# Shore Regional High School

Monmouth Beach
Oceanport
Sea Bright
West Long Branch

# Program of Studies 2011-2012

International Baccalaureate
World School

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# PROGRAM OF STUDIES

***www.shoreregional.org***

***TELEPHONE: 732.222.9300***

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# STUDENT PERSONNEL SERVICES

| | |
|---|---|
| Christine Critelli | Learning Disability Teacher-Consultant |
| Carolyn Egan | Psychologist |
| Lori Engelken | Social Worker |
| Kathleen Moretti | Guidance Counselor |
| Jennifer Pallante | Student Assistance Counselor |
| Maura O'Connor | Guidance Counselor |
| Katherine A. Saxton | Guidance Counselor |

Shore Regional High School District Board of Education offers all students and staff equal education and employment opportunities regardless of race, color, creed, disability, religion, sex, ancestry, age, national origin, or social or economic status.

Shore Regional High School does not discriminate on the basis of disability in admission to its programs, services or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Shore Regional High School District does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator:

Jon Warner
Shore Regional High School
132 Monmouth Park Highway
West Long Branch, NJ 07764
732.222.9300 x2120

This notice is available from the ADA and Section 504 compliance coordinator in large print, on audiotape, and in Braille.

The Title IX Coordinator responsible for equal employment opportunity is Jonathan Warner.

# INTRODUCTION

## PROGRAM OF STUDIES

The Program of Studies at Shore Regional High School reflects a broad curriculum, which includes both required courses and diverse and extensive elective course offerings. This comprehensive model attempts to satisfy the individual needs of the greatest possible number of students.

This booklet summarizes all of the curriculum offerings. Students and their parents/guardians should familiarize themselves with the descriptions of the courses and the explanations of the numerous academic and vocational programs available. Information regarding core elements of instruction and academic requirements and recognition are included as reference items.

Beyond providing content, the common goal of the comprehensive curriculum at Shore Regional High School is to develop in all students an ability to think critically about the world they live in and to make decisions based on knowledge, understanding, and insight. Interactions with faculty, staff, peers, and the entire community allow all students to clarify and strengthen their value systems so they can make positive contributions as persons and citizens. It is the commitment of the Board of Education, the Superintendent, and the entire faculty and staff of Shore Regional High School to encourage students to achieve their goals and maintain their highest ideals.

## EDUCATIONAL PLANNING

The most important considerations in selecting an individual educational program should be the student's goals, abilities, and interests. Students and their parents/guardians, working in conjunction with students' school counselors, should develop a four-year educational plan. This plan should be carefully monitored and revised as students develop and gain greater understanding of themselves and their talents as they experience high school. School counselors will make every effort to help students succeed in school and reach their fullest potential.

Students meet in February with their counselors to select their courses for the following year. Parents/guardians are encouraged to review their child's selection and to maintain close contact with their son's or daughter's counselor throughout the four years of the student's high school career.

Working with their school counselor, students are encouraged to explore their prospective career interests. Numerous forms of print, video, and software program materials are available in the Student Personnel Services Office for students and parents/guardians to use in researching post-secondary educational opportunities. Whether the future holds further study at college, technical training, vocational school, or immediate employment, counselors will work closely with all students and their families to encourage continuous growth even after students have graduated from Shore Regional High School.

# FOCUSING ON CAREERS

Shore Regional offers students the opportunity to investigate multiple career options while studying a Liberal Arts curriculum. The following are sample pathways that highlight various choices.

## Architecture/Engineering/Design

### Related Coursework

- Advanced Engineering & Architectural Drawing*
- Advanced Graphic Design
- Architectural Drawing*
- Engineering Drawing*
- Graphic Arts
- Graphic Design
- Materials Processing
- Materials Processing Lab
- Public Speaking
- Technical Drawing*
- Physics
- Trig/PreCalc

*CAD-Based Courses

## Human Services

### Recommended Electives

- Public Speaking
- Exploring Childhood
- Probability and Statistics
- Government and Law
- Sociology
- Psychology

In addition to maximizing elective opportunities, students are strongly encouraged to enroll in a World Language course each year.

