

Lindenwold High School

2024-2025

Program of Studies



Home of the Lindenwold Lions

Lindenwold High School
801 Egg Harbor Road
Lindenwold, NJ 08021
Phone# 856-741-0320
Fax #: 856-741-0350

Our Town ~ Our Kids ~ Our Future

Lindenwold High School Office Directory Main Number ~ 856-741-0320

Office	Extension
Main Office	1000
Guidance Office	1010
Nurse's Office	1507
Library	1300
Athletic Director	1208
Business Education	1506
English	1111
Social Studies	1506
Family and Consumer Sciences	1506
Industrial Technology	1506
Mathematics and Science	2407
Music	1506
Health & Physical Education	1208
Special Education	1000

Counselor Assignments

Christopher Cybulski (A – F)	1007
Laura Vaughn (G – O)	1008
Allyson Chiaccio (P –Z)	1011

Child Study Team

Dr. Kim Chelotti	1204
Kimberly McCullen	2405

Board of Education

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LINDENWOLD PUBLIC SCHOOLS

Mission Statement

The Lindenwold School Community is committed to preparing all students to meet the New Jersey Core-Curriculum Content Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace lifelong learning whereby they become productive citizens and members of their community.

Affirmative Action Assurance

In accordance with Federal and State laws, title VI of the New Jersey Administrative Code, and the Lindenwold Board of Education Policies 4111.1 and 5145.4, the Lindenwold School District is an equal opportunity employer and it guarantees equality in educational program opportunities. The Lindenwold Board of Education guarantees each student enrolled in the school system equal educational opportunity regardless of race, color, creed, religion, gender, ancestry, national origin, or socioeconomic status. The Affirmative Action Officer for the Lindenwold Public Schools is Mrs Amber Callow, District Community and Inclusion Coordinator.

Principal

Mr. Fred Geardino

Board of Education

Cathy Moncrief, **President**

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Daniel O'Rourke

Director of Curriculum, Instruction, and Assessment

Dr. Marc Mancinelli

Superintendent

Dr. Kristin P. O'Neil

WELCOME TO LINDENWOLD HIGH SCHOOL

Hello Parent(s), Guardian(s), and Students:

Contained in this booklet you will find a list of all courses offered at Lindenwold High School for the 2024-2025 school year. Lindenwold High School is proud to offer each student a wide variety of courses designed to meet your academic and physical needs as well as enhance your creative interests. As you review this booklet and prepare to make choices, keep in mind your interests, abilities, and aspirations. Your parents/guardian, guidance counselor, and current teachers should be a part of what courses you select.

During the course selection process, you will meet with your guidance counselor to develop a plan to ensure that all graduation requirements have been satisfied. Your counselor will also help you select appropriate courses as you prepare for college, trade or technical school, the military, or the world of work.

Please take time to read this Course Selection Guide carefully. Select courses you find both challenging and interesting and do not be afraid to challenge yourself. As a high school student, it is your responsibility to make the most out of your life. Design your course selection with your future in mind.

ACADEMIC POLICIES

) Graduation Requirements

A. Academic Requirements

To graduate from Lindenwold High School, you must meet the following academic, community service, and testing requirements.

English Language Arts	20 Credits
Mathematics	15 Credits including Algebra 1 & Geometry
Science	15 credits including at least 5 credits in Biology; an additional lab science including Chemistry, Environmental Science, or Physics; and a third lab Science
Social Studies	15 credits including US History 1 and World History
Physical Education/Health	1 MP of Health and 3 MP of Physical Education for every year enrolled
World Language	5 credits
Visual and Performing Arts	5 credits
21st Century Life & Careers	5 credits
Financial Literacy	2.5 credits
Total Credits Required	120 credits

B. Community Service Requirement for Graduation

The Lindenwold Board of Education believes that students be active and engaged members of their communities and address important community issues. Service can unite neighbors, mobilize volunteers and encourage a lifelong ethic of public participation, and is best performed in conjunction with a reputable public service organization.

Students will be required to complete a minimum of forty hours of community service before graduation (10 hours per year). Counselors and Administration will discuss the guidelines, student responsibilities, and verify completion of the community service requirement.

C. Testing Requirement for Graduation

[New Jersey Department of Education Testing Requirements for Graduation](#)

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry.

If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall. A student with disabilities, whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps), must take the New Jersey Graduation Proficiency Assessment in grade 11.

First Pathway

ELA	Mathematics
New Jersey Graduation Proficiency Assessment-ELA	New Jersey Graduation Proficiency Assessment-Mathematics

Second Pathway

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency can demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the following assessments:

ELA	Mathematics
One of the following: • ACT Reading ≥ 17 • Accuplacer WritePlacer ≥ 5 • Accuplacer WritePlacer English Second Language ≥ 4 • PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 • PSAT10 Reading ≥ 21 • PSAT/NMSQT EBRW ≥ 420 • PSAT/NMSQT Reading ≥ 21 • SAT EBRW ≥ 450 • SAT Reading ≥ 23	One of the following: • ACT Math ≥ 17 • Accuplacer Elementary Algebra ≥ 49 • Accuplacer Next-Generation QAS ≥ 250 • PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 • PSAT10 Math or PSAT/NMSQT Math ≥ 21 • SAT Math Section ≥ 440 • SAT Math Test ≥ 22

Third Pathway Portfolio Appeals

This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

D. Free Application for Federal Student Aid (FAFSA) graduation requirement

As of July 1, 2024 the New Jersey Department of Education requires that all graduating students complete the Free Application for Federal Student Aid (FAFSA) as a requirement for graduation. Students and families are allowed to complete a waiver form exempting them from completing the FAFSA. Students over the age of 18 can exempt themselves, and students under the age of 18 must have a waiver signed by the students parent or guardian.

II. Academic Expectations

Lindenwold High School students are expected to complete a rigorous course of study. By graduation, each student will acquire an understanding of postsecondary and career options, and the academic knowledge and skills to pursue individual choices. School counselors will assist students in planning a four-year course of study.

III. Grade Policy

Report cards are issued four times a year in accordance with board policy. Student grades are reported numerically as follows:

Grading Scale

A 90-100
B+ 86-89
B 80-85
C+ 76-79
C 70-75
D+ 66-69
D 60-65
F 0-59

Honor Roll - All Marking period grades above 85
Principal's list- All marking period grades over 95

IV. Guidelines for Determining Grade Point Average and Rank in Class

A student's grade point average is calculated by multiplying the course grade value by the number of course credits. The total number of grade points earned divided by credits attempted results in the student's GPA.

Some courses carry more value (weight) than other courses. Students enrolled in advanced placement or honors classes have the opportunity to earn a higher GPA and class rank. Course value (weight) is as follows:

Grade	Unweighted Courses	College Prep Course Weight	Honors Course Weight	AP Course Weight
A	4.0	4.25	5.0	5.5
B	3.0	3.25	4.0	4.5
C	2.0	2.25	3.0	3.5
D	1.0	1.25	2.0	2.5
F	0.0	0.0	0.0	0.0

V. Promotion Policy

Students will be assigned to the next grade level according to the schedule listed below.

30 credits	Grade 10
60 credits	Grade 11
90 credits	Grade 12
120 credits	Graduation

Students must also pass the NJGPA and/or otherwise fulfill graduation requirements.

VI. High School Athletic Eligibility

Students wishing to participate in athletics at Lindenwold High School must meet the following requirements:

Fall and Winter Sports (grades 10-12): All students must have completed 30 credits by the end of the previous school year.

Spring Sports: All students must have completed 15 credits from the first two marking periods to be eligible to play.

The principal may deny eligibility to any student who has exhibited either chronic or serious misbehavior.

VII. Post-Secondary Athletic Eligibility

NCAA Division I and II institutions have adopted certain academic requirements that must be met for a student to qualify for participation (i.e., practice and competition) in intercollegiate athletics and for the receipt of athletically related financial aid as a freshman. Please note that there have been changes made by the NCAA in the number of core courses required. Sixteen core courses are now required, including

- 4 years of English
- 3 years of math (Algebra I and higher)
- 2 years of natural/physical science (at least one lab course)
- 1 year of additional English, math, or science
- 2 years of social science
- 4 years of additional courses

Changes have also been made in the NCAA Division I initial-eligibility index or sliding scale. Students interested in competing in athletics at an NCAA institution must complete the NCAA Clearinghouse form, which is available online at [www.ncaa.org/clearinghouse.net](http://www.ncaa.org/clearinghouse). It is recommended that students apply during their junior year.

VIII. Selective Service

Male students must register within 30 days of their 18th birthday. They can register online (www.sss.gov) or at any post office. Failure to do so may affect eligibility for college, student loans and grants, job training, and many federal and state government jobs.

IX. Course Offerings

CP College Preparatory:

- Courses designed to impart knowledge and higher-order thinking and communicating skills for twenty-first-century college, career education, and workforce.

Honors Courses:

- Honors courses are very rigorous courses designed for college-bound students with a strong interest in the content areas.
- Honors courses are weighted an additional 1.0 toward the student's grade point average.
- AP® Advanced Placement®: (AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.)
- Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement, or both based on Advanced Placement® Exam scores. AP® Exams are given at Lindenwold High School in the spring. It is highly recommended that students who are enrolled in these courses take the AP® exam.
- AP® courses are weighted an additional 1.5 toward the student's grade point average.

X. Dual Credit

Dual Enrollment, also known as Dual Credit, allows students to take one course and earn both high school and college credit. Agreements with Camden County College (CCC) allow students to take courses at LHS taught by LHS staff and pay a reduced registration fee to the college. Courses are offered through CCC's High School Plus program. Students must receive a passing grade in the course and meet the course requirements of the college to receive dual credit. College requirements vary from course to course and typically require students to receive a qualifying grade to receive credit from the college. The college may require students to pass or take an

additional assessment to receive credit. Students taking Dual Enrollment courses are not required to participate in the program. Information for Dual Enrollment will be distributed to students in those courses at the beginning of each semester. Courses available for dual credit are designated throughout the program of study.

XI. Option II

Option II allows students to take approved courses outside of high school. Approved courses will appear on student transcripts, but do not factor into the GPA.

Option II may include but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extracurricular programs, and/or other structured learning experiences. Students may also receive credit for accredited college courses.

Students must submit a written proposal for Option II four weeks before the start date of the course or program. Students should submit their applications to their counselors. The counselor and the Principal will then review the application.

XII. Online Education

Students may opt to request to take an online college/university, or high school course through an approved online education service provider. Students are permitted to take up to 15 credits by an approved online education service provider. High School courses are approved for credit recovery purposes only. See your counselor for details.

XIII. Honors and Advanced Placement Courses

Lindenwold High School is committed to providing an environment in which all students have equal access to all classes, including Honors and Advanced Placement (AP) classes. All classes will be open to all students who have taken the prerequisite courses, made an informed decision, and understand the expectations of Honors and AP courses.

Lindenwold High School requires that all students and parents sign this contract to acknowledge that the student is making an informed decision regarding his or her enrollment in Honors and AP classes.

