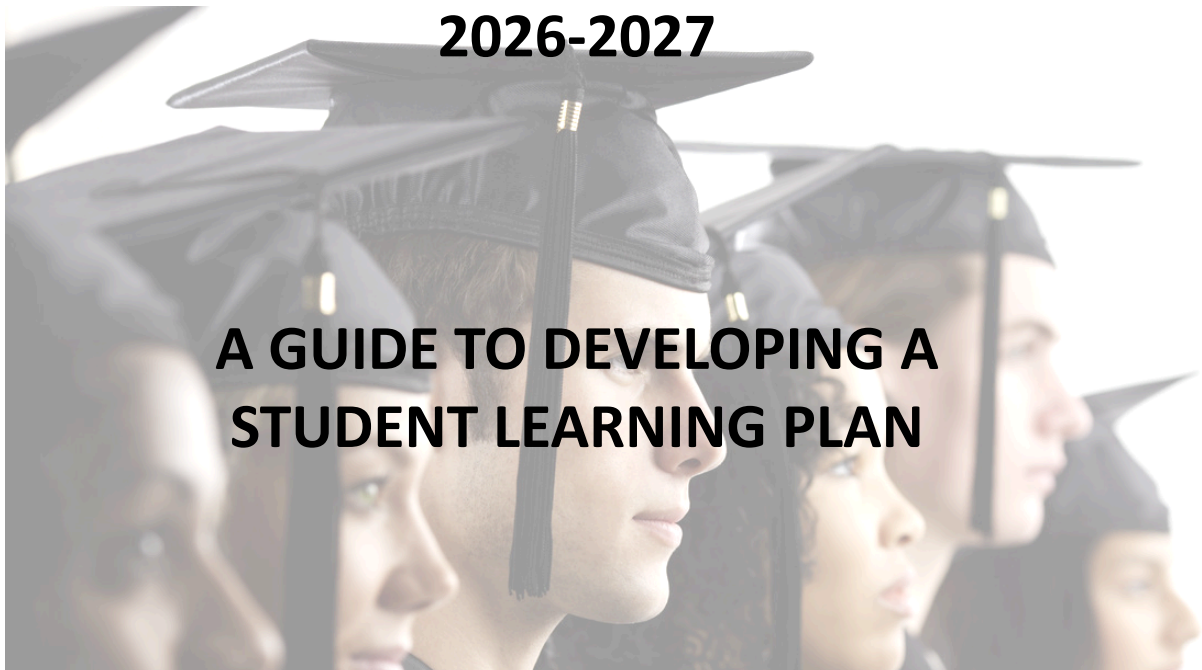


# HAMILTON TOWNSHIP SCHOOL DISTRICT



## HIGH SCHOOL PROGRAM OF STUDIES 2026-2027

A GUIDE TO DEVELOPING A  
STUDENT LEARNING PLAN



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Ms. Katherine Attwood, Business Administrator  
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**HAMILTON HIGH SCHOOL EAST**

2900 Klockner Road - (609) 631-4150  
Principal: Mr. Bryan Rogers  
Vice Principals: Mrs. Erin Blew  
Mrs. Barbara Costantino, Mr. Philip Zomparelli

**SCHOOL COUNSELORS**

Ann Wilmot (Department Chairperson),  
Carrie Bowers, Brianna McKallen, Thaddeus  
Richards, Aimee Turnbull, Justin Wisniewski

**HAMILTON HIGH SCHOOL NORTH**

1055 Klockner Road - (609) 631-4161  
Principal: Mr. Frank Ragazzo  
Vice Principals: Ms. Jessie Mull  
Dr. Melissa Persichetti, Mr. Michael Walsh

Ann Marie Schiavoni (Department Chairperson),  
Jessica Belmont, Carina Foushee, Jon Schwartz,  
Kenley Souffrant, Katy Vitale

**HAMILTON HIGH SCHOOL WEST**

2720 S. Clinton Avenue - (609) 631-4168  
Principal: Mr. Brian Smith  
Vice Principals: Mrs. Erin Flanagan,  
Mrs. Amanda Wegman, Mr. Charles Zalescik

Amy Emmons (Department Chairperson)  
Lisa Fisher, Chase Gommoll,  
Carla Guglielmelli, Beth Maddalon,  
Danielle Marasco

District Bilingual 9-12 School Counselor - Anny Williams

**CURRICULUM SUPERVISORS**

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Mr. Kevin Bobetich  
Ms. Michelle Griffith  
Ms. Karen Gronikowski  
Mrs. Laura Leidy-Stauffer  
Mrs. Victoria Martin  
Ms. Tracy Schwartz  
Mr. Matthew Sisk  
Dr. Kerri Sullivan  
Dr. Danielle Tan

K-12 PE/Health & World Language  
Testing, Data, Staff Evaluation, & Special Projects  
K-12 ESL & Pre-K  
K-5 Mathematics/Science  
K-5 English Language Arts/Social Studies  
6-12 English/Language Arts and Social Studies  
6-12 Mathematics/STEAM  
6-12 Science/Applied Technology  
K-12 Visual & Performing Arts  
6-12 Business/Tech/ESSA Grant/Library

## **AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES**

The Hamilton Township School District prohibits discrimination based on the following protected categories: race; creed; religion; color; national origin/nationality; ancestry; age; sex/gender (including pregnancy); marital status/civil union partnership; familial status; affectional or sexual orientation; gender identity or expression; domestic partnership status; atypical hereditary cellular or blood trait; genetic information; disability (including perceived disability, physical, mental and/or intellectual disabilities); or liability for service in the Armed Forces of the United States. This includes equality of educational opportunities including classroom programs, curriculum development and instructional materials. The statement confirms compliance with Title VI of the Civil Rights Act of 1954, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Age Discrimination Act of 1975. (See Board of Education Policy Nos. 1140, 2260).

In accordance with Board of Education Policy No. 2260, the Board shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Student Learning Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in education programs and by providing opportunities for pupils to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Hamilton Township School District  
Affirmative Action Officer  
Dr. Dennis Copeland  
609-631-4100 x3022  
Email Address: [dcopeland@htsdnj.org](mailto:dcopeland@htsdnj.org)

## CLASS RANK/COURSE WEIGHTING

Effective with the Class of 2020, the twelfth grade (senior) final class rank will be computed after the completion of the 4<sup>th</sup> marking period (but prior to graduation) of the senior year. This class rank is calculated using a weighted system as a means of assessing more fairly the academic achievements of each student. High school courses are weighted 1.25 (AP), 1.2 (Honors), and 1.1 (CP level). **Courses taken prior to ninth grade will not be included when determining class rank.**

## GRADE POINT AVERAGE CALCULATION

A student's grade point average is calculated by multiplying:

- **(Number of Credits per course) x (Weight of the course) x (Grade Achieved in that course)** to determine **Quality Points** for each course **THEN,**
- **Quality Points for each course are added together and divided by the number of Attempted Credits** to compute a student's **Grade Point Average.**

Grade	Numeric Equivalent	GPA
A+	97-100	4.3
A	94-96	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B -	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	63-60	0.7
F	0-59	0.0

Course Level	Course Weight
AP Level	1.25
Honors Level	1.2
A Level (now CP)	1.1
B Level	1.0

**See next page for sample GPA calculation.**

Course	Attempted Credits	Weight	Grade	Quality Points
<b>AP</b> English Language & Composition	5	1.25	A (4.0)	25
Algebra 2 <i>Honors</i>	5	1.2	B (3.0)	18
<b>AP</b> World History	5	1.25	B+ (3.3)	20.625
Chemistry ( <i>B Level</i> )*	5	1.0	A- (3.7)	18.5
Spanish III ( <i>A/CP Level</i> )	5	1.1	C+ (2.3)	12.65
Health ( <i>A/CP Level</i> )	2.5	1.1	A+ (4.3)	11.825
Physical Education ( <i>A/CP Level</i> )	2.5	1.1	A (4.0)	11
Band III ( <i>A/CP Level</i> )	5	1.1	A+ (4.3)	23.65
Drawing & Painting ( <i>A/CP Level</i> )	5	1.1	B- (2.7)	14.85
<b>Total Attempted Credits</b>	40	<b>Total Quality Points</b>		156.1
<b><i>156.1/40= 3.9 (GPA)</i></b>				

\*B level course no longer running as of the 24/25 SY.

## GRADUATION REQUIREMENTS

One hundred and twenty (120) credits are required for graduation (Class of 2013 and beyond). The following must be included:

- English - 20 credits
- Health/Physical Education - 20 credits
- U. S. History - 10 credits
- World History - 5 credits
- Mathematics - 15 credits (10 credits must be in Algebra I and Geometry) \*
- Science – 15 credits (5 credits must be in Biology)
- Visual and Performing Arts - 5 credits
- World Language – 5 credits
- Career Education, Consumer, Family and Life Skills or Career and Technical - 5 credits
- Personal Finance – 2.5 credits (completed online starting with the 25/26 SY)

\*Taken in high school.

### FAFSA GRADUATION REQUIREMENT

Under P.L.2025, c.95, (amending P.L.2023, c.295) to receive a high school diploma, a student in the graduating classes of 2026 or 2027 must:

- complete and submit the [Free Application for Federal Student Aid](#) (FAFSA) or [N.J. Alternative Financial Aid Application](#), or
- be exempted from the requirement in accordance with procedures outlined in the law.

If the student is under 18 years of age, the student's school counselor may authorize a waiver if one cannot be reasonably obtained from the student's parent or guardian.

[Waiver Form](#)

### EARLY GRADUATION

Certain pupils, with the prior permission of their parents/guardians, and the endorsement of their school counselor and high school principal, will be permitted to accelerate their high school program in order to receive a diploma in less than four years. However, to qualify for early graduation such pupils still must fulfill all of the requirements in the areas noted above. The following procedures have been established for early graduation:

- Student must submit a letter stating post-school plans;
- Initial notification must be sent to the administration **no later than May of the sophomore year**;
- A formal meeting must take place with parent/guardian and school counselor;
- Student must be in good academic standing;
- Student must meet current NJ Graduation Requirements;
- Student is not permitted to be the Valedictorian or Salutatorian;
- Student must pass all NJ State Assessment Requirements (as outlined by the NJDOE);
- Principal (or his/her designee) is required to meet with Director of Curriculum & Instruction;
- Any other provisions noted in N.J.A.C. 6A:8-5.2 (e).

### GRADE LEVEL PLACEMENT

Pupils qualify for homeroom or grade level placement when the following criteria are met:

- Freshman (Grade 9): Promotion or transfer from Grade 8, or attain age 16 prior to May 1 of the coming school year.
- Sophomore (Grade 10): Student with at least 30 but fewer than 59 credits.
- Junior (Grade 11): Student with at least 60 but fewer than 89 credits.

Senior (Grade 12): Student with 90 or more credits, and can meet all graduation requirements within the current year's schedule.

Note: Students participating in high school athletics should keep in contact with their school counselor (regarding athletic eligibility).

## **ELA AND MATH ASSESSMENT REQUIREMENTS FOR THE CLASS OF 2026**

(Subject to change based on revisions adopted by the NJ Dept. of Education)

### **English Language Arts and Literacy (ELA)**

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

### **Mathematics**

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Pathways (including proficiency levels/cut scores) for the Class of 2026 are specified on the next two pages.

**ELA AND MATH ASSESSMENT REQUIREMENTS FOR THE CLASS OF 2026**

**(Subject to change per the NJ Dept. of Education)**

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment (NJGPA) 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—NJGPA**

Note: Cut Scores approved by the New Jersey State Board of Education on May 3, 2023.

<b>English Language Arts</b>	<b>Mathematics</b>
New Jersey Graduation Proficiency Assessment — ELA $\geq$ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment — Mathematics $\geq$ 725 (Graduation Ready)

**Second Pathway—Substitute Competency Tests**

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 are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

**Second and Third Pathway on the next page.**

**Second Pathway—Menu of Substitute Competency Tests**

**Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023**

English Language Arts*	Mathematics*
<p>One of the following:</p> <ul style="list-style-type: none"> <li>● ACT Reading <math>\geq 17</math></li> <li>● Accuplacer WritePlacer <math>\geq 5</math></li> <li>● Accuplacer WritePlacer English Second Language <math>\geq 4</math></li> <li>● PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li> <li>● PSAT10 Reading <math>\geq 21</math></li> <li>● PSAT/NMSQT EBRW <math>\geq 420</math></li> <li>● PSAT/NMSQT Reading <math>\geq 21</math></li> <li>● SAT EBRW <math>\geq 450</math></li> <li>● SAT Reading <math>\geq 23</math></li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>● ACT Math <math>\geq 17</math></li> <li>● Accuplacer Elementary Algebra <math>\geq 49</math></li> <li>● Accuplacer Next-Generation QAS <math>\geq 250</math></li> <li>● PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li> <li>● PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li> <li>● SAT Math Section <math>\geq 440</math></li> <li>● SAT Math Test <math>\geq 22</math></li> </ul>

**Third Pathway—Portfolio Appeals**

Note: 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.

