2.5	X	X	X	X
Honors College Accounting	5		X	X	X
Personal Finance	2.5	X	X	X	X
The World of Wall Street	2.5	X	X	X	X
Honors Cisco Networking Academy 1 & 2 (Yr 1)	5		X	X	X
Honors Cyber Security	5		X	X	X
Business Organization and Management	5	X	X	X	X
Concepts of Entrepreneurship	5		X	X	X
Honors Virtual Enterprise	5.0			X	X
Business Law	2.5		X	X	X
Advertising	2.5		X	X	X
Supply Chain Management	2.5	X	X	X	X
Supply Chain Management 2	2.5	X	X	X	X
Supply Chain Management 3	2.5		X	X	X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
Marketing	2.5		X	X	X
Marketing and Advertising Applications	2.5			X	X
Tomorrow's Teacher	5			X	X
Career Education A	2.5	X	X	X	X
Career Education A - SLE	7.5				X
Career Education B	2.5	X	X	X	X
Career Education B – SLE	7.5				X
CTE Cooperative Education	15				X
<b>Family &amp; Consumer Science</b>					
Fashion A	2.5	X	X	X	X
Fashion B	2.5	X	X	X	X
Fashion Merchandising	5	X	X	X	X
Apparel Design Production	5		X	X	X
Introduction to Culinary Arts Level 1	2.5	X	X	X	X
Production and Culinary Arts Level 2	2.5	X	X	X	X
Global Cuisine 1	2.5		X	X	X
Global Cuisine 2	2.5		X	X	X
Creativity and Innovation in the Culinary Arts	2.5			X	X
Bakeshop	2.5			X	X
Interior Design A	2.5	X	X	X	X
Interior Design B	2.5	X	X	X	X
Early Childhood & Family Study I	6	X	X	X	X
Early Childhood & Family Study II	6		X	X	X
Early Childhood & Family Study III	6			X	X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>Technology and Engineering</b>					
Introduction to Engineering	2.5	X	X	X	
Sustainable Technologies	2.5	X	X	X	X
Principles of Engineering	5		X	X	X
Engineering & Design Solutions	5			X	X
Architectural and Engineering Design 1	2.5	X	X	X	X
Architectural and Engineering Design 2	5		X	X	X
Honors Architectural and Engineering Design 3	5		X	X	X
Graphic Design & Communications 1	5	X	X	X	X
Graphic Design & Communications 2	5		X	X	X
Digital Photography	2.5		X	X	X
Automotive Technology 1	5			X	X
Automotive Technology 2	5				X
Basic Woodworking	2.5	X	X	X	X
Home Maintenance, Improvement & Repair	2.5	X	X	X	X
Machine Woodworking	5		X	X	X
Advanced Machine Woodworking	5			X	X
Electronics 1: Circuits and Programming	5		X	X	X
Electronics 2: Robotics and Controls	5			X	X

COURSES	CREDITS	OFFERED IN GRADES			
		9	10	11	12
<b>WORLD LANGUAGES</b>					
<b>Chinese</b>					
Chinese 1	5	X	X	X	X
Chinese 2	5	X	X	X	X
Honors Chinese 2	5	X	X	X	X
Chinese 3	5		X	X	X
Honors Chinese 3	5		X	X	X
Chinese 4	5		X	X	X
Honors Chinese 4	5		X	X	X
Advanced Placement Chinese Language & Culture	5			X	X
<b>French</b>					
French 1	5	X	X	X	X
French 2	5	X	X	X	X
Honors French 2	5	X	X	X	X
French 3	5	X	X	X	X
Honors French 3	5	X	X	X	X
French 4	5		X	X	X
Honors French 4	5		X	X	X
Advanced Placement French Language	5			X	X
<b>Italian</b>					
Italian 1	5	X	X	X	X
Italian 2	5	X	X	X	X
Honors Italian 2	5	X	X	X	X
Italian 3	5	X	X	X	X
Honors Italian 3		X	X	X	X
Italian 4	5		X	X	X
Honors Italian 4	5			X	X
Advanced Placement Italian Language & Culture	5				X
<b>Spanish</b>					
Honors Beginning Heritage Spanish	5	X			
Honors Intermediate Heritage Spanish	5	X			
Honors Pre-Advanced Heritage Spanish	5	X	X	X	
Spanish 1	5	X	X	X	X
Spanish 1A	5	X	X	X	
Spanish 1B	5		X	X	X
Spanish 2	5	X	X	X	X
Honors Spanish 2	5	X	X	X	X
Spanish 3	5	X	X	X	X
Honors Spanish 3	5	X	X	X	X
Spanish 4	5		X	X	X
Honors Spanish 4	5		X	X	X
Advanced Placement Spanish Language	5		X	X	X
Advanced Placement Spanish Literature	5		X	X	X