Upon enrolling in an AP class, parents and students agree to the following:

1. Participation in AP classes requires me to demonstrate:
 - A high level of student independence
 - A high degree of student responsibility
2. If enrolled in an AP class, students are required to take the AP exam. Students are responsible for half the cost of the exam, and the cost will be reimbursed to the student if they earn a score of 3 or higher on each exam. Financial assistance is available on a need basis.
3. If a student is not meeting success in an AP course after one marking period, students are required to meet with a teacher, parent, and counselor to discuss a possible course and schedule change.
4. If a student requests to be moved out of an Honors/AP level course that you have selected, the procedure below will be followed:
 - a. A meeting with a parent/guardian, classroom teacher, and guidance counselor will be scheduled. At this meeting, three options will be discussed and agreed upon.
 - Option A is to remain in the class.
 - Option B is to drop the class and carry your current grade over to a new class. The dropped class will remain on your transcript with “withdraw failing” indicated next to it.
 - Option C is to audit the class. If you choose this option you agree to fully participate in the class and classwork without earning a grade or credit. Auditing a class will not negatively impact your GPA or transcript. Students auditing an AP class will not be required to take the AP exam.

This procedure will only be initiated and followed in the first marking period. After the first marking period, the only option is to remain in the class.

Course Selection

No student will be denied any course due to race, sex, national origin, or physical handicap. During middle school, students must begin the process of creating career and educational plans.

Upon entering high school, part of creating these plans consists of selecting courses that will support the student's career and educational goals. Parents/guardians are strongly encouraged to contact their children's counselors to set up appointments to participate in this process.

Students must make their course selections carefully. The master schedule is developed based on the student's course requests. Much time and effort are expended to make sure that all students can obtain a schedule that meets their requests. Once schedules are created, no changes to course requests will be accepted. Any other changes must be made before the first day of school.

For approximately one week at the end of the first interim period in each semester, students who have worked diligently but are having much difficulty in advanced courses will be permitted to change to a less advanced level of the same course. These are the only changes that will be permitted.

Elective Categories

all courses are 5.0 credits unless noted otherwise

Visual/ Performing Arts:

Theater Arts-

- Theater Set Design & Construction
- Introduction to Theatre Arts (2.5 credits)
- Theatre Arts 2 - Advanced Theater
- Theatre Arts 3- Theater and Marketing
- Theatre Arts 4-Honors Theater Production
- Lights, Sound, and Special Effects (2.5 credits)

Music-

- Instrumental Music-Band
- Vocal Music-Choir
- Jazz Improv.
- Percussion Ensemble
- Introduction to Instrumental Music (2.5 credits)
- Music Theory 1 (2.5 credits)
- Music Theory 2 (2.5 credits)

Visual Arts-

- Introduction to Art (2.5 credits)
- Design and Architecture (2.5 credits)
- Illustration and Animation (2.5 credits)
- Intro to Sculpture (2.5 credits)
- Sculpture 2
- Sculpture 3
- Intro to Computer Graphics (2.5 credits)
- Photography and Editing (2.5 credits)

- Digital Design (2.5 credits)
- Digital Illustration and Editing (2.5 credits)
- AP Studio Art

21st Century Electives

Family & Consumer Science

- Culinary Skills 1 (2.5 credits)
- Culinary Skills 2

Technology

- Introduction to Computer Science (2.5 credits)
- Introduction to Programming (2.5 credits)
- Cloud Computing (2.5 credits)
- Introduction to Video Production (2.5 credits)
- Video Production 2: Advanced Video Production (2.5 credits)
- Video Production 3: Film Studies (2.5 credits)
- Video New Production: Morning Roar
- Video Journalism (2.5 credits)
- Intro to Audio Recording (2.5 credits)
- Intro to Podcasting (2.5 credits)

Business

All Business classes satisfy 2.5 credits of Financial Literacy

- 21st Century Computer Applications (2.5 credits)
- Entrepreneurship (2.5 credits)
- Intro to Business (2.5 credits)
- Personal Finance (2.5 credits)
- Product and Event Marketing (2.5 credits)
- Career Readiness (2.5 credits)

Content Area Electives

The English, Social Studies and Science electives do not fulfill a specific graduation requirement. However, the credits will be counted towards graduation.

English

- Creative Writing (2.5 credits)
- World Myths and Legends (2.5 credits)
- Inventing Reality (2.5 credits)
- Expression Through Beats Rhymes and Narratives (2.5 credits)

Social Studies

- Behavioral Science (2.5 credits)
- Behavioral Science 2-Honors (2.5 credits)
- African American Studies (2.5 credits)
- Criminal Justice (2.5 credits)
- Pop Culture (2.5 credits)
- Minorities in America (2.5 credits)

Freshman Seminar

- Freshman Seminar (First-time Freshman only)
- Senior Seminar-Honors (Juniors and Seniors only)

Science

- Anatomy
- Food Science (2.5 credits)
- Forensic Science (2.5 credits)

- Astronomy and Space (2.5 credits)

Academy Programs

Lindenwold High School offers elective coursework through an academy model. Academic academies are clusters of courses built around college majors and careers. Students will progress through a series of courses designed to prepare students for post-secondary education in the field. Students are encouraged to complete the cluster; however, they are free to choose electives in the other clusters as well. **A student needs to complete 4 courses in ANY one of the Academies to receive the distinction and certificate**

Business Academy	
The School of Business at Lindenwold prepares students for higher education in a wide array of majors in the financial services, marketing, logistics, entrepreneurship, and accounting fields. The program offers students a comprehensive college preparatory high school experience with a focus on finance & business management. The curriculum emphasizes both technical and soft skills, including the ability to communicate effectively, solve problems and work as team members.	
Course Title	Credits
Introduction to Business	2.5
21st Century Computer Applications	2.5
Product and Event Marketing	2.5
Personal Finance	2.5
Entrepreneurship	2.5
Career Readiness	2.5

Visual & Digital Art Academy	
The Visual & Digital Art Academy is designed to provide students with a hands-on and real-life application of Art theory and practices, as well as a full Digital Art experience. Students with an interest in a career in the Art industry, will benefit from this cluster as they progress through a variety of topics centered around the artistic world.	
Course Title	Credits
Introduction to Art	2.5
Design and Architecture	2.5
Illustration and Animation	2.5
Intro To Sculpture	2.5
Sculpture 2	5
Sculpture 3	5
Art as Profession- Remove	2.5
Intro To Computer Graphics	2.5
Photography and Editing	2.5
Publication, Design and Layout	2.5
Digital Illustration	2.5
Digital Design	2.5

Video Broadcasting Academy	
The Video Broadcasting Academy is designed to provide students with a hands-on and real life application of a career centered around Film and Production! Students with an interest in Video Production will benefit from this cluster as they progress through a variety of topics centered around the industry.	
Course Title	Credits
Intro to Video Productions	2.5
Advanced Video Production	2.5
Film Studies	2.5
Video Journalism	2.5
Intro To Audio Recording	2.5
Video News Production (The Morning Roar)	5
Animation	5.0

Performing Arts Academy	
The Performing Arts Academy is designed to provide students with a hands-on and real-life application for a career on or around a stage or studio! This Academy is not only for the singers, actors/actresses, and dancers but also the musicians of our school! Students with an interest in hair, makeup, and everything that goes on behind the scenes can also find a home here!	
Course Title	Credits
Intro To Theater Arts	2.5
Advanced Theater	5
Theater and Marketing	5
Honors Theater Production	5
Theater Set Design and Construction	5
Lighting, Sound, and Special Effects	2.5
Intro to Instrumental Music	2.5
Jazz Improv	5
Percussion Ensemble	5
Vocal Music/Choir	5
Music Theory 1	2.5
Music Theory 2	2.5
Instrumental Music - Concert Band (2x)	5

Course Descriptions

ENGLISH

ENGLISH 9 (#1500)

Grade: 9

Credits: 5.0

Prerequisite: None

Description: English 9 is designed to incorporate literacy, literature, and writing with speaking, listening, and viewing skills in ways that the students will find meaningful and purposeful. Units of study will include a review of the rules of grammar, development of vocabulary skills, study skills, technology, composition, and research, as well as non-fiction text. The literature components will be taught through the reading and analysis of the novel, short story, essay, drama, nonfiction, and poetry. This course is designed to help the student identify with and find relevance in and through the literature. This course requires the completion of summer reading assignments.

ENGLISH 9 HONORS (#1551)

Grade: 9

Credits: 5.0

The level of rigor suggests the following prerequisites: A or B average in English 8 and/or Teacher Recommendation

Description: English 9 Honors is designed to incorporate literature and writing with speaking, listening, and viewing skills in ways that the students will find meaningful and purposeful. This course is for the student who wants to and can delve into the literature and composition components through independent analysis and research. It is presumed that the students enrolling in this course will have grade-level skills in reading, writing, grammar, and usage. The literature components will be taught through the reading and analysis of the novel, short story, essay, drama, nonfiction, and poetry. The depth of its content, instructional processes, and teacher expectations are what differentiates this course; as this course is for the highly motivated college-bound student, it will require the completion of summer reading and several independent, outside reading assignments throughout the year. This course is designed to help the student identify with and find relevance in and through the literature.

ENGLISH 10 (#1600)

Grade: 10

Credits: 5.0

Prerequisite: English 9

Description: This course is designed to maintain and continue to use and develop the essential skills of communication. Major units will include: reading for comprehension, critical analysis, vocabulary development, research skills, and creative and expository writing for specific reasons and specific audiences. The literary focus will be a survey of American literature with an emphasis on the works of great American novelists and poets. Activities will include, but not be limited to, the continued study of the short story, the essay, poetry, drama, nonfiction, and the novel. This course requires the completion of summer reading assignments

ENGLISH 10 HONORS (#1651)**Grade: 10****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in English 9 and/or Teacher Recommendation**

Description: This course is for students who have demonstrated above-average communication, reading, and writing skills. The course continues to develop English grammar, usage, and vocabulary. Writing activities will include, but not be limited to, compositions, essays, and a formal and critical research paper. The literary focus will be on American authors and the American style as well as non-fiction text. This level course is differentiated by its depth of content, instructional processes, time on the skill, and level of instruction. This course requires the completion of summer reading assignments as well as several outside reading assignments throughout the year.

ENGLISH 11 (#1700)**Grade: 11****Credits: 5.0****Prerequisite: English 10**

Description: This course is designed to maintain and continue to develop the content language skills of reading, writing, and listening. Major units will include: reading for comprehension, critical analysis, vocabulary development, research skills, creative and expository writing for specific reasons, and specific audiences. Students will communicate their reactions to various authors through discussion and writing assignments. The literary focus in eleventh-grade English will be to emphasize non-fiction, and the works of renowned British authors.

ENGLISH 11 HONORS (#1751)**Grade: 11****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in English 10 and/or Teacher Recommendation**

Description: This course is designed for students who have demonstrated above-average skills in communication, reading, and writing. This course continues to develop English grammar, usage, and vocabulary. Writing activities include compositions, essays, and a formal research paper. The literary focus is on the understanding, evaluation, and analysis of the works of British authors. Emphasis is given to the poetry, essays, and philosophies of the great British writers and their impact on the development of literature. Students will communicate their reactions to various authors through discussion and written discourse. This level is differentiated by its depth of content, instructional processes, time on the skill, and teacher expectations. The course requires the completion of a summer reading assignment and a critical research paper, as well as several outside reading assignments throughout the year.

ENGLISH 12 (#1800)**Grade: 12****Credits: 5.0****Prerequisite: English 11**

Description: This course is designed to maintain and continue to develop the content language skills of reading, writing, listening, speaking, and viewing. Major units will include: reading for comprehension, critical analysis, vocabulary development, research skills, creative and expository writing for specific reasons, and specific audiences. Language studies will include grammar and usage. The literary focus in twelfth-grade English will be on world literature. This course requires the completion of summer reading assignments and a critical research paper.