English Language Arts	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

## COLLEGE AND CAREER READINESS

Entrance requirements vary greatly among colleges, universities, and technical schools. The best preparation and readiness for college and career is an appropriately challenging high school academic program. Most selective colleges use the strength of a student's academic schedule as a primary factor in admissions decisions. Minimum requirements for most four-year institutions include: • 4 years of English • 3 years of Social Studies • 3 years of laboratory Science • 3 years of Mathematics (Algebra I, Geometry, Algebra II) • 2-3 years of the same World Language • 1 year of visual/performing art.

## SCHOOLINKS

SchoolLinks is an online college and career readiness platform used by the district to help students plan for life after high school. Through SchoolLinks, students can explore careers and colleges, complete interest and skills assessments, build academic and career plans, search for scholarships, and track important milestones such as applications and graduation requirements. The platform also allows counselors and families to support students throughout the postsecondary planning process. Additional information can be found through the SchoolLinks link under the Guidance tab on the school website. Students may also access their SchoolLinks account via Clever.

## COLLEGE READINESS ASSESSMENTS

The Hamilton Township High Schools administer the PSAT 9 and PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test). The PSAT/NMSQT measures verbal reasoning, critical reading, math problem solving, and writing skills. The PSAT is intended to provide an estimated SAT score. Students may qualify for the National Merit Scholarship Program based on their results on this standardized test. Competition for this scholarship is only available to juniors. Please visit [www.collegeboard.org/psat](http://www.collegeboard.org/psat) for additional information.

## COLLEGE ENTRANCE EXAMS

It is the student's responsibility to check each institution's admission requirements. Visit the following websites for more information and to register: [www.collegeboard.org](http://www.collegeboard.org) [www.act.org](http://www.act.org) [www.fairtest.org](http://www.fairtest.org) (for institutions that are test optional) If a student requires testing accommodations, it is the parent/guardians' responsibility to complete and submit the appropriate application to The College Board and/or ACT. Accommodations are determined by The College Board/ACT. Khan Academy offers personalized and interactive tools and resources for SAT study and prep. The site gives students a tailored practice plan based on their practice scores or previous scores. See resources attached on how to connect your College Board account to the Khan Academy. Please visit: [How to Link](#) and [Khan Academy Link](#)

## COURSE SELECTION PROCESS

The master schedule and staffing are determined by student course selections. Therefore, it is essential that students and parents carefully and deliberately choose their courses. Students are expected to respect course recommendations and honor their commitments to their course selections. Students will meet with their counselors to confirm course requests and address any discrepancies in recommendations. Scheduling meetings are conducted by grade beginning with rising seniors. The administrative team reserves the right to designate student placements.

**Schedule/Level change requests made after the start of the school year are subject to specific criteria by the Administrative Review Committee. Students and families challenging a placement must follow the course appeal process noted below.**

Schedule/Level changes will be considered for the following reasons:

- The correction of an error in the schedule including a conflict between two or more courses, failure of a prerequisite course;
- A recommendation from the Child Study Team;
- If a student is repeating a course and is assigned to a teacher with whom he or she previously received a failing grade, assignment to a different teacher will be scheduled if another teacher is available.

Schedule/Level changes **will not** be considered for the following reasons:

- Change of course not included in primary or alternate selections;
- Course content or expectations;
- Course not needed for graduation;
- Teacher preference or inability to relate to the current teacher;
- To lighten course load, for convenience, preference for another subject or class period, be with friends.

If the Administrative Review Committee **approves** the change, the impact of the course withdrawal will be reflected on the transcript as Withdraw Pass (WP) / Withdraw Fail (WF) according to the following timeline:

- If a course is approved to be dropped **during** the first thirteen (13) school days of a full course, no indication of enrollment will be indicated on the report card or transcript.
- If a course is approved to be dropped **after** the first thirteen (13) school days of a full course, the current grade at the time of withdrawal will be indicated on the report card and transcript as WF or WP.
- Timeline for semester courses will be the first seven (7) days.

If a student drops a course and adds a course...	Then...
...during the drop/add period.	....Formative and Summative Grades will NOT be transferred to the new course. Grades may still be visible, but will NOT be calculated into the final marking period grade.
...after the drop/add period but before the end of the marking period.	<p>....Formative and Summative grades from a dropped course will follow the student <u>only if needed to meet formative/summative assessment requirements in the new course.</u></p> <p>....If the student has earned enough grades in the new course to meet the Formative/Summative requirements, the grades from the dropped course will remain visible, but <u>will not count toward the final grade.</u></p>
...at the end of the marking period.	....Final grade earned for the marking period will follow the student to the new course.

**National Collegiate Athletic Association (NCAA) Guidelines**  
**Preparation for Participation in College Athletics**

If a student intends to participate in NCAA Division I or II college athletics as a freshman, the student must be certified by the NCAA Eligibility Center. Certain academic criteria must be achieved in high school in order to be eligible to participate in college. The student’s counselor will identify a list of approved courses and will assist in determining eligibility. The application is online at <https://web3.ncaa.org/ecwr3/>. Meeting the minimum NCAA requirements does not guarantee admission into the college of choice. Please confirm course requirements via the NCAA website at [www.ncaa.org](http://www.ncaa.org).

Pupils classified as requiring special educational programs must also meet these state and local graduation requirements unless they are exempted from part or all of them by provision(s) in their Individualized Educational Program (IEP). The IEP or 504 of each high school pupil must specifically address each of these graduation requirements and will set forth specific graduation requirements for that classified pupil so that fulfillment of the IEP or 504 will then qualify pupil for a state endorsed diploma. No other exemptions will be made.

Requirements for Division I, II & III as well as NAIA and JUCO differ as far as academic standards are concerned. Eligibility standards can be found at [https://web3.ncaa.org/ecwr3/??links.ncaa-play-college-sports\\_en\\_US](https://web3.ncaa.org/ecwr3/??links.ncaa-play-college-sports_en_US).

Division I & II use a sliding scale to match test scores and GPAs to determine eligibility.

Academic standards also differ between Division I and II. A total of 16 core courses are needed to meet the standard for each division; however, the requirements for English, Math, Natural / Physical Science, Social Science, Foreign Language, and additional classes are slightly different.

**Recommended Timeline for NCAA Division I Eligibility**  
 (see your school counselor for fee waiver information)

<b><u>Grade 9</u></b>	<b><u>Grade 10</u></b>
<ul style="list-style-type: none"> <li>● Ask your counselor for a list of your high school’s NCAA core courses to make sure you take the right classes.</li> </ul>	<ul style="list-style-type: none"> <li>● Register with the NCAA Eligibility Center at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a>.</li> </ul>
<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
<ul style="list-style-type: none"> <li>● Check with your counselor to make sure you will graduate on time with the required number of NCAA core courses.</li> <li>● Take the ACT or SAT and submit your scores to the NCAA using code 9999.</li> <li>● At the end of the year, ask your counselor to upload your official transcript to the NCAA Eligibility Center.</li> </ul>	<ul style="list-style-type: none"> <li>● Finish your last NCAA core courses.</li> <li>● Take the ACT or SAT again, if necessary, and submit your scores to the NCAA using code 9999.</li> <li>● Complete all academic and amateurism questions in your NCAA Eligibility Center account at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a>.</li> <li>● After you graduate, ask your counselor to submit your final official transcript with proof of graduation to the NCAA Eligibility Center.</li> </ul>

NOTE: Earn at least a 2.3 GPA (Division I) or 2.2 GPA (Division II) in your core classes.

## NCAA Approved Courses - 26/27 SY

(Be sure to speak with your school counselor regarding any updates to this list.)

<p style="text-align: center;"><b><u>Approved English Courses</u></b></p> <ul style="list-style-type: none"><li>● English 9, 10, 11, and 12 (CP and Honors)</li><li>● Creative Writing</li><li>● Journalism</li><li>● English Composition 101 and 102 (Dual Enrollment)</li><li>● AP English Language and Composition</li><li>● AP English Literature and Composition</li></ul>	<p style="text-align: center;"><b><u>Approved World Language Courses</u></b></p> <ul style="list-style-type: none"><li>● French (Levels I, II, Honors III, Honors IV, and AP Language and Culture)</li><li>● Spanish (Levels I, II, Honors III, Honors IV, and AP Language and Culture)</li><li>● German (Levels I, II, Honors III, Honors IV, and AP Language and Culture)</li><li>● Italian (Levels I, II, Honors III, Honors IV, and AP Language and Culture)</li></ul>
<p style="text-align: center;"><b><u>Approved Social Science Courses</u></b></p> <ul style="list-style-type: none"><li>● United States History I and II (CP and Honors)</li><li>● American Law</li><li>● AP Psychology</li><li>● AP European History</li><li>● Sociology</li><li>● Psychology</li><li>● AP United States History</li><li>● Honors G.A.L.R.E.</li><li>● AP United States Government and Politics</li><li>● World History and Geography (CP and Honors)</li><li>● Multicultural Studies</li><li>● Current Events</li><li>● The Rise of Global Cities</li><li>● AP World History: Modern</li></ul>	<p style="text-align: center;"><b><u>Approved Natural/Physical Science Courses</u></b></p> <ul style="list-style-type: none"><li>● AP Environmental Science</li><li>● AP Physics I and II</li><li>● Introduction to Biological and Organic Molecules</li><li>● Marine Biology</li><li>● Neuroscience and Society</li><li>● Physics (CP and Honors)</li><li>● Biology (CP and Honors)</li><li>● Anatomy and Physiology</li><li>● Chemistry (CP and Honors)</li><li>● Environmental Science</li><li>● AP Biology</li><li>● AP Chemistry</li><li>● Genetics/Forensics/and Biotechnology</li></ul>
<p style="text-align: center;"><b><u>Approved Mathematics Courses</u></b></p> <ul style="list-style-type: none"><li>● Algebra I</li><li>● Geometry (CP and Honors)</li><li>● Algebra II (CP and Honors)</li><li>● AP Calculus AB and BC</li><li>● AP Computer Science A</li><li>● AP Computer Science Principles</li><li>● AP Statistics</li><li>● Computer Science A</li><li>● Statistics and Discrete Math</li><li>● Pre-Calculus (CP and Honors)</li><li>● Honors Calculus</li><li>● Advanced Algebra with Trigonometry</li></ul>	

## OPTION II

### NON-TRADITIONAL COURSEWORK OPTIONS OUTSIDE OF THE HTSD

Students may choose to participate in Option II, provided they adhere to guidelines outlined in the Option II Plan. Course application must be approved by the school counselor, principal (or designee), curriculum supervisor, and director of curriculum & instruction prior to the first instructional meeting of the course. The course must be from an accredited institution. The accreditation must be from a recognized national, regional, specialized, and/or professional accrediting organization. The HTSD must receive an official transcript showing successful completion of the course work. Upon successful completion of the course, high school credits and grade may be awarded by certification by the Principal under 6A:8-5.1(a) 1.ii and posted on the permanent record. Option II experiences do not count toward grade point average (GPA). **Students are required to meet course criteria as well.**

### ATTENDANCE

Pupils must meet attendance requirements before credit for any course will be granted. Pupils formally enrolled and officially in attendance for at least ninety (90) percent of the class meetings will be granted course credit. Possible exceptions to the attendance requirement due to extenuating circumstances shall be reviewed and recommended by a committee involving the teacher(s) and counselor concerned as well as a building administrator. The decision to grant any exception(s) for just cause remains with the principal. In no case will pupils be permitted "to test out" of a course for credit. **Please refer to your school's student handbook regarding specific attendance requirements.**

### ATHLETIC PARTICIPATION/ELIGIBILITY

Students should be aware that there is a statewide and district requirement that, in order for a student "...to be eligible for athletic competition during the first semester (September 1 to January 31) of the 10<sup>th</sup> grade or higher ..., a pupil must have passed 25% of the credits required by the State of New Jersey for graduation during the immediate preceding academic year." "In order for a student to be eligible for athletic competition which begins during the second semester (February 1 to June 30) during the 9<sup>th</sup> grade or higher, a pupil must have passed the equivalent of 12½% of the credits or 13¼ academic credits required by the State of New Jersey for graduation at the close of the preceding semester (January 31)." A student turning age 19 prior to September 1 of any year is **ineligible** for athletic competition from September 1 of that year until she/he graduates (this is an NJSIAA regulation).

### GUIDANCE

Hamilton High School East	(609) 631-4150 – Press 3 for Guidance
Hamilton High School North	(609) 631-4161 – Press 3 for Guidance
Hamilton High School West	(609) 631-4168 – Press 3 for Guidance

This program of studies has been prepared to assist you in planning your educational program while in high school. Educational planning is not a "mechanical" decision, but a carefully thought-out, well-planned process which involves students, families, and counselors. Working with the counselor, each student is advised to assess their interests, abilities, and aptitudes. Students and counselors have the responsibility to become acquainted with each other and together set goals, both short and long range. Families should take part in the student's decision-making process.