## Liberal Arts

### Related Coursework

- Honors English I, II, III & IV
- Advanced Placement Language & Composition
- Advanced Placement Literature & Composition
- Honors United States History I & II
- Advanced Placement United States History
- Advanced Placement European History
- Honors Latin II, Honors Latin Seminar: Prose & Latin Seminar: Poetry
- Honors French II, French Language Literature and French Language & Culture
- Honors Italian II, Italian Language & Literature, Italian Language and Culture
- Honors Spanish II, Honors Spanish III, Honors Spanish IV & Seminar in Spanish Studies

### Recommended Electives

- 2D Design
- 3D Design
- Studio 2D Design
- Studio 3D Design
- Advanced Graphic Design
- Band
- Choir
- Creative Expressions
- Electronics & Contemporary Music
- Foods for Today
- Graphic Design
- Guitar Workshop
- Independent Living
- International Foods
- Journalism
- Music Theory
- Public Speaking
- Sewing
- Theatre Arts

## ***Environmental & Marine Sciences***

### Specialized Electives

- Anatomy & Physiology
- Astronomy
- Biochemistry
- Botany
- Geophysical Systems
- Meteorology
- Oceanography
- Probability & Statistics

### Core Science Courses

- Biology**
- Advanced Placement Biology
- Chemistry**
- Advanced Placement Chemistry
- Physics**
- Advanced Placement Physics

**Honors level available for qualified students

### Recommend Courses

- Advanced Placement Calculus
- Advanced Placement Language & Composition (Junior-level English option; emphasis on rhetoric)
- Public Speaking
- Technical Drawing (CAD)

## ***Medical Professions***

### Honors-level Courses offered in:

- Biology
- Chemistry
- Physics

### Upper-level Specialized Courses

- Anatomy and Physiology
- Biochemistry

### Advanced Placement Courses

- Biology
- Chemistry
- Physics
- Calculus

Students pursuing medical fields often enroll in more than one world language. Shore Regional is proud to offer:

- Latin
- French
- Spanish
- Italian

## ***Business***

### Electives

- Accounting
- Business Mathematics I
- Business Mathematics II
- Marketing, Management & Entrepreneurship
- Website Design

### Related Electives

- Public Speaking
- Economics
- Graphic Design
- Probability and Statistics
- Psychology

### Recommended Core Courses

- Advanced Placement Language & Composition
- Calculus Honors or Advanced Placement Calculus
- Four years of a World Language

# GRADUATION REQUIREMENTS

## CURRICULUM

A Shore Regional High School diploma is granted only for those students who have completed the requirements for graduation established by the State of New Jersey and the Board of Education.

These requirements are subsumed under the following three categories: **A.** Curriculum, **B.** HSPA: High School Proficiency Assessment, and **C.** Attendance.

## A. Curriculum

Each student must successfully complete 130 credits,
which must include the following:

| Courses | Credits |
|---|---|
| 4 Years | |
| English | 20 |
| Physical Education/Health/Safety | 20 |
| 3 Years | |
| Mathematics | 15 |
| Science | 15 |
| U.S. History | 15 |
| 2 Years | |
| World Language | 10 |
| 1 Year | |
| World Cultures | 5 |
| Visual and/or Performing Arts | 5 |
| Art: The Visual World (2.5 credits) | |
| Electives (2.5 credits) | |
| Career Education | 5 |
| Total Required Credits | 110 |
| Elective Credits | 20 |

All students must carry a minimum of 32.5 credits during each academic year.

## B. High School Proficiency Assessment

In order to graduate, students must fulfill all state assessment requirements.

## C. Attendance

The Board of Education assumes responsibility for upholding the law requiring regular school attendance of each student resident in this district that has completed the eighth grade and not reached the age of 16. Please see the Parent/Student Handbook for an extensive explanation of this policy.