ENGLISH 12- SENIOR PROJECT (#1861)**Grade: 12****Credits: 5.0****Prerequisite: English 11, administrative and teacher recommendation**

Description: The English 12/ Senior Project course is designed for the senior who has a desire to study a field outside of the realm of the regular English curricula. His/her first semester will be a compressed English 12. The students will read the required works for English 12 and do the required writings. They will continue to develop skills in reading, writing, listening, speaking, and viewing. Their skills will then transfer to their second semester when they will do research, journal writing, and critical evaluations about their choice for their senior project. This course requires completion of English 11 as well as acceptance into the course by the principal, guidance director, and English teacher.

ADVANCED PLACEMENT LITERATURE & COMPOSITION(#1860)*dual credit eligible course***Grade: 12****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in English 11 and/or Teacher Recommendation**

Description: The twelfth grade AP English program is an accelerated program designed to expose the superior student to college-level studies and to prepare them for the Advanced Placement examination in English Literature and Composition as devised by the College Board. Students will study and write about literature by examining works from British and World Literature. The students will read and critique several representative works from various genres and periods. Students will also write analytical and critical essays based on their readings of poems and prose works, including complete novels and plays. This course requires the completion of summer reading assignments, as well as several outside reading assignments during the year.

COLLEGE READINESS ENGLISH (#1507)

Grade: 12
Credits: 2.5
Prerequisite: None

Description: This course is prepared to meet New Jersey's graduation requirements for language arts and is required for all students who have not yet met testing graduation requirements in their senior year. The course will focus on fiction and nonfiction reading: argumentative essays and narratives. The students will hone their skills in reading a passage and addressing the questions that follow. They will work on specific writing skills that are related to graduation requirements, answering short answer questions with textual evidence to demonstrate understanding, argumentative essays, and narrative writing. The students will also build the language arts portion of their senior portfolio while students will also be afforded multiple opportunities to grow their vocabulary. This course will be counted as an elective, and cannot count towards the Language Arts requirement towards graduation.

HIGH SCHOOL READING INTERVENTION (#1508)

Grade: 9-12
Credits: 2.5 or 5.0
Prerequisite: None

Description: Strong reading skills are important both for careers and for college success. As part of the continuing effort to support students, this course will provide an opportunity for students to improve their reading. Students might be selected to participate based on multiple measures that include current reading levels, benchmarks, other state assessment performance, or other data points that indicate the need for more support to meet grade-level performance. As part of this reading intervention course, students will have the opportunity to improve their reading level by deepening and expanding comprehension with close reading, increasing reading volume by engaging students in large amounts of successful reading, and increasing student engagement with books that build knowledge that will ultimately help them in all of their courses. This class also provides the environment for more student-teacher interactions because of its smaller class size and will be in addition to the student's regular English Language Arts course.

CREATIVE WRITING (#1809)

Grades: 9-12
Credits: 2.5
Prerequisite: Average of B or better in the student's current College Prep or Honors English coursework and/or English teacher recommendation

Description: This high-energy course focuses on several forms of creative writing. The course begins with personal narratives, progresses through short story writing, continues with poetry, and delves into writing children's books. The final unit of the course is an independent study where students polish a written piece and submit their work for publication. Students use a workshop approach throughout the course to improve their work and to hone their editing skills.

/

WORLD MYTHS AND LEGENDS (#1810)

Grades: 9-12
Credits: 2.5
Prerequisite: None

Description: This course elective will expose students to tales of magic and heroic adventure that span the globe, ranging from different periods and cultures. Students will have the opportunity to read about various tales, analyze the heroic characteristics and determine similarities and differences across cultures. Students will also have the opportunity to take on the role of author to capture relevant legends, heroes, and villains that represent modern society.

INVENTING REALITY- Television and Media (#1811)**Grades: 9-12****Credits: 2.5****Prerequisite: None**

Description: This course elective will explore how reality TV and social media have impacted society. This course will delve deeper into the tactics that persuade an audience's perception and explore the role of technology in this process by looking both in the past and future. Throughout this course, students will analyze the impact of mass media and how it can positively and negatively impact a message, and how it is distributed to the public.

EXPRESSION THROUGH BEATS, RHYMES, AND NARRATIVES (#1812)**Grades: 9-12****Credits: 2.5****Prerequisite: None**

Description: This course elective will focus on contemporary literature including poetry, music, culture, and oral storytelling harkening back to the past for relevance and roots. Students will have the opportunity to further examine the rhythm of language from Old English to Modern English and, despite the evolution, recognize the patterns of speech that have stood the test of time and are still represented in our language today. Students will also have the opportunity to apply what they learn in this course to develop their narratives to express themselves.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL 1- Entering (#1900)

Grades: 9-12

Credits: 5.0

Prerequisite: None

Description: This ESL 1- Entering course is for non-native English speakers who have single-word, set phrases, or no English language skills. This course emphasizes competency of academic English language proficiency with a focus on basic conversational and literacy skills. Instruction will include academic English language skills necessary for success in content area classes. Students will work in all four language domains (listening, speaking, reading, and writing), to understand and produce academic English in various situations, using the WIDA Can-Do Descriptors Key Uses Level 1, as a guide to progress in mastering academic English language proficiency. Students will also be enriched in American culture through various experiences, such as field trips, guest speakers, and service-learning projects.

ESL 2- Emerging (#1904)

Grades: 9-12

Credits: 5.0

Prerequisite: None

Description: This ESL 2 Emerging course is for non-native English speakers who have the ability level of phrases, short sentences, and general language related to common tasks. This course emphasizes competency of academic English language proficiency with a focus on simple reading skills, expansion of receptive and productive vocabulary, and comprehension of short adapted reading selections. Instruction will include academic English language skills necessary for success in content area classes. Students will work in all four language domains (listening, speaking, reading, and writing), to understand and produce academic English in various situations, using the WIDA Can-Do Descriptors Key Uses Level 2, as a guide to progress in mastering academic English language proficiency. Students will also be enriched in American culture through various experiences, such as field trips, guest speakers, and service-learning projects.

ESL 3 – Developing (#1909)

Grades: 9-12

Credits: 5.0

Prerequisite: None

Description: This ESL 3 Developing course is for non-native English speakers who have the ability level of creating single and expanded sentences, as well as the use of general and some specific language related to academic tasks given. The student can speak English in everyday situations but still has some difficulty reading newspapers, understanding radio programs, television programs, and movies. This course emphasizes the continued acquisition of reading and writing skills needed for high school-level courses, expansion of receptive and productive vocabulary, and comprehension of medium-length adapted reading selections. Instruction will include academic English language skills necessary for success in content area classes. Students will work in all four language domains (listening, speaking, reading, and writing), to understand and produce academic English in various situations, using the WIDA Can-Do Descriptors Key Uses Level 3, as a guide to progress in mastering academic English language proficiency. Students will also be enriched in American culture through various experiences, such as field trips, guest speakers, and service-learning projects.

ESL 4- Expanding (#1902)**Grades: 9-12****Credits: 5.0****Prerequisite: None**

Description: This ESL 4 Expanding course is for non-native English speakers who have the ability level of creating a variety of sentences and the use of specific and some technical language related to academic tasks given. This class emphasizes the acquisition of higher-level reading skills needed for success in high school-level courses, expansion of receptive and productive vocabulary, and comprehension of both adapted and authentic reading selections of varying lengths. This is a literature driven-course as these students are bridging the gap between ESL and English Language Arts (ELA) classrooms. Instruction will include academic English language skills necessary for success in content area classes. Students will work in all four language domains (listening, speaking, reading, and writing), to understand and produce academic English in various situations, using the WIDA Can-Do Descriptors Key Uses Level 4, as a guide to progress in mastering academic English language proficiency. Students will also be enriched in American culture through various experiences, such as field trips, guest speakers, and service-learning projects.

ESL Language and Content Development (#1905)**Grades: 9-12****Credits: 5.0****Prerequisite: None**

Description: As part of the NJDOE approved High-Intensity ESL program, these classes complement the ESL 1-4 classes. The main objective is to develop the skills assessed on the WIDA ACCESS 2.0 and meet state requirements for graduation. The classes include intensive practice on developing a stronger sense of grade-level-appropriate English literacy skills. Students will learn commonly used idiomatic expressions as used in American English. The curriculum will emphasize English grade-level appropriate sentence structure, larger vocabulary to communicate, skills needed to translate ideas from sentences into paragraphs, advanced paragraph development, essay composition, advanced vocabulary, progressive reading comprehension strategies. Students will work toward writing a well-organized, five-paragraph essay with a clear thesis statement. The students will learn how to think critically, analyze readings, research methods, and compose complex essays while building background in the content areas. Special attention will be paid to the writing process, including outlining, drafting, revising, and proofreading. Speaking skills for the academic and professional world will also be stressed through oral presentations. These courses also place special emphasis on clarity of pronunciation.

MATHEMATICS

CONCEPTS OF ALGEBRA (#2100)

Grade: 9

Credits: 5.0

Prerequisite: None

Description: This is a fundamental course designed to support student achievement in mathematics. It strengthens the fundamental skills needed to be successful in all high school mathematics courses. Students in this course will be exposed to algebra topics in a problem-solving context that will prepare them to succeed in Algebra I, advanced math classes, and standardized assessments.

ALGEBRA I (#2200)

Grade: 9

Credits: 5

Prerequisite: Concepts of Algebra I

*Students may place into Algebra I by obtaining a 4 on the NJSL Math 8 Assessment, earning an A or B in 8th grade Math, or by teacher recommendation

*Satisfies NJDOE graduation requirement for Algebra I

Description: Algebra is the study of patterns and functions. In Algebra I, the students will focus on understanding the big ideas of equivalency and linearity, learn to use a variety of representations, including modeling with variables; begin to build connections between geometric objects and algebraic expressions, and use what they have previously learned about geometry, measurement, data analysis, and probability as applications of Algebra. The student will use appropriate tools and technology when applicable to assist in illustrating the connections between algebra and other areas of mathematics and demonstrate the power of algebra.

ALGEBRA I Accelerated

Grade: 9

Credits: 5

Prerequisite: Math 8

*Students may place into Algebra I Accelerated by obtaining a 4 on the NJSL Math 8 Assessment, earning an A or B in 8th grade Math, or by teacher recommendation

*Satisfies NJDOE graduation requirement for Algebra I

Algebra is the study of patterns and functions. In Algebra I, the students will focus on understanding the big ideas of equivalency and linearity, learn to use a variety of representations, including modeling with variables; begin to build connections between geometric objects and algebraic expressions, and use what they have previously learned about geometry, measurement, data analysis, and probability as applications of Algebra. The student will use appropriate tools and technology when applicable to assist in illustrating the connections between algebra and other areas of mathematics and demonstrate the power of algebra.

HONORS ALGEBRA I (#2251)**Grade: 9****Credits: 5.0**

The level of rigor suggests the following prerequisites: A or B average in Math 8, teacher recommendation, and demonstrated strength in math.

Description: This course is designed for the accelerated student who wishes to pursue post-secondary education at a more challenging 4-year college or university and, therefore, desires to reach Calculus before graduating from high school. Students will cover the same topics studied in the traditional Algebra I course but will do so using a rigorous and challenging approach.