### **POINTS TO REMEMBER:**

1. Your high school program should be developed according to your vision and interests.
2. Counselors will help you plan a program to reach your goals.
3. There are many types of post-high school education. All education is a preparation for the individual's life and work.
4. Students are encouraged to discuss future plans with their parents since both the student and families together will be responsible for financing any post-high school education.

Since each student is scheduled individually, these goals may be reviewed, revised, and adjusted at least yearly or more often when necessary and possible. Course selection **should** be based on goals that have been carefully thought out.

Many people can and will offer you advice and suggestions. Always check your plans with your counselor. Counselors are available to assist students and families in making decisions about the future.

### **PLANNING A COLLEGE PREPARATORY HIGH SCHOOL PROGRAM**

Planning a high school program for the college-bound student can be a confusing process for the student and parent. Students should begin to consult college catalogs in the ninth grade. Colleges and universities have their own requirements for entrance. The following is **offered as a guide** to help you plan a high school program for college admission.

1. Most four-year colleges require at least 16 academic units for admission.
2. An Academic Unit is a year of study in one of the following academic subjects: English, Social Studies, Mathematics, Science, and World Language.
3. Most colleges recommend the following high school units:
  - 4 years of English
  - 3 years of Social Studies
  - 3 years of Mathematics
  - 3 years of Science
  - 1 year of Visual or Performing Arts
  - 2-3 years of one World Language
  - 3 years of additional Academic Units (determined by specific college program)
4. Applicants are considered on an individual basis. Some colleges will accept courses in a specialized area such as music, business, and art as a high school unit. There are some colleges that will accept students with fewer academic units. College catalogues and references are available in the high school guidance offices and the main branch of the Hamilton Township Public Library.

### **PLANNING A VOCATIONAL/TECHNICAL/BUSINESS HIGH SCHOOL PROGRAM**

Many students are planning to enter employment, the Armed Services, or attend a Vocational/Technical/Business School after graduation. Your high school program can help you obtain occupational training through a variety of cooperative work programs. Vocational school offerings and skill training courses are also available.

We urge you to select your high school courses carefully, consult with your counselor, teachers, and parents, and plan with a purpose in mind.

## DUAL ENROLLMENT

New Jersey students have multiple pathways to earn both secondary and post-secondary course credits. Dual enrollment is one of these pathways. As a course, dual enrollment is one for which students may simultaneously earn high school and college credits.

High school students who dually enroll are more likely to:

- earn higher grades in high school;
- graduate from high school;
- attend a post-secondary university;
- earn a post-secondary degree.

Source: [nj.gov/education](http://nj.gov/education)

### **Current HTSD Dual Enrollment Partnerships**

(courses noted below are available for dual enrollment credit)

#### **William Paterson University**

- Spanish III, Spanish IV, and Advancement Placement Spanish
- German III and German IV
- Italian III and Italian IV
- French III, French IV, and Advancement Placement French
- Administrative Contact: Mr. Alejandro Batlle ([abatlle@htsdnj.org](mailto:abatlle@htsdnj.org) )

#### **Fairleigh Dickinson University**

- Introduction to Business
- International Business & Economics
- Marketing I Essentials
- Administrative Contact: Mrs. Danielle Tan ([dtan@htsdnj.org](mailto:dtan@htsdnj.org))

#### **Kean University**

- Tomorrow's Teachers
- Administrative Contact: Mrs. Victoria Martin ([vmartin@htsdnj.org](mailto:vmartin@htsdnj.org))

#### **Thomas Edison State University**

- Materials Processing I, II, III, & IV
- Administrative Contact: Mr. Matthew Sisk ([msisk@htsdnj.org](mailto:msisk@htsdnj.org))

#### **Mercer County Community College**

- English 101/102
- Administrative Contact: Mrs. Victoria Martin ([vmartin@htsdnj.org](mailto:vmartin@htsdnj.org))

#### **The College of New Jersey**

- All HTSD Advanced Placement Courses (as noted on next page)
- Administrative Contact: Mr. Anthony Scotto ([ascotto@htsdnj.org](mailto:ascotto@htsdnj.org))

Specific course information about the aforementioned HTSD Courses are noted within each department section of this HS Program of Studies.

## ADVANCED PLACEMENT

Advanced Placement (AP) gives students the opportunity to tackle college-level coursework while they are still in high school. In addition, students are able to stand out in the college admissions process, gain valuable skills for success in college and career, earn college level credit, and so much more.

Hamilton Township School District is pleased to offer the following AP courses\* for the 25/26 School Year:

- AP Studio Art - Drawing
- AP Studio Art - 2D Design
- AP Studio Art - 3D Design
- AP Macroeconomics
- AP Microeconomics
- AP Business with Personal Finance
- AP English Language and Composition
- AP English Literature and Composition
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Computer Science Principles
- AP Music Theory
- AP Environmental Science
- AP Biology
- AP Chemistry
- AP Physics I and II
- AP United States History
- AP Government and Politics
- AP European History
- AP World History: Modern
- AP Psychology
- AP French
- AP German
- AP Italian
- AP Spanish

**\*In addition, all of the aforementioned courses are eligible for Dual Enrollment credit through the College of New Jersey.**

Specific course descriptions are noted in each department section in this Program of Studies. Students/families may also visit the College Board website for more information (<https://apstudents.collegeboard.org/courses>).





The Visual Arts Program is offered to students in grades 9 through 12. The program consists of elective offerings designed to develop students' artistic thinking, creative expression, and artistic skills through an investigation of forms, structures, materials, concepts, media, and art-making approaches. Students will learn how visual arts influences our understanding of and responses to the world. We offer courses designed for all levels, whether students are interested in a general exploration of visual arts or a more concentrated study required for college acceptance and careers in the arts. The program begins with Art Fundamentals; however, if the student feels that they are able to demonstrate ability beyond the introductory level, they can elect to submit a portfolio for a chance to bypass Art Fundamentals. The advanced level courses are strongly recommended for portfolio preparation necessary for college admissions in visual arts. **ADVANCED PLACEMENT COURSES ADHERE TO COLLEGE BOARD REQUIREMENTS.** Please note that some courses require a recommendation from a visual arts teacher. For more information contact the Supervisor of the Arts.

### **ART FUNDAMENTALS**

Grades 9-12                      5 credits  
No prerequisite

Students will learn and practice basic visual art concepts and produce original artwork. Students will discuss the artistic movements that have shaped the visual art world and the evolution of art forms, techniques, symbols, and themes and relate it to their own artistic practice.

### **MIXED MEDIA**

Grades 9-12      5 credits  
Prerequisite: 70 or higher in Art Fundamentals **OR** portfolio review

Mixed media refers to a visual art form that combines a variety of media in a single artwork, assemblages and collages are two common examples. Students enrolled in mixed media will explore techniques in combining painting, sculpture, photography, collage, cloth, paper, wood, found objects, and more!

### **DRAWING AND PAINTING**

Grades 9-12                      5 credits  
Prerequisite: 75 or higher in Art Fundamentals **OR** portfolio review

This course will provide an opportunity for students to explore various drawing and painting media, styles, and techniques. Students will understand the historical periods in which certain styles of art were developed. Emphasis is placed on experiences, skills, techniques, and abilities that are necessary for advanced art courses. Students are given in-depth problems to solve creatively while becoming more adept through a broad exposure to various drawing and painting media, such as pastel, tempera, watercolor, oil, and acrylic.

### **HONORS DRAWING AND PAINTING**

Grades 10-12                      5 credits  
Prerequisite: 85 or higher in Drawing and Painting **AND** recommendation from teacher

This course is designed for students who plan to study visual art in college or pursue a career in the arts. The emphasis of the course is on portfolio preparation. Each student will have the opportunity to make personal, socio-cultural, and aesthetic experiences through the understanding and production of art. Students will be exposed to a variety of mediums, subjects, artists, and artistic movements, and will develop a personal style based on a variety of concepts and techniques.

### **CERAMICS AND SCULPTURE**

Grades 10-12 5 credits

Prerequisite: One year of visual art with a 70 or higher

Students will explore various techniques used to design and create ceramics and sculpture artwork. The emphasis in this course is on design and craft skills. Ceramics work will include coil, slab, cast, and thrown pieces, as well as a study of various glazing and decoration techniques. Sculpture materials may include wood, metal, plaster, clay, plastics, and soft stone.

### **COMMERCIAL DESIGN AND ILLUSTRATION**

Grades 11-12 5 credits

Prerequisite: Two years of visual art with an 80 or higher

This class enhances students' skills in design, drawing, and painting through an exploration of various techniques used in commercial design and illustration. In addition to traditional visual art mediums, computer software is often used in commercial design. The commercial design component consists of projects in layout, lettering, packaging, and display. The illustration component emphasizes applications in specialized areas including fashion, technology, architecture, and science.

### **HONORS STUDIO ART**

Grades 11-12 5 credits

Prerequisite: Two years of visual art with an 80 or higher **AND** recommendation from a visual arts teacher

This is an independent study course designed for students who plan to study visual arts in college or pursue a career in the arts. The emphasis of the course is portfolio preparation. With guidance from the teacher, students will plan, research, develop, and execute projects in relation to their individual areas of interest. Students will also have the opportunity to utilize design software.

### **ADVANCED PLACEMENT STUDIO ART: DRAWING**

Grades 11-12 5 credits

Prerequisite: : Two years of visual art with an 80 or higher **AND** recommendation from a visual arts teacher

This course allows students to develop their drawing skills and experiment with different materials and processes while creating artwork that reflects their own ideas and skills. The emphasis of the course is portfolio preparation and is ideal for students who plan to study visual arts in college or pursue a career in the arts. This college-level course provides visual art students with an opportunity to earn college credits by receiving a qualifying score on their portfolio. For more information, please visit, <https://apstudents.collegeboard.org/courses/ap-drawing>. *Students enrolled in this course are required to submit an Advanced Placement portfolio for review.*

### **ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN**

Grades 11-12 5 credits

Prerequisite: Two years of visual art with an 80 or higher **AND** recommendation from a visual arts teacher

This course allows students to develop their 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, and more, while creating artwork that reflects their own ideas and skills. The emphasis of the course is portfolio preparation and is ideal for students who plan to study visual arts in college or pursue a career in the arts. This college-level course provides visual art students with an opportunity to earn college credits by receiving a qualifying score on their portfolio. For more information, please visit, [http://www.collegeboard.com/student/testing/ap/sub\\_studioart.html](http://www.collegeboard.com/student/testing/ap/sub_studioart.html). *Students enrolled in this course are required to submit an Advanced Placement portfolio for review.*

## **ADVANCED PLACEMENT STUDIO ART: 3-D DESIGN**

Grades 11-12

5 credits

Prerequisite: Two years of visual art with an 80 or higher **AND** recommendation from a visual arts teacher

This course allows students to develop their 3-D skills through materials and processes such as sculpture, architectural rendering and models, metal work, ceramics, glass work, and more, while creating artwork that reflects their own ideas and skills. The emphasis of the course is portfolio preparation and is ideal for students who plan to study visual arts in college or pursue a career in the arts. This college-level course provides visual art students with an opportunity to earn college credits by receiving a qualifying score on their portfolio. For more information, please visit, <https://apstudent.collegeboard.org/apcourse/ap-studio-art-3-d-design>. *Students enrolled in this course are required to submit an Advanced Placement portfolio for review.*



## Options for Meeting High School Graduation Requirement for Personal Finance

To support the path towards postsecondary success, students require opportunities to understand and develop both career awareness and personal financial literacy. Standard 9.1 Personal Financial Literacy outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure and successful lives. In meeting these expectations, New Jersey students will acquire the necessary knowledge and skills to not only achieve personal success, but also find and maintain financial wellness.

N.J.A.C. 6A:8-5.1(a)1v requires "At least 2.5-credits in financial, economic, business, and entrepreneurial literacy, effective with the 2010-2011 grade nine class." The goal of this requirement, adopted by the State Board of Education on June 17, 2009, is to ensure that students demonstrate understanding about how the economy works and their own role in the economy, and also develop the necessary skills to effectively manage personal finances by the time they graduate.

The 2.5credit requirement at N.J.A.C. 6A:8-5.1(a)1v may be met in the following ways:

- By completing a stand-alone, half-year course based on performance expectations from Standard 9.1.
- By completing Option Two through N.J.A.C. 6A:8-5.1(a)2, (educational experiences that are meaningful and relevant, that meet the needs of all students, and that provide students with opportunities to explore and achieve at high levels). Option Two may include, but is not limited to, one or more of the following: independent study; online learning; study abroad programs; student exchange programs; and structured learning experiences.
- By completing one or more elective courses that integrate the content and skills required by N.J.A.C. 6A:8-5.1(a)1v taught by staff holding a Social Studies; Business: Finance, Economics, and Law; Comprehensive Business; Comprehensive Family and Consumer Sciences; General Business certificate; or Math certificate.

Source: [NJ DOE](#)

In HTSD, students can meet this requirement by taking one of the following courses:\*

- Online Personal Finance (through district-approved vendor/provider)
- In-Person Personal Finance Course
- Advanced Placement Business With Personal Finance
- Business Law & Civics
- Introduction to Investments
- Entrepreneurship
- Advanced Placement Microeconomics
- Advanced Placement Macroeconomics
- Introduction to Business
- International Business and Economics
- Honors Business Management

Please see your school counselor for more information.

In addition, be sure to review course descriptions/prerequisites (where applicable).



skills. Progression will be made from simple two-minute presentations using index cards and flip charts to longer presentations involving Google Slides and other forms of electronic/ digital media.

### **INTRODUCTION TO INVESTMENTS**

Grades 10-12 2.5 credits

No prerequisite

This course will introduce the concept of financial planning and management for life. Investing in stocks, mutual and retirement funds, and real estate will be discussed. Students will be introduced to credit and how credit ratings can be affected positively and negatively. They will learn effective strategies for staying debt free. Personal budgets and investment portfolios are developed as the student gains valuable knowledge for investing in their future. Students will implement investment strategies using an online reality stock market game and/ or other computer applications.

### **PERSONAL FINANCE**

Grades 11-12 2.5 credits

Prerequisite: N/A

This course explores the multifaceted financial dimensions of students' roles as citizens and consumers, equipping them with the knowledge and skills to navigate present and future financial responsibilities confidently. Students will set meaningful financial goals while mastering essential skills, including paycheck analysis, taxation, obtaining different types of loans, insurance decisions, career planning, credit, and more. Financial simulations and investment challenges are examples of activities designed for this course. This class fulfills the New Jersey Department of Education Financial Literacy requirement for high school graduation. Students will be given the opportunity to complete this class virtually, or in-person. Please see your school counselor for additional information/paperwork.

### **CAREER EXPLORATIONS**

Grades 11-12 2.5 credits

No Prerequisite

This course guides students through a personalized journey of self-discovery, helping them identify and evaluate their unique goals, priorities, and interests to make informed career decisions with confidence. Students will explore various career opportunities after high school graduation, gaining valuable insights into diverse professional pathways—including the Trades and the Military. This course will also help students understand how their strengths align with potential careers. Through hands-on learning, simulations, and challenges, students will develop essential professional skills including crafting resumes, mastering interview techniques, and building effective networking strategies, creating a strong foundation for future success.

### **ENTREPRENEURSHIP**

Grades 9-12 5 credits

No prerequisite

This year-long elective course allows students in grades 9-12 to explore the world of entrepreneurship and gain valuable career insights. Students will explore various industries, including entrepreneurship, restaurants, fashion, hotels, and so much more. Through virtual simulations and interactive activities in real-world projects, students will develop essential business skills, gain a deeper understanding of different career paths, and prepare for future success in a dynamic marketplace.

### **ADVANCED PLACEMENT MICROECONOMICS**

Grade 10-12 5 credits

Prerequisite: 1) 87% or higher in most recent history course OR successful completion of most recent AP history course and teacher recommendation 2) 84% or higher Algebra II or an 80% in Algebra II Honors AND teacher recommendation

AP Microeconomics provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The course places primary emphasis on the nature and functions of product markets and will cover theories of consumer and business behavior. Students will analyze the different costs, prices, and output decisions faced by firms. Four different market models will be studied: pure competition, monopolistic competition, oligopoly, and pure monopoly. Students will apply learned knowledge of graphs, charts, and data to analyze, describe, and explain economic concepts. For more information please refer to: [COLLEGE BOARD LINK](#) *Students enrolled in this course are required to sit for the Advanced Placement exam.*

### **ADVANCED PLACEMENT MACROECONOMICS**

Grade 10-12 5 credits

Prerequisite: 1) 87% or higher in most recent history course OR successful completion of most recent AP history course and teacher recommendation 2) 84% or higher Algebra II or an 80% in Algebra II Honors AND teacher recommendation

AP Macroeconomics provides a thorough understanding of the principles of economics that apply to an economic system as a whole. Topics covered include employment, inflation, GDP, monetary policies, and international trade. Students will use graphs, charts, and data to analyze, describe, and explain economic concepts. For more information please refer to: [COLLEGE BOARD LINK](#) . Students enrolled in this course are required to sit for the Advanced Placement exam.

### **ADVANCED PLACEMENT BUSINESS WITH PERSONAL FINANCE**

Grades 11-12 5 credits

Prerequisite: Successful completion of at least one business course and one high school mathematics course.

AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. For more information please refer to: [COLLEGE BOARD LINK](#) . Students enrolled in this course are required to sit for the Advanced Placement exam.

### **ACCOUNTING ESSENTIALS**

Grades 9-12 2.5 credits

No prerequisite

This is the first course in the Finance Pathway. This is a semester course designed to provide each student with a fundamental understanding of the complete accounting cycle and how that cycle interacts with business operations. The student will complete activities included in the accounting cycle such as: journaling business transactions, posting to general ledger accounts, preparing worksheets, and closing out accounts in preparation for the next fiscal period. The student will also learn the appropriate procedures related to maintaining checking accounts including updating check registers, and preparing bank reconciliations. An orientation to spreadsheet applications will allow the student to complete business transactions using the computer.

### **CORPORATE ACCOUNTING**

Grades 10-12 2.5 credits

Prerequisite: Accounting Essentials

This is the second course in the Finance Pathway. This semester course is designed to provide the students with

an in-depth knowledge of accounting for merchandising businesses organized as corporations. At the conclusion of this course, students will be proficient in the use of special journals, posting to the General and Subsidiary ledgers, payroll accounting, and the preparation of corporate financial statements. Additionally, students will reinforce the adjusting and closing process as it relates to merchandising businesses. Spreadsheet applications will be integrated throughout the semester.

### **HONORS ACCOUNTING**

Grades 11-12 5 credits

Prerequisite: Successful completion of Accounting Essentials and Corporate Accounting.

This is the final course in the Finance Pathway. This course is designed primarily for junior and senior students who plan to continue their education in the area of Accounting and/or Business Administration at the college level. The course is taught at an accelerated pace using a college-level textbook. The students will complete activities related to the accounting cycles of merchandising, manufacturing and service businesses formed as proprietorships, partnerships and corporate organizations. Spreadsheet applications will be integrated throughout the course (students that complete all three courses in the Accounting Pathway will be provided an opportunity to become certified in QuickBooks Online).

### **INTRODUCTION TO BUSINESS**

Grades 9-12 5 credits

No prerequisite

This is the first course in the Business Administration and Management Pathway. The Introduction to Business course will explore the American economic system and corporate organization and will survey an array of topics and concepts related to the fields of business. This course will introduce business concepts such as ownership, ethics, banking, finance, the role of government, consumerism, credit, investment, marketing, and informational management technology for Business.

### **INTERNATIONAL BUSINESS AND ECONOMICS**

Grades 10-12 5 credits

Prerequisite: Successful completion of Introduction to Business

This is the second course in the Business Administration and Management Pathway. This course provides students with an understanding of the global business environment. The focus of the course is the world of international business. Specific topics include business organizations, human resource management, information and production systems, consumer economics, global marketing, and financial management. This course will also prepare student members of DECA (Distributive Education Clubs of America) to compete in events for International Business and Economics. Students planning a four-year college program in business, economics, or government are encouraged to elect this course as a foundation for continued studies.

### **HONORS BUSINESS MANAGEMENT**

Grades 11-12 5 credits

Prerequisite: Successful completion of Introduction to Business and International Business and Economics

This is the final course in the Business Administration and Management Pathway. In this course, students will develop a better understanding of the knowledge and skills needed to develop and run a successful business. This course emphasizes business operations from the entrepreneurial and management perspective. All functions of business management are covered extensively, including the use of technology and communication. In addition, students will identify key characteristics of an entrepreneur, evaluate business opportunities, engage in customer discovery, apply design thinking, and evaluate the feasibility of a business idea. Students will run a business using a virtual business simulation and create a business plan that will allow them to obtain the necessary capital to fund their business venture and bring the world of business to the classroom. Students will also explore the global dimension of business and possible career opportunities. This course is designed for students planning to complete an academic business program at the college level.

### **MARKETING I - ESSENTIALS**

Grades 10-12 2.5 credits



# ENGLISH

The English Department curricula focus on literacy development through a variety of experiences that foster reading, writing, speaking, and listening skills. Students will consider a wide variety of literary genres and the works of many authors; selections include multicultural, historical, biographical, classic, and contemporary literature. Students will learn to write as a way to offer and support opinions, demonstrate understanding of a particular subject, and convey real and imagined experiences and events.

The State of New Jersey requires four years of English instruction for high school graduation. All courses address the New Jersey Student Learning Standards; in addition to the core courses, a variety of electives, designed for the particular interests and talents of our students, are also available.

## **ENGLISH 9 Honors, 9 CP**

Grade 9

5 credits

Prerequisite for 9 Honors: Students must have a minimum of a 90% in 8<sup>th</sup> grade English Language Arts or a minimum of 80% in 8<sup>th</sup> grade Enriched English Language Arts **AND** a teacher recommendation. A placement test is also required; other entrance criteria may be utilized, such as district benchmark/diagnostic scores.

Prerequisite for 9 CP: Successful completion of Grade 8 English Language Arts

This course provides instruction in all aspects of language skills, including reading, writing, speaking, and listening. Students explore a variety of literary genres, including short stories, novels, biographies, drama, essays, and poetry, as well as nonfiction and informational text. The writing process, vocabulary, grammar, and mechanics are infused within literary study and explored through direct instruction. This course provides an in-depth focus on expository writing as well as narrative and argument writing.

## **ENGLISH 10 Honors, 10 CP**

Grade 10

5 credits

Prerequisite for 10 Honors: Students must have a teacher recommendation **AND** either a minimum of a 90% in 9 CP or a minimum of an 80% in 9 Honors.

Prerequisite for 10 CP: Successful completion of Grade 9 English

In this course, students explore a wide range of world literature representing a variety of cultures. Students will evaluate how authors utilize rhetorical devices and strategies and the effect of history, culture, and physical environment on literary works. Literary selections include novels, drama, poetry, short stories, essays, nonfiction, and informational texts. Research opportunities, vocabulary, grammar, and mechanics are infused within literary study and explored through direct instruction. This course provides an in-depth focus on expository, narrative, and argument writing.

## **ENGLISH 11 HONORS, 11 CP**

Grade 11

5 credits

Prerequisite for 11 Honors: Students must have a teacher recommendation **AND** either a minimum of a 90% in 10CP or a minimum of an 80% in 10 Honors.

Prerequisite for 11 CP: Successful completion of Grade 10 English





## ENGLISH AS A SECOND LANGUAGE

The ESL Department is dedicated to supporting learners whose primary language is one other than English at home and need additional language assistance. The intent of the department is to ensure that multilingual learners receive a well-developed education that supports the integral components of acquiring academic English– to meet their academic, social and cultural needs while respecting and appreciating the language and culture of multilingual learners (MLs) and their families. ESL instruction is an academic discipline that is designed to teach multilingual learners (MLs) social and academic language skills aligned to the WIDA English Language Development Standards along with the New Jersey Student Learning Standards; as well as, the cultural aspects of the English language that are essential to succeeding in academic environments. It encompasses a curriculum focusing on listening, speaking, reading, and writing at appropriate developmental and proficiency levels.

The objectives of the LIEP (Language instruction education program) are to develop both basic interpersonal communication skills (BICS) and cognitive academic language proficiencies (CALPS). Planned instruction in ESL classes include listening, speaking, reading and writing at different levels of proficiency (Entering, Emerging, Developing, Expanding, Bridging). The amount and type of standards-based ESL instruction provided to students depends upon their level of language development and proficiency as determined by multiple criteria including student reading level, student success in former/current ELL course placement, student success in mainstream courses, WIDA ACCESS and/or WIDA MODEL assessment for English language proficiency, and ESL teacher recommendations.

### **ESL 1 - Entering**

Grades 9-12

5 credits

Prerequisite: Placement is determined by proficiency level determined by the WIDA Screener or ACCESS Test score

This course is offered to students who have a minimal knowledge of English as determined by the ESL teacher through the screening process. It includes the application of basic English vocabulary in sentence structure. The students learn basic and academic vocabulary words and English grammar. They will use this vocabulary to strengthen their listening and speaking skills and then in their reading and writing. Frequent repetition is used to reinforce their learning of grammar and new vocabulary in addition to using scaffolds that enhance the acquisition of new vocabulary in all four language domains.

### **ESL 2 - Emerging**

Grades 9-12

5 credits

Prerequisite: ESL 1 or by proficiency level determined by the WIDA Screener or ACCESS Test score

This course is offered to students who can speak some English but are limited in vocabulary and grammar usage as determined by WIDA ACCESS, WIDA MODEL, and/or as determined by ESL teacher input. Students learn commonly used grade specific basic and academic vocabulary words and more advanced grammar and tenses. Dialogue progresses from basic conversational speech to narratives and to the production of brief presentations.

### **ESL 3 - Developing**

Grades 9-12

5 credits

Prerequisite: ESL 2 or by proficiency level determined by the WIDA Screener or ACCESS Test score

This course is offered to students who have acquired conversational English abilities yet still need to improve their vocabulary, reading and writing skills. Students learn academic vocabulary, grammar and work with advanced grade specific reading materials. Students are provided with skills to be able to present on topics using grade level academic vocabulary and grammar. Students are presented with preparatory activities for standardized testing.