GEOMETRY (#2400)**Grades: 9-12****Credits: 5.0****Prerequisite: Algebra I/Honors Algebra I**

Description: This course is designed to develop logical thinking and sequential problem solving through visualization, pictorial representation, and the application of geometric ideas to describe and answer questions about natural phenomena. Course content includes coordinate geometry, angles, logic, triangles, constructions, ratio, and proportions. The Pythagorean Theorem, circles, polygons, area and perimeter, surface area, and volume will also be explored.

HONORS GEOMETRY (#2451)**Grades: 9-10****Credits: 5.0**

The level of rigor suggests the following prerequisites: Eighth Grade Algebra, A or B average in a previous honors course or 88% or higher in a previous math course

Description: This course is designed for those students who plan to take additional honors courses in the future. Topics are treated in greater depth and at a more accelerated pace than in Geometry.

ALGEBRA II (#2500)**Grades: 10-12****Credits: 5.0****Prerequisite: Geometry**

Description: This course is intended to build upon the knowledge and skills gained from Algebra I. Included in the course content are linear equations and inequalities, polynomials, factoring, and special products. Further topics include rational expressions, radicals, and rational numbers as exponents, quadratic formulas, complex numbers, coordinate geometry, linear systems, functions, linear-quadratic systems, exponential functions, logarithms, and probability.

HONORS ALGEBRA II (#2551)**Grades: 10-12****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in a previous honors course or 88% or higher in a previous math course**

Description: This honors course is designed for the student who has demonstrated superior ability in mathematics. It introduces the solution of second-degree equations, the quadratic equation, and graphing. It stresses the use and application of exponents and radicals. It introduces conic sections, including the equations and graphs for the circle, ellipse, parabola, and hyperbola, matrices and determinants, exponential functions, and logarithms. The course treats abstract mathematical concepts in an accelerated manner and lays the foundation for the future study of calculus.

PRE-CALCULUS (#2600)**Grades: 11-12****Credits: 5.0****Prerequisite: Algebra II and Geometry**

Description: This course integrates algebra, geometry, and trigonometry to help the student understand and better appreciate the role each plays in mathematics. Topics include algebra review, lines, and circles, functions, quadratic functions, conic sections, polynomial functions, inverse functions, exponential and logarithmic functions, circular functions, trigonometric functions, limits, derivatives, and integrals (an introduction to calculus).

HONORS PRE-CALCULUS (#2651)**Grades: 11-12****Credits: 5.0****The level of rigor suggests the following prerequisites: A or B average in previous honors course or 88% or higher in a previous math course**

Description: This is an honors course designed for student who has demonstrated superior ability in mathematics. Included will be trigonometry and the continued study of advanced topics including linear functions, systems of equations and inequalities, polynomial and rational functions, the trigonometric functions. Further topics include graphs and inverses of trigonometric functions, trigonometric identities and equations, vectors and parametric equations, polar coordinates and complex numbers, exponential and logarithmic functions, and sequences and series, limits, and continuity, and derivatives (an introduction to calculus).

INTEGRATED MATHEMATICS (LHS#2708, CC#MTH-011)**Grades: 11-12****Credits: 5.0****Prerequisite: Geometry**

Description: Students in this course will review concepts from Algebra and Geometry including basic numerical processes with whole- numbers, fractions, decimals, ratios, proportions, and percent. Students will also be introduced to the Accuplacer and topics that relate to advanced algebra, probability and statistics, and discrete mathematics.

HONORS CALCULUS AND DISCRETE MATHEMATICS (#2707)

Grade: 12

Credits: 5.0

The level of rigor suggests the following prerequisites: A or B average in a previous honors course or 88% or higher in a previous math course

Description: Calculus and Discrete Mathematics is designed for the academic student with exceptional skills and is intended to be the culmination of the high school mathematics program. This course is designed to expose students to two college-level mathematics courses and is geared to those students who will pursue further study in math or science-related field. Students will be exposed to logarithmic and exponential functions, derivatives, integration, and their application in the physical world. The discrete mathematics topics include finding the best route from one city to another, probability, statistics, combinations, number sequences, and scheduling.

ADVANCED PLACEMENT CALCULUS (#2700)

dual credit eligible course

Grade: 12

Credits: 5.0

The level of rigor suggests the following prerequisites: A or B average in a previous honors course or 88% or higher in a previous math course

Description: The A.P. Calculus program is an accelerated program designed to expose the superior student to college-level studies and to prepare them for the A.P. Calculus AB examination as devised by the College Board. This course involves a comprehensive study of differential and integral calculus. The concepts of limits and continuity are analyzed as the basis for the study of calculus, and at the same time, a balance is maintained between theory, applications, and manipulative techniques. Included are concepts of differentiation of elementary and transcendental functions, differentials, and the definite integral, techniques of integration, series, and differential equations.

COLLEGE READINESS MATH (#2306)

Grade: 12

Credits: 5.00

Prerequisite: Students who have not demonstrated proficiency in math

Description: This course is designed to assist those students who have not demonstrated basic proficiency in mathematics. It will strengthen basic mathematical skills in Algebra I and will focus on the alternative state requirements for mathematics, and basic test-taking skills for standardized tests such as the ASVAB, the ACT, the SAT, and the Accuplacer. In addition, all work done in this class will be the basis of an in-depth review of the student's overall mathematical ability in meeting graduation standards. This course will be counted as an elective and will not count toward the math requirement for graduation.

HIGH SCHOOL MATHEMATICS INTERVENTION (#2307)**Grade: 9-12****Credits 2.5 or 5.0****Prerequisite: None**

Description: The critical need for strong mathematics skills are important both for careers and for college success. As part of the continuing effort to support students, this course will provide an opportunity for students to improve their basic mathematics skills. Students might be selected to participate based on multiple measures that would include previous course grades, benchmarks, and other state assessment performance, or other data points that indicate the need for more support to meet grade-level performance. As part of this mathematics intervention course, your student will have the opportunity to improve their mathematical skills by focusing on mathematical fluency and procedure which will ultimately help them in their mathematics course and on state assessments. This class also provides the environment for more student-teacher interactions because of its smaller class size and will be in addition to the student's regular Mathematics course. (2.5 or 5 credits)

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION I AND HEALTH I (#5100/5102)

Grade: 9
Credits: 5.0
Prerequisite: None

Description: This program is designed for students to demonstrate an ability to get along with others through team play, to understand the body's physical capabilities and limitations, and to appreciate various sports and games. Students will participate in team games including hockey, football, soccer, softball, basketball, and volleyball. Dance activities include aerobics, folk dancing, and square dancing. Physical fitness activities will feature weight training.

Health I course content will address current health topics including alcohol, tobacco, drugs, AIDS, disease prevention, and other related issues. Human sexuality will be explored, and mental health will be investigated.

PHYSICAL EDUCATION II AND HEALTH II (#5200/5202)

Grade: 10
Credits: 5.0
Prerequisite: Physical Education I and Health I

Description: This program consists of a variety of activities with emphasis on those that may be enjoyed after the student leaves school. These activities include tennis, volleyball, aerobics, jogging, softball, soccer, badminton, flag football, basketball, physical fitness, and weight training.

The Health II program provides all 10th-grade students with the study of safe driving as outlined in the New Jersey State Driver Education program. The program will develop proper attitudes, habits, and factual information about good driving as found in the New Jersey Rules of the Road. Included in this study is an awareness of the laws on the use, sale, and possession of alcohol and drugs as they relate to the lawful operation of a motor vehicle.

PHYSICAL EDUCATION III AND HEALTH III (#5300/5302)

Grade: 11
Credits: 5.0
Prerequisite: Physical Education II and Health II

Description: This program is an extension of the prior level in which activities are designed to foster healthy attitudes and appropriate physical skills for life. Students will participate in a variety of sports and recreation activities through an elective program. Activities include tennis, table tennis, jogging, badminton, dance (square dance, folk dance, etc.), softball, football, basketball, weight training, and aerobics.

At the Health III level, students deal with personality adjustments and family living. The student will attempt to build wholesome attitudes towards drives, feelings, and urges frequently present as adolescents mature into adults. The development of healthy sexual attitudes as well as a better understanding of human reproduction is stressed. Students are helped to understand and cope with sexual problems. The realities of marriage and family living are explored.

PHYSICAL EDUCATION IV AND HEALTH IV (#5400/5402)**Grade: 12****Credits: 5.0****Prerequisite: Physical Education III and Health III**

Description: Students will continue to refine their skills in the area of physical education and recreation. Students will develop attitudes and appropriate physical skills to assist them in remaining physically active during their lifetimes. Students will participate in a variety of sports and recreation activities through an elective program.

At the Health IV level, students will receive instruction in emergency first-aid and current issues in healthcare. The students will develop skills and knowledge of first-aid treatment in a variety of situations ranging from minor injuries to major emergencies. Students will demonstrate the proper CPR technique as outlined in the American Red Cross curriculum.

ATHLETIC TRAINING AND INJURY PREVENTION (#5520)**Grades: 10-12****Credits: 2.5**

Description: This course focuses on the fundamentals of athletic training and injury prevention. The course includes the basic principles of anatomy and the physiology of muscle and bone structure. Students will work with both the instructor and the athletic trainer.

TEEN PEP (#5530)**Grade: 11****Credits: 5.0**

Description: TEEN PEP (or Teen Prevention Education Program) is a year-long course that utilizes a comprehensive sexual health curriculum and results in a core group of trained peer educators who conduct outreach programs with peers, parents, and educators. The curriculum focuses on decision-making skills, preventing unplanned pregnancy, HIV/AIDS and other sexually transmitted infections, dating violence and date rape, sexual harassment, and other sexual health concerns.

The course is offered to juniors on an invitation-only basis. The course fulfills the Health and Physical Education requirement for grade 11.

SCIENCE

BIOLOGY (#4300)

Grades: 9-12

Credits: 5.0

Description: This lab course will continue to develop the basic biological concepts but now with an emphasis on the cell as the basic unit of structure and function of all organisms. Topics studied will be cell biology, biochemistry, and genetics. During the second half of the year, the anatomy and physiology of the human body will be studied, with a concentration on how cells form tissues, organs, and eventually organ systems. This is a laboratory course that meets five times per week.

HONORS BIOLOGY (#4351)

Grades: 9-10

Credits: 5.0

The level of rigor suggests the following prerequisites: A or B average in previous Science course, teacher recommendation, NJSLA- Science Proficiency

Description: This lab course is designed for academically talented students who plan to continue their education beyond high school, particularly in academic/career areas involving science. Content is essentially the same as Biology but is presented at an accelerated pace. Students will be expected to work well independently. Topics include cell biology, biochemistry, and genetics. During the second half of the year, the anatomy and physiology of the human body will be studied, with a concentration on how cells form tissues, organs, and eventually organ systems. This is a laboratory course that meets six times per week.

INTEGRATED SCIENCE (#4201)

Grades: 10-12

Credits: 5.0

Prerequisite: Biology

Description: This lab course will allow students to explore introductory topics in physical science and earth and space science while furthering their understanding of life science topics introduced in Biology. Students will be introduced to foundational concepts in chemistry, physics, and earth and space science. They will expand upon their understanding of biology through its application to both physical and earth and space science. This course will allow the students to develop a deep understanding of the relationships between the various science domains and how they work together to accomplish complex scientific processes. While knowledge of content is being developed, students will be engaged in real-life, hands-on, and cooperative activities that encourage problem-solving, critical thinking, and decision-making.