**ESL 4 - Expanding**

Grades 9-12

5 credits

Prerequisite: ESL 3 or by proficiency level determined by the WIDA Screener or ACCESS Test score

This course is offered for students who have acquired hi English abilities yet need to expand their academic vocabulary in speaking, reading and writing in order to achieve a passing score on WIDA ACCESS or WIDA MODEL. Students learn advanced academic grade level vocabulary, grammar and are provided with advanced fiction and nonfiction reading material. Students are also provided with speaking, reading, and writing skills to be able to present on topics using grade level academic vocabulary and grammar. Students are also provided with preparatory activities for standardized testing

**ESL Academic Success**

Grades 9-12

5.0 credits

No prerequisite (however, supervisor approval required)

This is a full year course offered to students who need additional support with academic English This course provides students with skills to improve with speaking, listening, reading, and writing. The course focuses on continued refinement of basic and academic English, while allowing students to study material as in the mainstream English program.

**ESL periods may also satisfy high school English or World Language graduation requirements as pursuant to N.J.A.C. 6A:8-5.1. See your child's school counselor for more information.**

# HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education program's focus is for all students to acquire the essential skills of health and physical literacy that will assist in pursuing a life of wellness. The goal of the department is to emphasize 21st-century skills and interdisciplinary connections to empower students that: Maintain mental health awareness and social/emotional support systems; participate in a physically active lifestyle; utilize conflict resolution skills; and Create and sustain healthy relationships; Advocate for personal, family, community, and global wellness.

Health and Physical Education is annually required for every student by the state of New Jersey. 9th and 10th-grade students will receive Health Education during Semester 1 and Physical Education in Semester 2. 11th and 12th graders will receive Physical Education during Semester 1 and Health Education during Semester 2.

## **HEALTH**

Grades 9–12

2.5 credits

A required course each year.

Health will provide information on what it means to be healthy and provide skills to assist students in navigating a healthy lifestyle.

In each grade, all students have two marking periods of health education which provides the knowledge, skills, and practices that promote each student's optimum physical, mental, emotional, and social development. Activities are student-centered and utilize multiple learning theories and models to support and promote health enhancing behaviors.

## **Family Life and Human Sexuality**

Hamilton Township School District's Health and Physical Education curriculum is designed to teach students the information and skills they need to become health literate, to maintain and improve health, prevent disease, and reduce health-related risk behaviors. The curriculum focuses on standards that make sure our students meet the state's student learning objectives. Students will learn the topics such as: the physical, social, and emotional aspects of human relationships and sexuality, and apply these concepts to support a healthy lifestyle. Students will also learn about the understanding of the various aspects of human relationships and sexuality will assist the individual in making good choices about healthy living in the areas of relationships, sexuality, pregnancy, and childbirth.

Grade level health topics can be found on the HTSD Curriculum Webpage <https://www.htsdnj.org/Page/14573>

### **If a parent wants a child excused from family life education, what process should be used?**

All parents/guardians should be notified of the excusal process. State law (N.J.S.A.18A:35-4.7) does not require active consent; however, every effort should be made to notify parents in advance of their right to have their child excused. Schools may use formal letters, information in parent-student handbooks, school Websites and other means to inform parents of this process. The law requires the parent/guardian to present a written, signed statement to the principal explaining how instruction in health, safety, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious education beliefs.

### **DRIVER EDUCATION: Simulator/Behind the Wheel 0 Credits\***

Simulator and Behind the Wheel (BTW) are elective courses that do not receive credit. Through twelve hours of Simulation driving instruction and three hours of actual real life driving practice, Behind-The-Wheel, the students supplement and strengthen the material learned in the classroom. Simulator training is scheduled prior to BTW and is where defensive driving techniques and strategies are stressed and drilled. The Driver Analyzer portion of the program tests the students on their reaction distance as well as total stopping distance in various conditions like rain, snow, ice, grade levels, varying speeds and BAC levels.



# MATHEMATICS

The Mathematics Department provides a variety of course offerings to help prepare students for a future in a technological world. These classes of varying levels offer college-preparatory math in a collaborative learning environment in preparation for PSAT, SAT and ACT exams. The Mathematics program is aligned to the New Jersey Student Learning Standards. Students who are planning to attend four year colleges are encouraged to take four years of high school math, and should plan to complete up to Precalculus at a minimum in high school. Students planning a career in a STEM field should plan to complete Calculus in high school.

## Possible High School Mathematics Pathways

If a student takes Algebra 1 in 9th grade, the following are possible pathways:

Pathway Option	9th Grade	10th Grade	11th Grade	12th Grade
1	Algebra 1	Geometry	Bridge to Algebra 2	Algebra 2 or Statistics/Discrete Math
2	Algebra 1	Geometry	Statistics/Discrete Math	Bridge to Algebra 2 or Algebra 2
3	Algebra 1	Geometry	Algebra 2	Advanced Algebra with Trigonometry <i>or</i> Precalculus <i>or</i> Statistics/Discrete Math <i>or</i> AP Statistics

Students in Grade 12 who have not met the graduation requirement for mathematics will be enrolled in Mathematics Concepts and Applications 12.

If a student takes Geometry in 9th grade (having completed Algebra 1 in 8th grade), the following are possible pathways:

Pathway Option	9th Grade	10th Grade	11th Grade	12th Grade
1	Geometry	Algebra 2	Precalculus	Statistics/Discrete Math <i>or</i> Honors Calculus <i>or</i> AP Calculus AB <i>or</i> AP Statistics
2	Geometry	Algebra 2	Advanced Algebra with Trigonometry	Statistics/Discrete Math <i>or</i> Precalculus
3	Geometry	Algebra 2	Statistics/Discrete Math	Precalculus <i>or</i>

			<b>or</b> AP Statistics	AP Statistics
4	Geometry	Statistics/ Discrete Math	Bridge to Algebra 2 or Algebra 2	**Algebra 2 or **Advanced Algebra with Trigonometry or **Precalculus

Students in Grade 12 who have not met the graduation requirement for mathematics will be enrolled in Mathematics Concepts and Applications 12.

\*\*12th Grade course dependent on 11th Grade course completed.

If a student takes Algebra 2 in 9th grade (having completed Algebra 1 and Geometry in 7th and 8th grade), respectively, the following are possible pathways:

Pathway Option	9th Grade	10th Grade	11th Grade	12th Grade
1	Algebra 2	Precalculus	Statistics/Discrete Math <b>or</b> Honors Calculus <b>or</b> AP Statistics	**AP Calculus AB <b>or</b> **AP Calculus BC <b>or</b> **AP Statistics
2	Algebra 2	Advanced Algebra with Trigonometry	Statistics/Discrete Math <b>or</b> Precalculus	**Honors Calculus <b>or</b> **AP Calculus AB <b>or</b> **AP Statistics
3	Algebra 2	Statistics/Discrete Math	Advanced Algebra with Trigonometry or Precalculus <b>or</b> AP Statistics	**Precalculus or **Honors Calculus <b>or</b> **AP Calculus AB <b>or</b> **AP Statistics

Students in Grade 12 who have not met the graduation requirement for mathematics will be enrolled in Mathematics Concepts and Applications 12.

\*\*12th Grade course dependent on 11th Grade course completed.

*Courses marked with an asterisk may used to meet three year graduation requirement for mathematics.*

### **ALGEBRA I CP \***

Grades 9-12

5 credits

Prerequisite: Successful completion of Grade 8 Mathematics/Pre-Algebra

This course extends and deepens students' understanding of algebraic concepts and skills. Students will model relationships between quantities, express those relationships using linear, quadratic, polynomial, exponential, and rational functions and analyze those relationships using graphs and algebraic properties. An introduction to descriptive statistics is included as well. Problem solving and use of mathematical practices are integrated throughout the course. Content will be enriched to include additional topics and more complex modeling/problem solving activities.

### **GEOMETRY HONORS, CP\***

Grades 9-12

5 credits

- Prerequisite for Honors: Algebra IA (84% or higher) **AND** Teacher Recommendation
- Prerequisite for CP: Completion of Algebra I

The study of geometry has many practical applications and is essential in engineering, construction, architecture, transportation, aeronautics, scientific research and many other fields. It will acquaint the student with valuable techniques of logical reasoning and provide a field for creative thinking. Geometric relationships are investigated and applied to the solution of problems. Topics included are: angles, triangles, polygons, lines, circles, surface area, volume, coordinate geometry, transformations, tessellations, geometric probability and trigonometric ratios. Students are introduced to flowcharts and two-column proofs. Honors content will be enriched, accelerated, will include additional topics and more complex modeling/problem solving activities, and is a prerequisite for Honors Precalculus.

### **BRIDGE TO ALGEBRA II\***

Grades 10-12

5 credits

Prerequisite: Successful completion of Algebra 1 and Geometry

This course is based on NJSL standards and builds on previous Algebra 1 and Geometry courses to provide students with a mathematics foundation to be successful in an Algebra II course. Students will apply concepts from first year Algebra and Geometry to visualize, model, represent and solve real world problems and to prepare for enrollment in Algebra II.

### **ALGEBRA II HONORS, CP\***

Grades 9-12

5 credits

- Prerequisite for Honors: Algebra I , Honors Geometry or Geometry CP (84% or higher) **AND** Teacher Recommendation
- Prerequisite for CP: Successful completion of Algebra I **AND** Geometry or Bridge to Algebra II **AND** Supervisor Recommendation

Building on the understanding of linear, quadratic and exponential functions from Algebra I, this course will extend function concepts to include polynomial, rational, radical, logarithmic, and trigonometric functions as well as probability. The standards in this course continue the work of modeling situations and solving equations. Honors content will be enriched, accelerated, will include additional topics and more complex modeling/problem solving activities, and is a prerequisite for Honors Pre-Calculus.

### **ADVANCED ALGEBRA WITH TRIGONOMETRY\***

Grades 10-12

5 credits

Prerequisite: Algebra II CP and Geometry CP (84% or higher) or Teacher/Supervisor Recommendation

This course incorporates the study of extended algebra topics with the study of introductory trigonometry. Topics studied include function theory, trigonometric, linear, exponential, rational, polynomial, logarithmic functions, and the conic sections. Equation solving, problem solving, critical thinking and graphing will be stressed throughout the course. This course is intended as an intermediate step between Algebra II and Precalculus. For some students, this could be a fourth year math course. Additionally, enrolling in this class will help students be prepared for college entrance exams.

### **STATISTICS/DISCRETE MATH\***

Grade 10-12 5 credits

Prerequisite: Successful completion of Algebra I and Geometry

The first semester is dedicated to Statistics topics that include methods and measurements used in data gathering and provide real-world problems with real data sets. The second semester is comprised of Discrete Math topics, which include mathematical reasoning, combinatorial analysis, discrete structures, applications and modeling using logic, number theory, permutations, and combinations.

### **ADVANCED PLACEMENT STATISTICS\*◆**

Grades 11 - 12 5 credits

Prerequisite: Successful completion of Algebra I plus one additional high school level math course (84% or higher) **AND** Teacher Recommendation

Advanced Placement Statistics is an Advanced Placement course which is equivalent to a one-semester introductory, non-calculus based college course in Statistics. Topics include descriptive statistics, collection of data, normal distribution, basics of probability, confidence intervals, tests of significance and regression. Significant written analysis of data is required on a regular basis. A strong background in Algebra I is required from the beginning of the course. In preparation for the College Board Advanced Placement Statistics Exam, students will be required to synthesize and apply lesson concepts to new applications and problem-solving situations. For more information, please refer to: [College Board/AP Statistics](#). *Students enrolled in this course are required to sit for the Advanced Placement exam.* ◆ **Course description revised due to Feb. 2026 notification from College Board\*\***

### **PRECALCULUS HONORS, CP\***

Grades 11-12 5 credits

- Prerequisite for Honors: Geometry Honors or Algebra II Honors (84% or higher), or Geometry CP or Algebra II CP (90% or higher) **AND** Teacher Recommendation
- Prerequisite for CP: Algebra II CP and Geometry CP (84% or higher) **AND** Teacher/Supervisor Recommendation

A solid background in Algebra and Geometry is essential for success in this course. The following topics will be taught: graphing functions and relations, polynomial equations, trigonometry, exponential and logarithmic functions, series and sequences, and conics. A graphing calculator will be used extensively throughout this course. Honors content will be enriched, accelerated and will include additional topics and more complex modeling/problem solving activities.

### **HONORS CALCULUS\***

Grade 11-12 5 credits

Prerequisite: Successful completion of Algebra I, Geometry, Algebra II, Precalculus (84% or higher) **AND** Teacher Recommendation

The study of Calculus involves a high level of abstract thinking. Topics include the theory of limits, explicit and implicit differentiation of algebraic and trigonometric functions, the first and second fundamental theorems of integral calculus and the applications associated with these topics.