HONORS INTEGRATED SCIENCE (#4202)**Grades: 10-12****Credits: 5.0****Recommended Prerequisite: A or B average in Biology, A, B, or C in Honors Biology, Teacher recommendation**

Description: This lab course presents the same concepts as Physical Science, but at an accelerated pace and in the additional depth of analysis. Select additional concepts are also introduced. As with Integrated Science, this course will allow students to explore introductory topics in physical science and earth and space science while furthering their understanding of life science topics introduced in Biology. Students will be introduced to foundational concepts in chemistry, physics, and earth and space science. They will expand upon their understanding of biology through its application to both physical and earth and space science. This course will allow the students to develop a deep understanding of the relationships between the various science domains and how they work together to accomplish complex scientific processes. While knowledge of content is being developed, students will be engaged in real-life, hands-on, and cooperative activities that encourage problem-solving, critical thinking, and decision-making.

CHEMISTRY (#4400)**Grades: 10-12****Credits: 6.0****Prerequisite: Integrated Science, Geometry A or B average**

Description: This course is designed to prepare the student for chemistry courses offered at college, nursing school, or related technical school. The properties of matter, its structure, its composition, and the changes it undergoes will be studied. Major topics covered are atomic theory, the Periodic Table of the Elements, chemical reactions, acid-base theory, chemical bonding, kinetic molecular theory, and solutions. A double lab period is provided once a week to support the topics that are studied. This is a laboratory course that meets six periods per week.

HONORS CHEMISTRY (#4450)**Grades: 10-12****Credits: 6.0****The level of rigor suggests the following prerequisites: A or B average in Honors Integrated Science or recommendation from Honors Biology teacher**

Description: This course is designed to prepare the student for chemistry that will be encountered in college. It will deal with all the concepts taught in Chemistry but in greater depth and with greater rigor. Additional lab work will be completed and analyzed. Students must be able to work independently in lab situations and out of class. This is a laboratory course that meets six periods per week.

ADVANCED PLACEMENT CHEMISTRY (#4455)

dual credit eligible course

Grades: 11-12

Credits: 6.0

Prerequisite: A or B average in Honors Chemistry, or teacher recommendation

Description: A.P. chemistry is a college-level program, using first-year college-level texts and laboratory experiments. It is designed to give the science major a more extensive chemical background than is possible from a regular chemistry course alone. The course content will cover concepts such as acid-base and solution equilibrium, thermochemistry, electrochemistry, oxidation-reduction, and organic chemistry. This course is designed such that a student, who is interested in science as a career, may receive advanced placement at the college level upon successful performance on the Advanced Placement Examination. This is a laboratory course that meets six times per week.

PHYSICS (#4500)

Grades: 11-12

Credits: 6.0

Prerequisite: Chemistry, Algebra II

Description: The major concept of this course is the study and analysis of the interaction of nature and energy with mathematics used in describing phenomena. Major topics include motion, solid and fluid mechanics, energy, heat, light and sound, electricity, magnetism, the atom, and nuclear physics. Students are expected to develop competency in laboratory techniques. This is a laboratory course that meets six periods per week. Students will plan and conduct investigations, analyze data, use math to support claims, and apply scientific ideas to make sense of phenomena in nature. Major topics include force and motion, fundamental forces, Kepler's laws, energy, physics of the geosphere, wave properties, electromagnetic radiation, and electricity and magnetism. Students are expected to demonstrate proficiency in asking questions, engaging in arguments from evidence, and obtaining, evaluating, and communicating information. This is a laboratory course that meets six periods per week.

ADVANCED PLACEMENT BIOLOGY (#4355)

dual credit eligible course

Grades: 11-12

Credits: 6.0

Prerequisite: This course is taught and proceeds at a college-level pace. Therefore, the following prerequisites are required: A or B in previous science and math courses or AP Biology instructor approval.

Description: AP Biology is an introductory-level college biology course that utilizes the instruction of four big ideas and inquiry-based labs to prepare students for the college experience in a high school setting and to sit for the College Board's AP Biology Exam in May. The four big ideas encompass evolution and cellular process - genetics, energy, communication, information transfer, ecology, and interactions; competent math skills are a vital component to being a successful student scientist. In this course, one or more long-term labs (longer than one month) may be carried out, as determined by the instructor and the students. Taking Anatomy & Physiology before or concurrently with this course is highly recommended as these topics are part of the course but only a few body systems are covered due to time constraints. After the exam, students will participate in a variety of interesting projects, such as writing a children's book and completing dissections.

ADVANCED PLACEMENT PHYSICS 1: MECHANICS (#4561)

dual credit eligible course

Grades: 11-12

Credits: 6.0

Prerequisite: Chemistry, Algebra II

Description: A.P. Mechanics is a college-level program that is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power. It is designed to enhance the scientific maturity of the students through a vigorous emphasis on the fundamentals of physics. It follows the AP Physics I curriculum provided by the College Board.

ADVANCED PLACEMENT PHYSICS 2: ELECTROMAGNETISM (#4560)

dual credit eligible course

Grades: 11-12

Credits: 6.0

Prerequisite: Chemistry, Algebra II

Description: A.P. Electromagnetism is a college-level program that is the equivalent of a second-semester college course in algebra-based physics. The course covers sound and waves, fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. It is designed to enhance the scientific maturity of the students through a vigorous emphasis on electromagnetism and atomic physics. It follows the AP Physics II curriculum provided by the College Board.

ENVIRONMENTAL SCIENCE (#4625)

Grades: 11-12

Credits: 5.0

Prerequisite: Integrated Science or Biology

Description: This course provides an in-depth study of the environment in our country and on our planet. The students will learn the basics of ecology and the various characteristics of ecosystems and then apply these concepts through participation in recycling and environmental awareness activities. Current issues, including population growth, pollution, land use, energy use, and water quality will be explored and analyzed. Our overall goal is to learn to live sustainably to ensure future generations have the resources they need to survive.

ANATOMY AND PHYSIOLOGY (#4635)

dual credit eligible course

Grades: 11-12

Credits: 5.0

Prerequisite: The student must have completed the required three lab courses needed to graduate before taking this class. Students should have an interest in the course material.

Description: Anatomy and Physiology will provide students with fundamental concepts in human anatomy and physiology. This course is designed to help students prepare for higher education, to further their studies in an area of biological interest, or to enter a health-related profession. Students will master structural names and locations, physiological contributions associated with these structures, and the impact disease and aging have on these contributions. In addition, medical terminology, diagnostic tools, current research, and clinical advances will be addressed and related to how disease can be avoided and controlled. The units covered will provide an in-depth study of the eleven body systems.

ASTRONOMY AND SPACE (#4615)

Grades: 9-12
Credits: 2.5
Prerequisite: None

Description: This course provides students with knowledge of our universe. Students will gain insight into the methods and techniques of astronomers. Topics covered include exploring space, our solar system, stars and their evolution, and our position in the universe.

FOOD SCIENCE (#4637)

Grades: 9-12
Credits: 2.5
Prerequisite: None

Description: Food science and cooking are some of the oldest applications of biology and chemistry known to humankind. This course is designed around food, cooking, and the appropriate chemistry, biochemistry, and physics that go along with the understanding of what is happening in the kitchen. Topics include the chemistry of pastry and eggs, the science of hot sauce and salsa, what is taste, and the physics of cooking techniques. Through hands-on activities, as well as cooperative learning, students will be able to apply general scientific ideas to everyday food.

FORENSIC SCIENCE (#4638)

dual credit eligible course

Grades: 9-12
Credits: 2.5
Prerequisite: None

Description: Forensic science is a course that illustrates how science and technology affect various aspects of society. The main focus of the course is on techniques used in forensic science to solve crimes. Topics covered are crime scene evaluation, fingerprint analysis, DNA analysis, toxicology (drug analysis), serology, ballistics, hair, and fibers, paint analysis, handwriting analysis, forensic anthropology (bone analysis), and profiling/interrogation.

SOCIAL STUDIES

UNITED STATES HISTORY 1 (#3200)

Grade: 9-10
Credits: 5.0
Prerequisite: None

Description: US History 1 is the history of the United States from the Age of Discovery through the Civil War; a survey of U.S. History to the post-Civil War period. The course focuses on the geographical, intellectual, political, economic, and cultural development of the American people, and places U.S. events in the context of world politics. It fulfills one of the two required years of American History in New Jersey public schools. The course presents the forces that shaped the political, economic, and social institutions of the United States. Students will demonstrate their competency in a variety of social studies skill areas.

HONORS UNITED STATES HISTORY 1 (#3251)

Grade: 9-10
Credits: 5.0
Prerequisite: Teacher Recommendation for Freshman

Description: This course will progress at an accelerated pace. It requires students to demonstrate self-motivation, self-discipline, and a high degree of ability to comprehend Historical concepts. This course is characteristically heavy in factual content and requires analytical skills needed to deal critically with the rapidly changing interpretation of history. This is a comprehensive course in American History organized chronologically, beginning with exploration and ending circa 1900. It fulfills one of the two required years of American History in New Jersey public schools. The course presents the forces that shaped the political, economic, and social institutions of the United States. Students will demonstrate their competency in a variety of social studies skill areas.

UNITED STATES HISTORY 2 (#3300)

Grade: 11
Credits: 5.0
Prerequisite: United States History 1

Description: US History 2 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History 2 examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

HONORS UNITED STATES HISTORY 2 Credits: 5.0**Prerequisite: United States History 1**

Description: Honors US History 2 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. This Honors level section will have a heightened focus on reading and writing inside the content area. There will also be an additional focus on the use of primary documents and other authentic historical documents. Honor students will be expected to complete readings on their own and respond through rigorous writing tasks. United States History 2 examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

WORLD HISTORY (#3100)*dual credit eligible course***Grade: 12****Credits: 5.0****Prerequisite: United States History 2**

Description: World History is the study of the historical development of people, places, and patterns of life from ancient times until roughly 1600 AD. Students will use skills of historical and geographical analysis to explore the early history of the world and its people.

HONORS WORLD HISTORY (#3151)*dual credit eligible course***Grade: 12****Credits: 5.0**

The level of rigor suggests the following prerequisites: Honors United States History 2, an A or B average in United States History 2, and/or Teacher Recommendation

Description: World History is the study of the historical development of people, places, and patterns of life from ancient times until roughly 1600 AD. Students will use skills of historical and geographical analysis to explore the early history of the world and its people. This Honors level section will have a heightened focus on reading and writing inside the content area. There will also be an additional focus on the use of Primary Documents and other authentic historical documents. Honor students will be expected to complete readings on their own and respond through rigorous writing tasks.

ADVANCED PLACEMENT UNITED STATES HISTORY (# 3252)*dual credit eligible course***Grade: 11**

Credits: 5.0

The level of rigor suggests the following prerequisites: Honors United States History 1 and Honors United States History 2

Description: The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. All students enrolled in the course are expected to take the AP exam given in May.

BEHAVIORAL SCIENCES (#3400)

Grades: 9-12

Credits: 2.5

Prerequisite: None

Description: Behavioral Sciences is an introductory course in the fascinating world of Psychology. If you've ever wondered why you act a certain way, then this course is for you! Students will study the "how & why" of human behavior. This course is a great head start if you are planning on continuing your education at the college level. Covers topics such as Sleep & Dreaming, Addiction, Optical Illusions, Memory, & Intelligence.

AFRICAN AMERICAN STUDIES (#3461)

Grades: 9-12

Credits: 2.5

Prerequisite: None

Description: In the past few decades, historians and others have begun to uncover a history that was largely discarded, overlooked, and ignored – the history of America from the African American perspective. This course will examine the origin of African American people in continental Africa and trace the black experience in America to the present; emphasis will be placed on: African roots, transition to slavery, the realities of slavery, opposition to slavery, the Civil War, Reconstruction, and its aftermath, the period of Jim Crow, black nationalism, African American participation in the World Wars, institutional development, and the modern Civil Rights movement. We will study the evolution of this experience throughout the history of the United States as well as the complicated racial problems that continue to this day.

CRIMINAL JUSTICE (#3462)

Grades: 9-12

Credits: 2.5

Prerequisite: None

Description: Intro to Criminal Justice is an exploration of the historical development, current operation, and future trends of criminal justice. Emphasis will be placed on contemporary problems in the definition of law, the enforcement of the law, strategies of policing, judicial systems, sentencing strategies, correctional practices, and emerging forms of justice. While the focus of the content will be practiced in the United States, we will also look at other cultures and their systems of justice. This course will provide students with an introduction and overview of the system of criminal justice operated in the United States today. Beginning with a survey of the sources, philosophies, and role of law in society, this course will provide a brief examination of those factors that distinguish civil, criminal, and social justice from one another.

POP CULTURE (#3463)

Grades: 9-12
Credits: 2.5
Prerequisite: None

DESCRIPTION: In recent decades, popular culture has become increasingly central to social life in America. Popular culture plays a vital role in shaping not only how we think about ourselves and each other, but also about the larger world around us. Throughout this quarter, you will learn how to analyze popular culture from a sociological perspective. Some of the key questions we will examine are: What makes culture “popular?” Who are the creators of popular culture? How does popular culture impact our lives? What can we learn about who we are as a people by studying popular culture? By the end of the quarter, you should be able to critically analyze popular culture by placing it within a broader social context. You will learn how to “read” popular culture much like a text. We will touch upon a wide range of popular culture “texts,” from commodities and advertisements to movies and television to music and fashion.

CONTEMPORARY ISSUES (#3464)

Grade: 11-12

Credits: 2.5

Prerequisite: English 10 and US History 1

Description: In Contemporary Issues, students study various dynamic issues facing today’s society enabling them to discover their values and responsibilities as citizens in that society. This course looks at issues of importance to students in today's world. Topics such as legal issues, elections, health issues, religion and other common events of today's world will be the focus. Students will utilize different learning methods to research, discuss, debate and formulate opinions on those contemporary issues.

MINORITIES IN AMERICA (#3565)

Grade: 9-12

Credits: 2.5

Prerequisite: none

This course will cover women, LGBTQ, African American, and Hispanic struggles and will examine how these groups have impacted different aspects of American history. Students will not only learn the history of these communities, but also their current influence on American Society.

WORLD LANGUAGES

SPANISH

SPANISH 1 (#1316)

Grades: 9-12
Credits: 5.0
Prerequisite: None

Description: Spanish 1 is an introduction to the Spanish language and culture. All language skills (including listening, speaking, reading, and writing) will be presented in Spanish, with an emphasis on students acquiring the language. Students are expected to produce language throughout the year. Acquired skills will allow students to communicate in real-life situations in the context of thematic units. Skills will include basic grammar, pronunciation, intonation, vocabulary, and culture. Spanish-speaking US cities, Latin American countries, and Spain will be studied. Culture will be embedded throughout the class in a linguistic context. This course is designed for students who have not studied Spanish. Student participation is essential at all levels of the Spanish program.

SPANISH 2 (#1302)

Grades: 9-12
Credits: 5.0
Prerequisite: Spanish 1

Description: Spanish 2 continues skill development from Spanish 1. Students learn to communicate in a wider context and conversational ability, as well as expand their grammatical skills in Spanish. Listening comprehension, speaking, reading, and writing continues to be the focus of the course. With greater command of vocabulary and structures, students will converse with increasing ease and confidence. Cultures of the Spanish-speaking world will continue to be studied throughout the year in a linguistic context. Student participation is essential at all levels of the Spanish program.

SPANISH 3 (#1303)

dual credit eligible course

Grades: 10-12
Credits: 5.0
Prerequisite: Spanish 2

Description: Spanish 3 will provide students with the ability to become more comfortable with spontaneity and fluency in Spanish, at a normal rate of speech. Students will be able to ask for clarification or repetition when needed. They will converse and write accurately, using more complex vocabulary and structures to express original ideas. After reviewing the fundamental structures of language, students will read and write essays, short stories, and poems. Spanish culture and customs will be examined more closely through literature, as well as through a linguistic context. Speaking and listening comprehension will continue to take an important role in this class. Student participation is essential at all levels of the Spanish program. **This course is taught primarily in Spanish and students are expected to speak in the target language.**

SPANISH 4 (#1304)

dual credit eligible course

Grades: 11-12

Credits: 5.0

Prerequisite: Spanish 3

Description: Spanish 4 emphasizes the intensive oral and written practice of Spanish. Students will continue to develop fluency in spoken Spanish and improved listening comprehension skills. Students will develop competency in the written and spoken language through a study of advanced grammar and vocabulary, which includes analysis of selected literary and cultural documents. Reading and written texts provide an overview of historical, literary, and cultural topics, designed to enhance the appreciation of the Spanish-speaking world and its contribution to society. This course will include the continued study of advanced grammatical concepts of the Spanish language. Student participation is essential at all levels of the Spanish program. **This course is taught primarily in Spanish and students are expected to speak in the target language.**

SPANISH FOR HERITAGE SPEAKERS 1 (#1315)

Grades: 9-12

Credits: 5.0

Prerequisite: None

Description: This college preparatory course is for students whose home language is Spanish. In this first level of Spanish for Spanish-speakers program, the student will develop their reading, listening, writing, and speaking skills in Spanish. Students will study Hispanic history and culture, as well as the political and socio-economic issues facing the Spanish-speaking world. In this class, the student will be introduced to the study of grammar and literature of the Spanish language. Students will be expected to participate orally through debates, oral presentations, demonstrations, speeches, and student lectures. Writing assignments for this course will focus on the advanced paragraph and the three-paragraph essay. The differences between formal and informal language, both oral and written, will be stressed throughout the year.

SPANISH FOR HERITAGE SPEAKERS 2 (#1317)

Grades: 9-12

Credits: 5.0

Prerequisite: None

Description: This college preparatory course is for students whose home language is Spanish. In the second level of Spanish for Spanish-speakers program, the student will continue to develop their reading, listening, writing, and speaking skills in Spanish. Students will study additional Hispanic history and culture, as well as the political and socio-economic issues facing the Spanish-speaking world. In Spanish for Heritage Speakers 2, the student will continue the study

of grammar and literature of the Spanish language. The student will be expected to participate orally through debates, oral presentations, demonstrations, speeches, and student lectures. Writing assignments for this course build on the foundation of the advanced paragraph and the three-paragraph essay and will continue to move students to larger writing tasks. The differences between formal and informal language, both oral and written, will continue to be stressed throughout the year.

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE (#7343)

Grades: 9-12

Credits: 5.0

Prerequisite: None

Description: American Sign Language is a visual language with vocabulary, grammar, idioms, and syntax different from English. This course focuses on the development of conversational sign-language skills and the grammatical structure of American Sign Language. Students are exposed to a variety of sign systems and modes of communication used by the Deaf community. This course introduces the history of sign language and the importance of Deaf culture. Class participation is an integral part of the course.

FRESHMAN SEMINAR

FRESHMAN SEMINAR (#3106)

Grade: 9

Credits: 5.0

Prerequisite: None

Description: Are you worried about making the transition to high school? Freshman Seminar is a course designed to help. In this class, you will learn the ins and outs of being a successful high school student. You'll learn what LHS can offer you and decide how best you can get involved. For the year, you will learn skills that will help you throughout life: how to study better, work in groups, set goals, and be an active member of the community. Because this is a class all about how to be a highly effective teenager, it is required for all incoming freshmen.

SENIOR SEMINAR HONORS (#3701)

Grade 12

Credits: 5.0

Prerequisite: Administrative recommendation only

Description: Do you want to be a true leader at LHS? A select number of seniors who apply will become senior mentors – the most important and responsible student position in the school. Throughout the year, mentors will work with the freshmen as guides, helpers, and role models. All mentors attend several training events throughout the year, including a three-day training camp in September.

BUSINESS EDUCATION

TWENTY-FIRST CENTURY COMPUTER APPLICATIONS (#6100)

Grades: 9-12
Credits: 2.5
Prerequisite: None

Description: The Twenty-first-century computer applications course stresses business and personal communication skills in the form of letters, memos, and resumes. Students will create various forms of slide presentations, and organize and present presentations to the class. Each student will create a website. Students will be introduced to the concepts of spreadsheets and discuss tracking data to prepare an actionable report. Spreadsheets will be created for business and personal use.

PERSONAL FINANCE (#6129)

Grades: 9-12
Credits: 2.5
Prerequisites: None

Description: This is a foundation-level course for any student interested in studying business. It also serves as a general knowledge course with applications for personal life. Financial Literacy topics include the different types of businesses, personal money management, personal rights and responsibilities under the law, credit (cars, credit cards, mortgage), ways to avoid debt, get out of debt, car insurance, home insurance, life insurance, and managing a checking account. This course is recommended for anyone who will eventually live on their own. This course satisfies the 2.5 financial literacy credit requirement.

INTRODUCTION TO BUSINESS (#6300)

Grades: 9-12
Credits: 2.5
Prerequisites: None

Description: Introduction to Business is designed for students who have an interest in exploring 21st-century business operations. The goal of this course is to introduce students to the different internal and external elements of a business and the context in which a business operates. Introduction to Business explores common elements and characteristics of business such as marketing, accounting, economics, management, technology, and ethics. From the moment students step into the classroom, they will vote on student job roles that carry responsibilities. Students will have oversight from student “Assistant Managers” they vote on and the teacher will serve as the CEO of the business. The overall goal is to expose students to a business environment early on so they can make an informed decision about future possible career paths in the business field.

ENTREPRENEURSHIP (#6400)**Grades: 11-12****Credits: 2.5****Prerequisite: None**

Description: Entrepreneurship prepares students to understand the operation of a business in a free-enterprise system. Topics include understanding entrepreneurship in the 21st century, types of business ownership, developing business plans, management of risk, purchasing, advertising, and human resources. Students will also explore legal and social responsibilities for businesses. The course includes the ongoing development of a simulated business startup in today's market.

CAREER READINESS (#6500)**Grades: 11-12****Credits: 2.5****Prerequisites: Personal Finance, Introduction to Business, or Entrepreneurship**

Description: Career Readiness provides students with skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post-secondary options within the 16 Career Clusters and Occupational Outlook Handbook, tools to assess interests and skills, and interactions with professionals from the field. Students will learn the importance of a workplace portfolio and will participate in activities such as mock interviewing. Character education will be woven through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster life-long learners who are productive citizens and workers in a global community

PRODUCT AND EVENT MARKETING (#6600)**Grades: 10-12****Credits: 2.5****Prerequisites: None**

Description: Product and Event marketing prepares students to develop and market products and events to consumers. The course includes explorations of consumer behavior, the basic principles of marketing research, product demand, profitability, pricing, campaigning and strategic planning, market segmentation, modes and methods of advertising, and consumer relations. Marketing knowledge and skills will be applied to simulated and real consumer products, sporting events, entertainment experiences, and other commercial markets.