### **ADVANCED PLACEMENT CALCULUS AB\***

Grade 11-12 5 credits

Prerequisite: Honors Precalculus (80% or higher) **AND** Teacher Recommendation or Precalculus CP (90% or higher) **AND** Teacher/Supervisor Recommendation

A rigorous and fast-paced course in differential and integral calculus. This college-level course stresses elementary functions and analytic geometry as well as the concepts and applications of differential and integral calculus. For more information, please refer to: [College Board/AP Calculus AB](#). *Students enrolled in this course are required to sit for the Advanced Placement exam.*





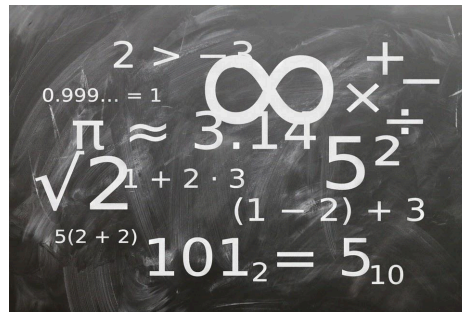
## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

Grades: 10-12

5 credits

Prerequisite: Algebra I (74% or higher), **AND** Teacher Recommendation. Computer Science A recommended but not required.

AP Computer Science Principles provides students from a wide range of backgrounds the opportunity to understand and participate in the dramatic changes to our lives brought about by computing. Students will experience an inspiring survey of computer science, to learn to think like a computer scientist, and to consider how computational thinking can enhance their eventual fields of study. Additionally, the magic behind many of the devices and applications that students use every day will be demystified. Students will create a base of information and skills that they will use in their adult lives in areas such as intelligent systems, data collection and privacy, and the infrastructure of the Internet. For more information, please refer to: [College Board/ AP Computer Science Principles](#). *Students enrolled in this course are required to sit for the Advanced Placement exam.*







## **HARMONY**

Grades 9-12

5 credits

Prerequisite: Instrumental or Vocal Training **AND** music teacher recommendation

Students will strengthen their knowledge of music fundamentals including music elements, key signatures and scales, time signatures and rhythms, clefs and transpositions, ear training, and sight-singing. An introduction to keyboard harmony and a study of basic diatonic harmony are included. As the course progresses, students will develop a deeper understanding of diatonic harmony and engage in original composition projects that encompass various styles and forms.

## **ADVANCED PLACEMENT MUSIC THEORY**

Grades 10-12

5 credits

Prerequisite: 80 or higher in Harmony **OR** music teacher recommendation

This course is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music. These abilities will be developed by listening to, reading, writing, analyzing, and performing a wide variety of music. Historical periods, genres, and styles include Baroque, Classical, Romantic, 19th and 20th Century, and Contemporary (e.g., World Music, Jazz, Rock, Pop); both instrumental and vocal music are represented. This course provides an excellent foundation for students who plan to study music in college or pursue a career in music. This college-level course provides music students with an opportunity to earn college credits by receiving a qualifying score on their exam. For more information, please visit, <https://apstudents.collegeboard.org/courses/ap-music-theory>. *Students enrolled in this course are required to sit for the Advanced Placement exam.*

## **JAZZ IMPROVISATION**

Grades 9-12

2.5 credits

Prerequisite: Instrumental Training

Band students will have the opportunity to extend their musicianship by focusing on creating and composing music. Students will compose pieces and accompaniments and explore diverse styles of music. Students will improvise varied answers to given chord progressions as well as improvise melodies and rhythms using matching styles and forms.

## **INTRODUCTION TO MUSIC IN FILM AND VIDEO**

Grades 9-12

5 Credits

No Prerequisite

Students will explore the theory and process of how music combines with film and video. They will learn the incredible power of music and its effect on tone, emotion, and narrative in cinematic themes. Students will examine how music can define a scene's rhythm and style, and how it can bring unity to shots and scenes. Students will have the opportunity to critique and determine the goals and intentions to define what type of music serves the project best.

# SCIENCE

In today's dynamic landscape, driven by advancements in technology, scientific breakthroughs, and global interconnectedness, the skill sets required for societal contribution are rapidly evolving. Science education offers a compelling platform for cultivating essential future ready skills like critical thinking, problem-solving, information literacy, and collaborative learning. By actively engaging students in 3-dimensional learning, utilizing the New Jersey Student Learning Standards for Science (NJSLS-S), students can take ownership of their learning and prepare them for active participation in a constantly transforming world. The three dimensions of science learning are described below:

- **Crosscutting Concepts** help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.
- **Disciplinary Core Ideas** are the key ideas in science that have broad importance within or across multiple science or engineering disciplines.
- **Science and Engineering Practices** describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires.

The State of New Jersey requires all students complete at least three years of science instruction for graduation. Students must take Biology and two more years of lab-based science. The recommended pathways for students are shown in the table below. For students considering attending four-year colleges it is strongly recommended they take four years of science, including at least one AP course.

**Please consider these requirements when making Science Course selections:**

- **Mathematics prerequisites** are listed below, where appropriate. The importance of mathematics should not be underestimated when considering science courses.
- Please refer to the **High School Science Pathways** for the progression of science courses.

## High School Science Pathways

Pathway Option	9th Grade	10th Grade	11th Grade	12th Grade
<b>1</b>	Environmental Science	Biology	Chemistry <i>or</i> Anatomy & Physiology <i>or</i> Marine Biology	Physics <i>or</i> AP Environmental Science <i>or</i> AP Biology <i>or</i> AP Chemistry <i>or</i> Genetics, Forensics & Biotechnology <i>or</i> Neuroscience & Society
<b>2</b>	Biology	Chemistry <i>or</i> Anatomy & Physiology <i>or</i> Marine Biology <i>or</i> Environmental Science	Physics CP/H <i>or</i> AP Environmental Science <i>or</i> AP Biology <i>or</i> AP Chemistry <i>or</i> Genetics, Forensics & Biotechnology	AP Physics <i>or</i> Neuroscience & Society <i>or</i> Introduction to Biological & Organic Molecules
<b>3</b>	Biology H	Chemistry CP/H <i>or</i> Anatomy & Physiology <i>or</i> Marine Biology <i>or</i> Environmental Science	Physics CP/H <i>or</i> AP Environmental Science <i>or</i> AP Biology <i>or</i> AP Chemistry <i>or</i> Genetics, Forensics & Biotechnology	AP Physics <i>or</i> Neuroscience & Society <i>or</i> Introduction to Biological & Organic Molecules

*Courses marked with an asterisk may be used to meet three year graduation requirement for science.*

## **ENVIRONMENTAL SCIENCE\***

Grade 9

5 credits

Prerequisites: Successful completion of Grade 8 Science

Environmental Science enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach, and engage in evidence-based decision making in real world contexts. Students will apply science through a hands-on approach, driven by questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?” and “How do Earth’s surface processes and human activities affect each other?” Disciplinary Core Ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change. Students will identify the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, dependencies on natural resources, and the significant environmental impacts of human activities. Engineering and technology figure prominently here, as students use mathematical thinking and the analysis of geoscience data to examine and construct solutions to the many challenges facing long-term human sustainability on Earth. Students develop models and explanations for their thinking, and engage with major global issues to develop analytical and strategic thinking. Students will engage in Science and Engineering practices including defining problems, and developing solutions.

## **BIOLOGY Honors, CP\***

Grades 9-12

5 Credits

Mathematics Prerequisites: Biology CP: concurrent enrollment in Geometry (or minimum of an 80 or higher in Math 8)  
Biology H: concurrent enrollment in Geometry H, teacher recommendation

The core content of this course is focused on the use of life science principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of life on earth. Students engage in laboratory and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems. This course places an emphasis on the following Disciplinary Core Ideas:

- Structure and Function,
- Inheritance and Variation of Traits,
- Matter and Energy in Organisms and Ecosystems,
- Interdependent Relationships in Ecosystems,
- Natural Selection and Evolution.

Students will demonstrate knowledge through questioning the phenomenon found in the world. Mathematical computation and reasoning, as well as extensive informational readings, research and presentation, will allow students to analyze scientific biological phenomena and be asked to provide evidence for their thinking. The expectations and workload in the honors section of this course are high, and will require that a significant amount of work be accomplished outside the confines of the class period.

### **CHEMISTRY HONORS, CP\***

Grades 10-12 5 credits

Prerequisites: Completion of Biology (CP or H)

*and*

Mathematics: Chemistry CP: concurrent enrollment in Algebra 2

Chemistry H: concurrent enrollment in Algebra 2H, teacher recommendation

This course will focus on the nature and behavior of matter. Students will utilize mathematical skills in problem solving and laboratory experiences. Hands-on, minds-on experiences will develop their understanding in five major units including the topics of:

- Thermochemistry,
- Atomic Structure
- Nuclear Chemistry,
- Periodicity,
- Bonding and Chemical Reactions.

Within each of these units, students will be expected to demonstrate proficiency in developing and using models, planning and conducting investigations, communicating scientific and technical information, and using these practices to demonstrate understanding of the core ideas. The honors section of this course uses the same approach but includes more depth, a faster pace, and more intricate mathematical problems. There may be additional coverage of content due to the faster pace.

### **PHYSICS HONORS, CP\***

Grades 11-12 5 credits

Prerequisites: Completion of Biology (CP or H)

*and*

Mathematics: Physics A: Concurrent enrollment in Algebra 2 CP

Physics H: Concurrent enrollment in Algebra 2H, teacher recommendation

The focus of this course will include the major content of an introductory physics course, including motion and energy, wave motion, sound and light, electricity and magnetism, gravity and celestial properties, and forces. Students will be expected to be proficient in Algebra and Geometry in order to solve both theoretical and physical problems. Engineering ideas and practices will be examined throughout the course to provide a practical application of specific physics concepts, theories, and laws. The honors section of this course requires strong mathematical skills and is designed to meet the needs of the highly-motivated student with great interest in science and academics as the depth of the honors course will be rigorous. Students completing this course will have the background necessary for an introductory level college class or AP Physics I & II.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE\***

Grades 11-12 5 credits

Prerequisites: Completion of Biology CP with a grade of 94% or higher

Completion of Biology H with a grade of 84% or higher

*and*

Completion of Chemistry (CP or H)

Mathematics: Completion of Algebra (CP or H)

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and man-made environmental issues, to evaluate the risks and costs associated with these problems, and to examine alternate solutions to the challenges confronting society. The topics covered include earth systems: populations, communities and ecosystems; energy flow; natural resources; environmental changes; environmental economics and policy; and choices for the future. The course is designed to be the equivalent of a one-semester introductory college course and provides excellent preparation for the Advanced Placement Exam in Environmental Science. For more information, please refer to: <https://apstudents.collegeboard.org/courses/ap-environmental-science>. *Students enrolled in this course are required to sit for the Advanced Placement Exam.*



This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences provide opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. AP Physics I & II provides excellent preparation for the Advanced Placement examination in Physics I and Physics II. For more information, please refer to: *AP Physics*

1: <https://apstudents.collegeboard.org/courses/ap-physics-1-algebra-based> and *AP Physics*

2: <https://apstudents.collegeboard.org/courses/ap-physics-2-algebra-based>. Students enrolled in this course are required to sit for the Advanced Placement Exam.

### **ANATOMY AND PHYSIOLOGY\***

Grades 10-12 5 credits

Prerequisites: Completion of Biology (CP or H) with a grade of 84% or higher

This course provides an in-depth, explorative study of the structure and functions of the human body, and examines the progression of human complexity from the molecular level to the system level. Students will use models and preserved specimens, as well as a variety of extensive investigations and dissections throughout the course. It is expected that all students who elect to take this class will participate fully in the dissections, and no alternative assessments will be provided. Dissection techniques and identification of exposed organs will make up a portion of a student's grade. Students and their parent/guardian MUST sign a Dissection Agreement form prior to beginning this course. Please see the course instructor for the necessary dissection forms. This course is recommended for students interested in pursuing careers in the health sciences.

### **MARINE BIOLOGY\***

Grades 10-12 5 credits

Prerequisites: Completion of Biology (CP or H) with a grade of 84% or higher.

Marine Biology enables students to learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans.

Topics covered in this course may include:

- Ocean geology and the characteristics of the ocean floor;
- The influence of waves, currents and tides;
- The chemistry of water in marine environments, including estuaries.
- Ecological relationships between marine organisms (porifera, cnidaria, mollusca, annelida, arthropoda, echinodermata, and chordata)
- Trophic structure and nutrient cycles
- Human impact on marine environments

There are a significant number of dissections throughout this course and it is expected that all students who elect to take this class will participate fully in the dissections, and no alternative assessments will be provided. Dissection techniques and identification of structures will make up a portion of a student's grade. Students and their parent/guardian MUST sign a Dissection Agreement form prior to beginning this course. Please see the course instructor for the necessary dissection forms.