SCHOOL-BASED ENTERPRISE (#6650)**Grades 10-12****Credits 2.5**

Course Description: School Based Enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBE provides realistic and practical learning experiences that reinforce classroom instruction.

COMPUTER GRAPHICS

INTRODUCTION TO COMPUTER GRAPHICS (#8150)

Grades: 9-12

Credits: 2.5

Prerequisite: None

Description: This course exposes students to elementary and more advanced graphic design techniques. Students will explore the Adobe Suite of graphic design applications. Using the elements and principles of design, students will explore the art of computer-generated images while building real-world skills in the graphic arts industry.

PHOTOGRAPHY & EDITING (#8152)

Grades: 9-12

Credits: 2.5

Prerequisite: Introduction to Computer Graphics, Art 1, or Introduction to Sculpture

Description: This course is an introduction to Photography and Image Editing. Students will learn the fundamental skills to creatively and effectively use a digital camera and image editing software such as Adobe Photoshop and Adobe Lightroom. Students will gain technical proficiency with digital photography settings including composition, the rule of thirds, aperture settings, shutter speeds, ISO ratings, exposure modes, lighting, focusing, and other concepts. Students will be creating their own body of photography work as well as producing and editing photos for various school activities such as sports, theater, school events, etc. Students are encouraged to use their own cameras; however, a variety of film and digital cameras will be available for student use. Students who take this course will have taken one of the three introductory art courses which cover the basics of the Elements of Art and the Principles of Design.

DIGITAL DESIGN (#8513)

Grades: 9-12

Credits: 2.5

Prerequisite: Introduction to Computer Graphics, Art 1 or Introduction to Sculpture

Description: This course covers the basics of vector graphic design. Vector graphics are a computer image format where Graphic designers create graphics that need to be scaled. Vector graphics can be used to design anything from logos and icons to posters, t-shirts, and complex illustrations. Students will have an opportunity to draw shapes and design logos, flyers, posters, banners, business cards or any other vector graphics for print or web. In addition, the related topic

of typography and working with text, which is vector based, will be covered as will. Students will learn the fundamental skills to creatively and effectively use vector image software such as Adobe Illustrator and Sketchup. Students who take this course will have taken one of the three introductory art courses which cover the basics of the Elements of Art and the Principles of Design.

DIGITAL ILLUSTRATION & PAINTING (#8514)

Grades: 9-12

Credits: 2.5

Prerequisite: Introduction to Computer Graphics, Art 1 or Introduction to Sculpture

Description: In this course, students will gain a deep understanding of digital drawing and painting techniques. Students will learn cutting-edge digital art software that provides new opportunities to explore and experiment with a wide array of digital tools that both stimulate and enhance traditional media. Students will create their work with art-based applications such as Adobe Photoshop, Procreate, Corel Painter, etc. that lend themselves to either tablets and/or computers. Students' work will be drawn from observational studies, memory, and imagination. Students will develop their own individual work and practice skills relevant to today's creative industry. Students who take this course will have taken one of the three introductory art courses which cover the basics of the Elements of Art and the Principles of Design. In addition, it is highly recommended that students also take Art III-Illustration which is a companion course to this class.

PUBLICATIONS: DESIGN, LAYOUT, & COPY (#8156)

Grades: 9-12

Credits: 2.5

Prerequisite: Art I, Intro to Sculpture, Intro to Computer Graphics

Description: This course deals with layout design and using graphic applications on the computer to produce the school newspaper and yearbook. This course also focuses on the integration of text, typography, photos, and graphics/imagery in a variety of media. It will further provide the student with the opportunity to explore issues in the area of graphic design and layout. In addition, students will create a variety of printed materials for school activities

PRACTICAL ARTS

CULINARY SKILLS 1 (#7342)

Grades: 9-12

Credits: 2.5

Prerequisite: None

Description: Culinary Skills 1 concentrates on exploring the components and lifelong benefits of sound nutrition and wellness practices. Planning for wellness and fitness, selection and preparation of nutritious meals and snacks, using the Food Pyramid and nutritional labeling, safety, sanitation, and recycling will be explored. Students will be empowered to apply these principles in their everyday lives.

CULINARY SKILLS 2 (#7343)

Grades: 10-12

Credits: 5.0

Prerequisite: Culinary Skills 1

Description: This course reinforces knowledge, skills and techniques of basic cooking. Vegetables, starch, stock, soup and sauce cookery are investigated and produced. This course will also develop skills and techniques used in preparing, plating, and serving main course dishes.

MUSIC

INTRODUCTION TO INSTRUMENTAL MUSIC (#9118)

Grades: 9-12
Credits: 2.5
Prerequisite: None

Description: This course would cover the fundamentals of music performance. During the two-quarter class, the students would learn to read and perform music on several contemporary instruments.

Students will explore instruments including piano/keyboard, guitar, drums/percussion, wind instruments, and will also experience group performances. The students would learn to play each of these instruments at a basic level. The students would learn to read and understand basic musical notation. For the students who find interest in these instruments, and would like to continue playing, this course could serve as a stepping-stone to the concert band or the percussion ensemble.

This course is intended for students with little or no experience in instrumental music.

INSTRUMENTAL MUSIC – BAND (#9120)

Grades: 9-12
Credits: 5.0
Prerequisite: Ability to read music AND previous experience on a musical instrument:
Flute, Oboe, Clarinet, Saxophone, Bassoon, Trumpet, French Horn, Trombone, Euphonium, Baritone, Tuba, Bass, Guitar, Piano or Percussion – or director recommendation

Description: Band will provide an ensemble experience for the instrumental students. The development of techniques, intonation, interpretation and general musicianship will be emphasized. The course aims to build a musical organization that will be a credit to the individual, the school, and the community. This course is open to any student who is proficient in a traditional concert band instrument. Public performance is a requirement for this course and will be included when determining the student's grade.

JAZZ IMPROVISATION (#9216)

Grades: 9-12
Credits: 5.0
Prerequisite: Admission by audition or recommendation of the middle or high school band director

Description: Students will study jazz music as an art form through performance in a small ensemble setting. Emphasis will be placed on learning the theory and skills of improvising melodies over chord changes. Students enrolling in this course must be proficient on a standard concert band wind instrument, guitar, bass guitar, piano, or drum set. This course is co-curricular and will involve public performances outside of the normal school day.

INSTRUMENTAL MUSIC – Percussion Ensemble (#9160)**Grades: 9-12****Credits: 5.0****Prerequisite: Ability to read music AND previous experience on a percussion instrument, or director recommendation**

Description: Percussion will provide an ensemble experience geared to percussion students. The development of techniques, rudiments, interpretation, and general musicianship will be emphasized. The course aims to build a musical organization that will be a credit to the individual, the school, and the community. This course is open to any student who is proficient on a traditional percussion instrument. Public performance is a requirement for this course and will be included when determining the student's grade.

VOCAL MUSIC – CHOIR (#9140)**Grades: 9-12****Credits: 5.0****Prerequisite: None**

Description: This course will incorporate vocal technique through proper posture and breathing, good diction, notation, reading clefs and meter signs, and basic Italian terminology as it pertains to the interpretation of music. Students will be expected to sing the required class material alone or in an ensemble. Public performance is an extension of the class. Rotating lessons are also offered to advance the individual's technique. Various size groups may be formed from the chorus as the program develops.

MUSIC THEORY 1 (#9170)**Grades: 10-12****Credits: 2.5****Prerequisite: Previous experience in music. The student must also be a performing member of either the band or the choir.**

Description: This is a course designed for students with a basic understanding of music theory. Previous experience in music is required. This course will study the written construction of music. Both aural and written theory will be stressed. The course culminates in the performance of both personal and school group music written and arranged by students in the class.

MUSIC THEORY 2 (#9171)**Grades: 10-12****Credits: 2.5****Prerequisite: Music Theory 1 or permission of the instructor. The student must also be a performing member of either the band or the choir.**

Description: This is a course designed for students who have a strong foundation in music theory. Students in this section will learn the basics of composing and arranging complex melodies and harmonies. Both aural and written theory will be stressed. The course culminates in

the performance of both personal and school group music written and arranged by students in the class.

TECHNOLOGY

INTRODUCTION TO COMPUTER SCIENCE

Grades: 9-12
Credits: 2.5
Prerequisite: None

Units: Digital Information, The Internet, Algorithms, Data, Cybersecurity, 3D Printing, and Sphero robotics

In this course students will learn how computers are able to represent and share digital information. We will review binary code and how it is used to create everything from text to videos. We will then learn how the internet works and how digital information is reliably sent from one computer to another. Following topics on digital information, we will look at how computers are able to process information and communicate relationships. Finally, we will learn how to use a 3D printer and print our own projects that will be used alongside Sphero robots.

*Students wishing to take the AP Computer Science Exam must enroll in both Introduction to Computer Science and Introduction to Programming.

INTRODUCTION TO PROGRAMMING (#4640)

Grades: 9-12
Credits: 2.5
Prerequisite: None

Units: Intro to App Design, Variables, Conditionals, Functions, Lists, Loops, Traversals, Parameters, Returns, Libraries, Python, and Raspberry Pi

In this course students will learn how to program using JavaScript and Python. We will use JavaScript to create simple apps that can be viewed on your own cell phone. Students will learn the fundamental concepts that all computer programming languages follow which will allow them to develop their very own apps by the end of the semester. Finally, we will review the differences between JavaScript and Python and use Raspberry Pi computers to study physical computing. Physical computing allows computers to interact with the world around them through human input.

*Students wishing to take the AP Computer Science Exam must enroll in both Introduction to Computer Science and Introduction to Programming.

CLOUD COMPUTING (#4641)**Grades: 9-12****Credits: 2.5****Prerequisites: Introduction to Programming**

This introductory course is designed to give an overview of how Amazon Web Services (AWS) services and cloud computing can be used to solve real-world problems in a variety of industries. Through this course, students will gain a better understanding of the importance of cloud computing skills in many job roles and receive a high-level introduction to numerous AWS services. Students will explore AWS services and technologies, and how they can support businesses across the globe. Students will also learn to build on the AWS Management Console, examine successful cloud implementations, and apply their knowledge to cloud-based scenarios.

INTRODUCTION TO VIDEO PRODUCTION - VP1 (#9840)**Grades: 9-12****Credits: 2.5****Prerequisite: None**

Description: This course is designed to introduce students to video technology and the production process. Students will gain familiarity with industry terminology, and production equipment, and practice fundamental production techniques. Special emphasis is placed on ENG (electronic news gathering) and Film Style productions. The coursework demands considerable time outside of class after school, and cooperative group work to complete projects. This course will direct students on a path towards pursuing a major in video production when in college, and is the first of 6 needed courses before obtaining a Video Broadcasting Academy Certificate.

VIDEO PRODUCTION II- Advanced Production (#9841a)**Grades: 9-12****Credits: 2.5****Prerequisite: Video Production I or Teacher Recommendation**

Description: This course is an extension of Video Production I but with a focus on commercial advertising, producing a music video, intermediary production techniques. This class is intended for students interested in exploring and pursuing a future in media arts. The coursework demands considerable time outside of class after school, and cooperative group work to complete projects. This course, completed, may serve as the second of 6 needed courses before obtaining a Video Broadcasting Academy Certificate.