### **INTRODUCTION TO BIOLOGICAL AND ORGANIC MOLECULES\***

Grades 11-12 2.5 credits

Prerequisites: Completion of Chemistry H with a grade of 84% or higher, Chemistry CP with a grade of 90% or higher, Completion or concurrent enrollment in AP Chemistry is preferred

This course is designed to provide a fundamental overview of biological and carbon-based molecules to students interested in pursuing a career in the sciences. Upon successful completion of this class, students will understand the relationship between structure and function of molecules, the major classes of reactions, reaction energetics and mechanisms, synthesis of organic compounds, and how to determine structure via various spectroscopic techniques. Several themes are prevalent in each unit of study: nomenclature, chemical and physical properties, structures, mechanisms, common molecules, and the role of biological molecules in living systems. Laboratory sessions introduce basic and safe skills and techniques as well as advanced research techniques. **This course does not meet the 3-year science requirement.**

## **NEUROSCIENCE AND SOCIETY**

Grades 11-12

2.5 credits

Prerequisites: Completion of Biology (CP or H) and Chemistry (CP or H)

Neuroscience is relevant to many of the societal institutions that affect our lives, including business, law, education, medicine, and the military. This course offers an in-depth focus on neuroscience through the lens of societal issues relevant to older teenagers. Areas of study may include:

- Brain Anatomy
- Neurons and Neurotransmitters
- Drugs and Addiction
- Learning, Memory and Learning Disorders
- Mental Illness
- Law & Criminology (the neuroscience of ethical behavior)
- Brain function & mental wellbeing

***This course does not meet the 3-year science requirement.***

## **GENETICS, FORENSICS & BIOTECHNOLOGY\***

Grades 11-12

5 credits

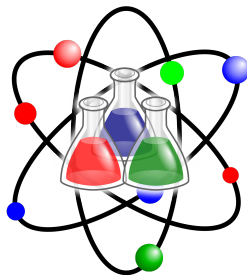
Prerequisites: Completion of Biology and Chemistry CP with a grade of 94% or higher

Completion of Biology and Chemistry H with a grade of 84% or higher

This course is designed for students who have a strong interest in modern biology and its applications to the fields of medicine and agriculture. Students explore how DNA works and how scientists can alter DNA for a variety of purposes. Topics include:

- Microbiology
- Applications of DNA technology including
  - Genetic engineering
  - GMO's and food processing,
  - Forensics (DNA fingerprinting, crime scene investigations, paternity testing)
- Medical Biotechnology
  - Immunology & Blood typing
  - ELISA testing
  - Western blots
- Bioethics
  - The use of commercial DNA testing in forensics
  - CRISPR technology
  - GMO patents
  - HeLa cells and breast cancer research

This course places a strong emphasis on laboratory activities to reinforce academic concepts and principles. Students will have access to advanced lab equipment and activities, including PCR technology, and CRISPR. Case studies will also be used to demonstrate how biotechnology has changed crime scene investigations and made forensic science accessible to all.





### **AMERICAN LAW**

Grades 10-12 5.0 credits

No prerequisite

This course familiarizes the student with the laws that will be of practical use to them in their everyday lives. Topics such as the criminal justice system, different types of crimes, individual rights, and how to obtain an attorney will be discussed. In the second portion of the course, students will discuss law as it applies to the family, the consumer, housing, individual rights, and discrimination.

### **CURRENT EVENTS**

Grades 10-12 2.5 credits

No prerequisite

Throughout this semester-long exploration, students will delve into an array of current events, encompassing local, national and international matters, fostering critical thinking, informed analysis, and a deeper understanding of the issues shaping our societies. Students will examine a diverse range of topics spanning politics, economics, environmental concerns, social justice movements, global conflicts, technological advancements, and cultural shifts.

### **MULTICULTURAL STUDIES**

Grades 11-12 2.5 credits

No prerequisite

This course is designed to analyze the United States as a multicultural nation. Students will investigate who they are and what has shaped their current identity. This course will rely heavily on classroom discussion and will examine a variety of mature topics. There will be an emphasis on exploring the perspectives of various groups and developing a better understanding of how race, culture, and ethnic identity have contributed to shape the world we live in today. Students will strengthen their awareness of the diverse ethnicities, which have contributed to American history and our contemporary American culture.

### **SOCIOLOGY**

Grades 10-12 2.5 credits

No prerequisite

This course is designed to help the student develop an awareness of the complexities of human behavior, understand the relationship of the socialization process to one's own self-concept, reinforce the values of our society, challenge the student to examine social behavior, and understand other cultures and appreciate their contributions to society.

### **PSYCHOLOGY**

Grades 10-12 2.5 credits

No prerequisite

This course is designed to prepare students to be aware of the changes in the world and to deal with the complexity of human growth and behavior through an introduction to the field of psychology. Topics covered in this course are: applications and contradictions, a review of scientific method, an identification of research studies, heredity versus environment, knowledge of stages of growth and development, a comprehension of psychological theories, and their validity in other areas of knowledge.

### **THE RISE OF GLOBAL CITIES**

Grades 11-12 2.5 credits

Prerequisite: Successful completion or concurrent enrollment in World History

This course investigates the interconnected histories of urban centers around the globe. Students will explore how trade, migration, and cultural exchanges have shaped cities, from the established port cities of the late Medieval Era to the sprawling megacities of today. The course examines how expanding global trade networks,

the Renaissance, colonialism, and industrialization impacted urban development, as well as the challenges of contemporary urban issues in 21st-century cities. By tracing these historical threads, students will gain a deeper understanding of the global forces that have shaped our urban world.

### **GOVERNMENT AND LAW RELATED EXPERIENCES - Honors**

Grades 11-12 5 credits

Prerequisite: Teacher Recommendation

This course is designed to provide students with in-depth knowledge and first-hand experiences in the political process on national, state, and local levels. Honors Government and Law Related Experiences is suggested for students considering a career in law, government services, or related fields as well as those interested in engaging in community affairs. Volunteer hours are required. Students are admitted through a selection process and teacher recommendation.

### **TOMORROW'S TEACHERS**

Grades 11-12 5 credits

Prerequisite: Teacher/Counselor Recommendation (Supervisor approval for college credit option) **AND** an overall 3.0 GPA

Tomorrow's Teachers is a study of the history, development, organization and practices of preschool, elementary and secondary education. This course seeks to provide high school students with insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. Tomorrow's Teachers is divided into four themes: Experiencing the Learner, Experiencing the Profession, Experiencing the Classroom, and Experiencing Education. This course includes a practicum requirement where students work under the direction of teachers in our local elementary and middle schools. **It is recommended that students arrange for their own transportation.**

\*Through a college partnership with Kean University, students have the option to take this course and also earn college credit. Students will be required to complete additional practicum hours as well as a Context for Learning Project. If interested, please see your child's school counselor for more information. Enrollment in the dual enrollment program designates the course as honors level.

### **VOLUNTEER INTERNSHIP PROGRAM (VIP)**

Grade 12 2.5 credits per semester

Prerequisite: Teacher Recommendation **AND** application process

VIP provides actual experience and involvement through volunteer work in business, professional, social, and governmental agencies. The course is open to seniors who would like some realistic experience in the career areas of their choice or are contemplating further education and are undecided about their area of study. The student reports to his/her selected agency according to a prescribed time schedule. On selected days, the student will report for a building level or district seminar. Daily logs, agency reports, and a project or research paper are required. Students provide their own transportation. Pupils are scheduled individually. Students attend school for three or more classes before reporting to their VIP assignment. Students are assigned through an application/selection process and teacher recommendation.

### **ADVANCED PLACEMENT U.S. HISTORY**

Grades 10-12 5 credits

Prerequisite: 84% or higher in U.S. History I Honors or 90% or higher in U.S. History I CP **AND** teacher recommendation

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The program prepares students for intermediate college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Beginning with Discovery and Settlement of the New World, and ending with present-day America, students study various topics throughout the course of United States History. **This course satisfies the United States History II requirement.** *Students enrolled in this course are required to sit for the Advanced Placement exam.* For more information, please refer to: <https://apstudents.collegeboard.org/courses/ap-united-states-history>.





### **INTRODUCTION TO ELECTRONICS AND ROBOTICS\***

Grades 9-12 5 credits

Co-requisite Algebra I (or higher)

This course will provide the fundamentals of electricity and electrical design. Students will apply their knowledge to plan, assemble, and test a series of electrically based projects.

### **ELECTRONICS AND ROBOTICS II\***

Grades 11-12 5 credits

Prerequisite: Successful completion of Introduction to Electronics and Robotics

Recommendation: Algebra I

This course will expand on the principles and concepts learned in Introduction to Electronics and Robotics. More complex circuits and automation will be explored.

### **GRAPHIC ARTS I\***

Grades 9-12 5 credits

No prerequisite

This course is designed to focus on the techniques of communications, primarily associated with the printed word, illustrations and photography. They will learn how to apply the basics of the design process in a visual manner. They will develop a portfolio of their work, including projects involving the processes of digital printing, silk screen and photography.

### **GRAPHIC ARTS II\***

Grades 10-12 5 credits

Prerequisite: 85% or higher in Graphic Arts I **AND** Teacher Recommendation

This course is designed for students wishing to continue their studies from Graphic Design I. They will build on typographic, compositional and digital imaging skills to produce portfolio quality work. Students will continue to use the latest industry standard software (Adobe Apps: Photoshop, After Effects and Illustrator) as well as traditional fine arts mediums to solve a variety of sophisticated graphic design problems. Final projects will range from 2D posters, motion graphics and prints to artist book design. This course creates a foundation for an art school admission portfolio relating to Graphic Design.

### **PHOTO TECHNOLOGY I\***

Grades 10-12 5 credits

No prerequisite

This course is an in-depth study of black and white photography as it relates to digital printing and graphic communication. Photographic practices including camera operation, darkroom procedures, developing, and enlarging. The second semester will focus on digital photography, including advanced camera settings, exposure, composition, lighting, alternative camera angles, depth of field and image editing software. Digital photography includes experiences with Adobe Photoshop.

### **PHOTO TECHNOLOGY II\***

Grades 11-12 5 credits

Prerequisite: Photo Technology I

This is an advanced course in Digital photography. Students will explore technical, artistic, and commercial aspects of photography. The course will include advanced digital camera operations and creative digital darkroom techniques with the use of Lightroom and Adobe Photoshop software. Class time will enable students to work on independent and cooperative explorations. Students will prepare a portfolio of work to exhibit and at the completion of the course.

### **ENGINEERING DRAWING AND CAD\* ◆**

Grades 9-12 5 credits

No prerequisite

The course teaches the student to visualize items in three dimensions and then sketch them in three views. The student will learn three major skills: Orthographic Projection - three dimensional drawings which include Dimensioning and Lettering; Geometric Construction - development of geometric shapes such as circles, triangles, octagons, hexagons, and pentagons; and Pictorial Drawings - the drawing of an object so that more than one side can be seen. The student will develop and strengthen their ability to complete and read industrial drawings.

### **ADVANCED ENGINEERING DRAWING AND CAD\***

Grades 10-12 5 credits

Prerequisite: Successful completion of Engineering Drawing and CAD

This course will build upon the concepts taught in the first Engineering Drawing and CAD course. The student will be introduced to three additional areas of drawing: Auxiliary Views - drawing views of an inclined or isometric angled object; Sectional Drawing - drawing of an object as if part of it were cut away to expose the insides; and Machine Drawing - the use of advanced Orthographic Projection to describe industrial machine parts.

### **ARCHITECTURAL DRAWING AND CAD\***

Grades 11-12 5 credits

Prerequisite: Successful completion of Advanced Engineering Drawing and CAD

Architecture Design is the drawing of various construction plans such as plot, floor, and elevation. The plot plan shows the position of the house on a building lot, while the floor and elevation plans show the actual shape/size of the house.

### **ADVANCED ARCHITECTURAL DRAWING AND TECHNICAL CAD\***

Grade 12 5 credits

Prerequisite: Successful completion of Architectural Drawing and CAD or teacher recommendation

This course reviews all advanced areas of Architectural Drawing, including model building, land development and 3-D representation of designed projects. For the final project, students can develop exploratory designs of their choice in an in-depth study through individualized instruction. The course is designed to give the student entry-level job skills in industrial drafting or prepare the student for majors in engineering or architectural fields in college.

### **MATERIALS PROCESSING I ◆**

Grades 9-12 5 credits

No prerequisite

This course combines basic objectives of Woodworking, Metalworking and other materials in order to provide a broad base of knowledge and a variety of hands-on experience in the area of technology.

### **MATERIALS PROCESSING II ◆**

Grades 10-12 5 credits

Prerequisite: Successful completion of Materials Processing I

This course expands on the concepts covered in Materials Processing I, providing the students with a broader base of knowledge and more hands-on experience. Students will apply technology design objectives to a series of projects utilizing a variety of materials.

### **MATERIALS PROCESSING III HONORS ◆**

Grades 11-12 5 Credits

Prerequisites: Successful completion of Materials Processing II **AND** Recommendation of Teacher

This course will continue to build on the skills learned in Materials Processing I and II, and develop new skills as set by the student and teacher. Advanced woodworking techniques and equipment will be introduced. Students in this course need to be self-motivated, and are responsible for the materials and designs of their projects.