VIDEO PRODUCTION III- Film Studies (#9841a)**Grades: 10-12****Credits: 2.5****Prerequisite: Video Production I & 2 or Teacher Recommendation**

Description: This course is an extension of Video Production I & 2 but with a focus on producing theatrical-style films, with additional emphasis placed on aesthetic considerations and advanced production techniques. The big project for this class will be a 15-minute Silent Film. This class is intended for students interested in exploring and pursuing a future in media arts. The coursework demands considerable time outside of class after school, and cooperative group work to complete projects. Students will also be required to videotape various events, such as sports, concerts, and plays. This course, completed, may serve as the third of 6 needed courses before obtaining a Video Broadcasting Academy Certificate.

VIDEO JOURNALISM (#9850)**Grades: 9-12****Credits: 2.5****Prerequisite: None**

Description: In this class, students will interview key members of the Lindenwold community, record news stories of HS School events that will air during The Morning Roar, and produce documentary-style programming for LHS-TV. Students will have to have transpiration which will allow them to videotape interviews on location. They will be asked to videotape these interviews after school and on weekends. These students will also help run the day-to-day operations of the TV station. Including, updating the community message board. This is a serious video production class and will allow the student to learn a craft through hands-on real-world training.

INTRODUCTION TO AUDIO RECORDING (#9843)**Grades: 9 -12****Credits: 2.5****Prerequisite: None**

Description: This is an introductory music & audio recording course that covers the basic equipment and techniques of digital music recording and creation. Elements include DAW (logic Pro) operation, condenser, and dynamic microphones, microphone placement, signal processing, and recording console theory. An introduction to mixing and editing. Hands-on experience with studio equipment augments classroom instruction. The course will also cover recording documentaries on location.

VIDEO NEWS PRODUCTION – The Morning Roar (#9845)**Grades: 9-12****Credits: 5.0****Prerequisite: None**

Description: This course is designed to introduce students to video production technology and the production process of creating the news. Students will gain familiarity with industry terminology, and production equipment, as they practice and implement fundamental production techniques. Special emphasis is placed on ENG (electronic news gathering) and live news productions. The coursework demands considerable time outside of class after school, and cooperative group works to complete projects. Students will produce the morning announcements the day before they air for the High School. This class will take place during 8th period and will require students to stay after school to finish the news if not completed during the regular period. Students will also be required to cover events, such as plays, concerts, and sports so they can produce many of the news stories to be aired during the announcements.

THEATER ARTS

INTRODUCTION TO THEATER ARTS (#9801)

Grades: 9-12
Credits: 2.5
Prerequisite: None

Description: This course will introduce students to the world of theater and serve as a prerequisite for Theatre Arts 2 and 3/4 or Technical Theatre courses. During the two-quarter course, the students will be exposed to a variety of theatrical elements including, but not limited to performance. Topics will include an introduction to the language and vocabulary of theater, the history of theater, concepts of modern theater, Improvisation and Pantomime, and acting with a script.

THEATER ARTS 2: ADVANCED THEATER (#9810)

Grades: 9-12
Credits: 5.0
Prerequisite: Theatre Arts I or teacher recommendation

Description: This course more deeply explores and analyzes the styles and types of theater and playwriting. The student will also become involved in more extensive play production, applying technical skills and training in acting, directing, and production design, using scene work, one-act, and full-length plays. The utilization of art elements and arts media to produce artistic products and performances will be emphasized.

THEATER ARTS 3: THEATER AS A CAREER (#9820)

dual credit eligible course

Grades: 9-12
Credits: 5.0
Prerequisite: Theatre Arts 2

Description: This course will explore the options of careers on and off the stage. Acting is an option, but so is Directing, Marketing, Budgeting, and so much more. Gearing this class to the interest of the students and what jobs exist inside the world of Theatre and the Performing Arts. Students will learn to create resumes, interviews/auditions, create a website, generate their own work, research unions, contracts, agents, and much more as they consider what a career in theater can look like.

THEATER ARTS 4: THEATER PRODUCTION- Honors (#9835)

Grades: 9-12
Credits: 5.0
Prerequisite: Theatre Arts 3

Description: By the fourth year, the student should be fairly competent in acting and directing, and should now be able to apply production and technical elements to a major production, both in the school and in the community at large. This is an honors level course.

THEATER SET DESIGN & CONSTRUCTION (#9830)**Grades: 9-12****Credits: 5.0****Prerequisite: None**

Description: This course is offered to students interested in the Theatre Arts program. It is designed to expose the inner workings of the auditorium, the lighting system, sound system, backstage working areas, and how the physical plant provides the area in which the actors perform. Sets are constructed, the props for the Lindenwold High School musicals and dramatic presentations are created and the systems “behind the scenes” of any show are studied, applied, and made a part of each student’s experience.

Students will work in both classrooms and the stage facilities. Some work will be done in the wood lab, outside, in the storage facilities, on stage, in the stage construction room, etc. The control room, catwalk, rigging areas, lighting bars, backdrop rigging rails, and other specific areas will be part of the working environment. This is a hands-on class and students will work closely with the theatre department in most areas of the curriculum. Deadlines for productions play a major part in the discipline required in taking the course.

LIGHTS, SOUND, AND SPECIAL EFFECTS (#9831)**Grades: 10-12****Credits: 2.5 Credits**

Description: Actors in Places - Sound Up! Lights Go! This 1/2 year class will introduce Technical Theatre students to the areas of lighting and sound design. We will also learn tips and tricks of the trade in Stage, Hair/Make-Up, and Costume Special Effects. Working behind the scenes Lights, Sound, and Special Effects students will be responsible for programming lights and/or running sound for the Fall Play/Spring Musical to see their hard work used in real application. These students will also be designing and executing any special effects needed for the current production. This class will also allow students to be job ready if they so choose to pursue a career in the Theatre.

VISUAL ART

ART I: INTRODUCTION TO ART (#9510)

Grades: 9-12

Credits: 2.5

Prerequisite: None

Description: Art 1 is the first course in the high school art sequence. It is primarily an exploration of the fundamental elements and principles of art (line, color, value, shape/form, texture, space, balance, pattern, contrast, movement/rhythm, proportion, emphasis, and unity) through experiences in drawing, painting, critique, and art appreciation. Art 1 provides opportunities to increase understanding and appreciation of the creative process in self and to increase appreciation of all creative efforts of others. Students are allowed to exhibit their work during the school year.

DESIGN & ARCHITECTURE (#9520)

Grades: 9-12

Credits: 2.5

Prerequisite: Art I, Intro to Sculpture, Intro to Computer Graphics

Description: Art II builds on the student's technical skills and foundations developed in Art I but with much of the emphasis on developing their skills and techniques learned in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II but with more emphasis on problem-solving, independent choices, and personal solutions. The approach to art experiences is less experimental and based more on informed choices. Students are allowed to exhibit their work during the school year.

ILLUSTRATION AND ANIMATION (#9540)

Grades: 9-12

Credits: 2.5

Prerequisite: Art I, Intro to Sculpture, Intro to Computer Graphics

Description: Art III builds on the student's technical skills and foundations developed in Art I but with much of the emphasis on developing their skills and techniques learned in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II & III but with more emphasis on problem-solving, independent choices, and personal solutions. The approach to art experiences is less experimental and based more on informed choices. Students are allowed to exhibit their work during the school year.

INTRODUCTION TO SCULPTURE (#9506)

Grades: 9-12
Credits: 2.5
Prerequisites: None

Description: This course is an introduction to sculptural concepts and techniques. Introduction to Sculpture is a semester course elective that would allow our students to expand their knowledge and understanding of the Fine Arts in a 3-Dimensional form. Students will be introduced to various sculpture techniques such as, but not limited to: wood, cloth, metal, plaster, paper, clay, and various other forms of 3D art. Sculptural concepts would range from abstract to realistic forms in 3D.

SCULPTURE 2 (#9508)

Grades: 10-12
Credits: 5.0
Prerequisite: Art I, Intro to Sculpture, Intro to Computer Graphics

Description: This course is geared to the student who is motivated to undertake very ambitious work in clay and further their understanding of ceramic art as a means of artistic expression. Ceramics II students begin to consider the possibility of art as a college major or future profession. Considerable freedom is afforded to students who have demonstrated proficiency in working with clay (a mastery of essential ceramic skills is assumed). The goal for this course is to provide students the opportunity to grow thru expressing their thoughts, ideas, feelings, and attitudes in clay that utilize higher-order thinking. Student work must reflect a maturing process and become works of art. Students will explain or justify themes and aesthetic decisions, making connections to art history and current events (local as well as global) whenever possible.

SCULPTURE 3 (#9509)

Grades: 11-12
Credits: 5.0
Prerequisite: Sculpture 2

Description: This course is geared to the student who is motivated to undertake very ambitious work in clay and further their understanding of ceramic art as a means of artistic expression. Ceramics III students begin to consider the possibility of art as a college major or future profession. Considerable freedom is afforded to students who have demonstrated proficiency in working with clay (a mastery of essential ceramic skills is assumed). The goal for this course is to provide students the opportunity to grow thru expressing their thoughts, ideas, feelings, and attitudes in clay that utilize higher-order thinking. Student work must reflect a maturing process and become work. Students will explain or justify themes and aesthetic decisions, making connections to art history and current events (local as well as global) whenever possible.

ADVANCED PLACEMENT STUDIO ART 2-D DESIGN (#9646)

Grades: 11-12
Credits: 5.0
Prerequisite: Teacher Recommendation

Description: This is an advanced-level course that is designed for students who want to further develop mastery in their art-making skills. The course is developed as a college-level course completed at the high school level. Requirements for the final portfolio are developed by the College Board Advanced Placement Program; including a Quality, Concentration, and Breadth Section that consists of approximately 24 different advanced-level artworks. Portfolios are submitted in digital picture format to the AP Board for scoring in the 1-5 range. Students who

receive a 3, 4, or 5 on the portfolio are often given credit(s) for their efforts when they enter their Undergraduate Program at the College or University of their choice.

Students who complete this course will have not only created an excellent portfolio but will have:

- Become independent critical thinkers
- Emphasized art-making as an outlet of personal expression and voice
- Developed sophisticated technical versatility and skill within the Elements and Principles of Design
- Learned how art-making/creative solutions can be an integral part of daily life

ADVANCED PLACEMENT STUDIO ART 3-D DESIGN (#9647)

Grades: 11-12

Credits: 5.0

Prerequisite: Teacher Recommendation

Description: This is an advanced-level course that is designed for students who want to further develop mastery in their art-making skills. The course is developed as a college-level course completed at the high school level. Requirements for the final portfolio are developed by the College Board Advanced Placement Program; including a Quality, Concentration, and Breadth Section that consists of approximately 24 different advanced-level artworks. Portfolios are submitted in digital picture format to the AP Board for scoring in the 1-5 range. Students who receive a 3, 4, or 5 on the portfolio are often given credit(s) for their efforts when they enter their Undergraduate Program at the College or University of their choice.

Students who complete this course will have not only created an excellent portfolio but will have:

- Become independent critical thinkers
- Emphasized art-making as an outlet of personal expression and voice
- Developed sophisticated technical versatility and skill within the Elements and Principles of Design
- Learned how art-making/creative solutions can be an integral part of daily life