## **MATERIALS PROCESSING IV HONORS** ◆

Grade 12

5 Credits

Prerequisites: Successful completion of Materials Processing III **AND** Recommendation of Teacher

This course is designed for the senior who has developed a passion for woodworking. Goals and projects will be coordinated by the student and the instructor, with the student producing a capstone project. The student may be asked to assist the instructor with students taking Materials Processing I or II. The student must be self-directed, and is responsible for the materials and designs of their project.

◆ Dual Enrollment option available with Thomas Edison State University. See your school counselor or the curriculum supervisor for more information.

*\*This course may be used to meet graduation requirements in Technology and/or Visual Performing Arts (see your child's school counselor for further information).*



## THEATRE ARTS

The Theatre Arts course is offered to students in grades 9 through 12. The course is designed to develop students' artistic thinking, creative expression, and theatrical skills. Students will learn that theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience and convey meaning. Students will learn how theatre influences our understanding of and responses to the world. For more information, contact the Supervisor of the Arts.

### **INTRODUCTION TO THEATRE ARTS**

Grades 9-12

5 Credits

No Prerequisite

This course will provide students with opportunities to explore various aspects of theatre including performance, production, and history. Students will develop performance skills through improvisation, character development (using the body and voice), and scene work. Students will also experience playwriting, directing, theatrical design and technical theatre (e.g., lighting, sound, costumes, sets, and props). Students will learn to discuss, analyze, and evaluate theatre by examining several genres and styles, including musical theatre. This course exemplifies cross-curricular learning.



## WORLD LANGUAGES

World language education provides our students with essential language skills and cultural understandings in languages other than English necessary to communicate in a global and culturally diverse world. Students that are enrolled in a World Language course will learn to communicate through the development of four skills: listening, speaking, reading, and writing. In addition to building communicative skills, the students will gain information about the civilization, culture, and customs of the people whose language they are studying.

### **HIGH SCHOOL WORLD LANGUAGE PLACEMENT**

Students who are confident in their reading, listening, writing, and speaking skills in one of our offered world language courses and are interested in placing in a higher level should speak to their world language teacher and guidance counselor. To be placed in a higher level, students must complete a placement assessment from the Office of Curriculum that tests all four language skills. ***Recommendation from the world language teacher and/or guidance counselor is required.*** After the evaluation, the most appropriate placement will be determined for each student based on course availability and student scheduling priority.

### **FRENCH I**

Grades 9-12 5 credits

No prerequisite

The initial objective, the understanding and speaking of the language, is attained by means of oral conversations and exercises based on authentic material. Grammar is taught through a variety of speaking drills and writing practices. Reading and writing are introduced as the course progresses. Students are exposed to the culture of the French-speaking world.

### **FRENCH II**

Grades 9-12 5 credits

Prerequisite: 70% or higher in French I

This course builds upon the skills learned in French 1 (reading, writing, listening and speaking), while continuing to stress the ability to understand and to speak the language and to learn the culture of the people. Students will continue developing proficiency in these four skills while enhancing their knowledge of French-speaking cultures. Additional time and emphasis are devoted to reading and writing skills.

### **FRENCH III HONORS**

Grades 10-12 5 credits

Prerequisite: 80% or higher in French II **and** teacher recommendation **or** administrative approval

French III increases the emphasis on reading and writing the language without sacrificing speaking ability and comprehension acquired in levels 1 and 2. This is done by means of more intense cultural readings and discussion of these readings in the target language.

### **FRENCH IV HONORS**

Grades 11-12 5 credits

Prerequisite: 80% or higher in French III **and** teacher recommendation

This is an advanced course in French for those students who have completed French III. Equal emphasis is placed on all four aspects of language learning and on the culture of the French-speaking world. Fluency in spoken French is emphasized through thematic conversations.

## **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

Grade 12 5 credits

Prerequisite: 84 % or higher in French IV **and** Teacher recommendation

This Advanced Placement Course is offered to students who have completed French IV.

The purpose of this course is to develop the student's self-confidence, knowledge of the French Language, and self-assurance using it in conversation. The students will also be able to comprehend native French speakers from a variety of Francophone cultures; as well as becoming aware of current events in French speaking countries. Critical thinking and analytic skills will also be developed. For more information, please refer to: <https://apstudents.collegeboard.org/courses/ap-french-language-and-culture>. *Students enrolled in this course are required to sit for the Advanced Placement exam.*

## **GERMAN I**

Grades 9-12 5 credits

No prerequisite

The student learns to communicate in German through the use of basic conversations based upon authentic materials. Grammar is taught by means of a teacher presentation followed by oral and written structure drills for reinforcement. Students are exposed to the culture of the German-speaking world.

## **GERMAN II**

Grades 10-12 5 credits

Prerequisite: 70% or higher in German I

German II continues to stress the listening and speaking skills of the language while placing greater emphasis upon reading and writing. Students continue the study of the culture, geography, and social customs of German-speaking countries continue to be examined.

## **GERMAN III HONORS**

Grades 11-12 5 credits

Prerequisite: 80% or higher in German II **and** teacher recommendation **or** administrative approval

German III gives the student the opportunity to read and discuss more difficult material in German. More attention is given to writing skills and structure. Both classical and modern literature are introduced. Students receive more exposure to German culture through graded readings.

## **GERMAN IV HONORS**

Grade 12 5 credits

Prerequisite: 80% or higher in German III **and** teacher recommendation

This course is for the student who has completed German III. Emphasis is placed upon speaking, reading, and writing. Students will read more difficult material for discussion in German. The detailed history and geography of German-speaking nations are studied.

## **ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE**

Grade 12 5 credits

Prerequisite: Teacher recommendation **and** an 84% or higher in German IV

Designed to parallel third-year college-level courses in German Language, AP German Language courses build upon prior knowledge and develop students' ability to understand spoken German in various conversational situations, to express themselves (in German) accurately and fluently, and to have a command of the structure of the German language. Students will develop a vocabulary large enough to understand literature, magazine/newspaper articles, films and television productions, and so on. For more information, please refer to: <https://apstudents.collegeboard.org/courses/ap-german-language-and-culture>. *Students enrolled in this course are required to sit for the Advanced Placement exam.*

### **ITALIAN I**

Grades 9-12 5 credits

No prerequisite

The student will communicate in Italian through the use of basic phrases and conversations based upon authentic materials. Grammar and structure are stressed as well as basic writing and reading skills. Cultural materials are also provided.

### **ITALIAN II**

Grades 10-12 5 credits

Prerequisite: 70% or higher in Italian I

Italian Level II will expand on the grammar introduced in Italian I and provide students with a more advanced introduction to the Italian language and an opportunity to develop a basic cultural competency. Communication skills will be emphasized and students participating in this course will also learn other facets of language study including vocabulary, grammar, idiomatic expressions, proverbs, culture, and geography.

### **ITALIAN III HONORS**

Grades 11-12 5 credits

Prerequisite: 80% or higher in Italian II **and** teacher recommendation **or** administrative approval

Italian III increases the acquisition of the basic skills of speaking, listening, reading, and writing through application in the study of literature, conversations, drama and culture. Advanced levels of grammar are studied and former grammar skills are strengthened. Oral and listening skills are enhanced with emphasis on increased control of vocabulary, allowing students to understand, converse, interact, and make presentations in Italian at a more complex level.

### **ITALIAN IV HONORS**

Grade 12 5 credits

Prerequisite: 80% or higher in Italian III **and** teacher recommendation

The course expands the grammar introduced in Italian III and provides students with a more advanced introduction to the Italian language. The course focuses on intensive practice of the language skills of reading, writing, speaking, and listening along with literary analysis, a thorough grammar review, and cultural awareness. Students will be able to comprehend the Italian spoken by native speakers. Students will also develop writing skills which will be proficient enough to be recognized and comprehended by native speakers.

### **ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE**

Grade 12 5 credits

Prerequisite: Teacher recommendation **and** an 84% or higher in Italian IV

Designed by the College Board to parallel third-year college-level courses in Italian language, AP Italian Language and Culture courses build upon prior knowledge and develop students' ability to express ideas, exchange opinions, and present information in Italian, both orally and in writing. These courses also help students in understanding and interpreting written and spoken Italian. In addition, students explore the culture of Italian-speaking people in historical and contemporary contexts. For more information, please refer to: <https://apstudents.collegeboard.org/courses/ap-italian-language-and-culture>. *Students enrolled in this course are required to sit for the Advanced Placement exam.*

### **CONVERSATIONAL SPANISH**

Grade 9 5 credits

No prerequisite: Administrative Placement

Conversational Spanish is an introductory course for students having difficulty with language acquisition. The course will focus on creating and responding to basic phrases, describing people, places and things, and interacting in limited social settings and basic situations. Basic communication skills of listening, speaking, reading and writing will be emphasized throughout the course. Students will also develop an awareness of culture, and examine the interrelationships between the Spanish language and the various cultures of the Spanish-speaking people. The course will be personalized to meet the diverse needs of the students enrolled.

### **SPANISH I**

Grades 9-12 5 credits

No prerequisite

The communicative approach is used in the learning of Spanish. The student will learn to speak and understand Spanish through conversations and exercises based upon authentic material. Grammar is taught through a variety of speaking, reading, and writing drills. The student is exposed to the culture of Spanish-speaking countries.

### **SPANISH II**

Grades 9-12 5 credits

Prerequisite: 70% or higher in Spanish I

Spanish II will build upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish II will introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

### **SPANISH III HONORS**

Grades 10-12 5 credits

Prerequisite: 80% or higher in Spanish II **and** teacher recommendation **or** administrative approval

The students enrolled in Spanish III will enhance cognitive demands of communication resulting in a growth of students' reasoning skills. An enhanced cultural experience as well as a context for interaction with native Spanish speakers also expands the language experience. In Spanish III, the student reads and discusses more difficult material in the language.

Attention is given to the literature, history, and geography of Spain. Listening comprehension and writing skills are stressed.

### **SPANISH IV HONORS**

Grades 11-12 5 credits

Prerequisite: 80% or higher in Spanish III **and** teacher recommendation

Students will utilize higher level thinking skills by applying their previous knowledge of grammar and vocabulary. Students will also analyze various Spanish and Latin American literary selections by creating original scenarios, mini stories, adaptations and dramatizations. Students will critique classroom presentations. Students will learn about the Spanish and Latin American culture through the incorporation of readings from literary selections. Spanish IV is the culmination of the study of all major grammatical components with special emphasis on the present and past subjunctive.

### **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

Grade 12 5 credits

Prerequisite: 84% or higher in Spanish IV **and** teacher recommendation

The course will be conducted almost exclusively in Spanish and the students will be expected to practice the target language consistently with the teacher and their classmates. Students will complete a thorough review of grammar and verb conjugations, expand their communication skills through daily classroom interactions, increase and refine their writing skills, increase comprehension skills of written and aural material, and will gain additional knowledge of the cultures of the Spanish-speaking world through the study of history, art, music, and current events. *Students enrolled in this course are required to sit for the Advanced Placement exam.* For more information, please refer to: <https://apstudents.collegeboard.org/courses/ap-spanish-language-and-culture>.

## **Hamilton Township School District is a proud state participant in the Seal of Biliteracy**

### **What is the Seal of Biliteracy?**

The New Jersey State Seal of Biliteracy is an award given by the New Jersey Department of Education (NJDOE) in recognition of students who have studied and attained proficiency in at least one language in addition to English by high school graduation. The NJDOE, pursuant to P.L. 2015, c. 303 enacted by the Senate and General Assembly of the State of New Jersey, established the State Seal of Biliteracy program in 2016 to help students recognize the value and the tangible benefits of bilingualism. Since its inception, a total 39,008 Seals of Biliteracy have been awarded. This designation on a student's high school diploma also provides employers and universities with a method of identifying bilingual candidates, students with 21st century skills, and those who have prioritized the study of other languages and cultures. Moreover, the State Seal of Biliteracy emphasizes the importance of both bilingualism, which facilitates improved communication and boosts the local economy, and cultural understanding, which promotes social acceptance.

### **Why seek the Seal of Biliteracy:**

- Encourage students to study languages;
- Certify attainment of biliteracy;
- Provide employers with a method of identifying people with language and biliteracy skills;
- Provide universities with a method to recognize and award academic credit to applicants seeking admission;
- Prepare students with 21st century skills;
- Recognize and promote second language instruction in public schools;
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community.

***Juniors and Seniors in our district are eligible to take a test to meet one of the requirements for the Seal of Biliteracy in the month of January. If you qualify, you'll receive recognition from both the district and the state of New Jersey in June of your graduating year.***

***To learn more about the Seal of Biliteracy and eligibility requirements, please visit this link:***  
***<https://www.nj.gov/education/standards/worldlang/SealofBiliteracy.shtml>***



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PLANNING YOUR HIGH SCHOOL PROGRAM

<p><b><u>GRADE 9</u></b></p>	<p><b><u>GRADE 10</u></b></p>
<p><b><u>GRADE 11</u></b></p>	<p><b><u>GRADE 12</u></b></p>