# COLLEGE ENTRANCE REQUIREMENTS

Students planning to attend college should inform their guidance counselor as soon as possible. The counselor will assist students in planning the appropriate schedule of courses each year. However, college entrance requirements vary from college to college. The only certain way of selecting the proper high school subjects is to study the individual college catalogs. Many college catalogs are available in the Student Personnel Services Office; most catalogs are available on-line. The general requirements for admission to colleges are listed below.

Colleges require a minimum 16 college preparatory units. Each unit represents one year of study in an academic subject in high school or the equivalent. Because of local graduation requirements, Shore Regional High School students exceed the requirements typically set forth by colleges, which include:

4 units of English
3 units of Social Studies
3 units of Mathematics
3 units of Lab Science
2-3 units of World Languages

# HONORS AND ADVANCED PLACEMENT PROGRAMS

## Incoming 9th Grade Students

In the fall of eighth grade, a letter is mailed home to invite students to participate in the honors and/or second level placement examination program. Placement tests are offered in Algebra, English, Spanish and Biology. The Shore Regional High School Placement Examination is a critical component of the placement process.

In general, tests can be categorized into two major groups: norm-referenced tests and criterion-referenced tests. These two tests differ not only in their intended purposes, but also in the way in which content is selected and in the scoring process executed. These aspects define how such test results must be interpreted. Our placement process involves a "norm-referenced" approach because this type of approach is the one that best helps in placing students in appropriate courses. The assessments we use are designed to highlight achievement differences between and among students and produce a dependable rank order of students across a continuum of achievement.

Students participating in the placement-testing program will be notified of their ninth grade placement by mail in the spring. The Office of Curriculum and Instruction must receive letters of appeal and relevant support materials no later than June 30. Verbal requests are considered.

**Honors Algebra II:** SRHS placement score of at least 90%, 92 average at mid year eighth grade in Algebra, and teacher recommendation.

**Algebra II:** An average of at least 85 in 8th grade Algebra and teacher recommendation.

**Honors English I**: Minimum cumulative score of 7 on the SRHS Placement Test*, 8th grade Language Arts course mid-year grade of 92+, and teacher recommendation.

*Please note: The SRHS Honors English Placement Test is a response essay to a collection of readings (provided during testing). The essay is graded holistically on a scale from 0-4. Two readers grade each essay. For example, on "test x" reader #1 assessed the test with a '3' and reader #2 assessed the test with a '4'. Therefore, the cumulative score =7.

**Honors Spanish II:** SRHS placement test score of at least 90%, 8th grade Spanish mid-year grade of 92+, and teacher recommendation.

**Spanish II**: An average of at least 85 in 8th grade Spanish and teacher recommendation.

**Honors Biology:** SRHS placement test score of at least 90%, 8th grade Science mid-year grade of 92+, and teacher recommendation.

## HONORS CRITERIA FOR GRADES 10, 11, & 12

Please note: The guidelines listed below are continuously under review. Updates will be posted as soon as they are available.

**English**: Students must have demonstrated outstanding performance in previous high school English courses, with grades of 92% or above at the time the decision is reached.

**Science**: Students must have maintained at least 92% in previous science courses. In addition, students applying for enrollment in Honors Chemistry must have a cumulative average in Algebra II of at least 92%.

**World Language**: Students must have demonstrated outstanding performance in previous and current non-honors World Language courses. The approval of a current World Language teacher and guidance counselor must be obtained.

**Mathematic**: Students must have demonstrated outstanding performance in previous mathematics courses with grades of 92% or above at the time the decision is reached.

**Social Studies**: Students must have demonstrated outstanding performance in high school Social Studies *and* English courses (at least 92%, honors 84%). The approval of a current Social Studies teacher, English teacher and guidance counselor must be obtained.

## MAINTAINING ENROLLMENT IN HONORS CLASSES

Students must maintain a cumulative average of at least 84% to continue to enroll in future honors courses.

# ADVANCED PLACEMENT COURSES

Shore Regional High School currently offers eight Board-approved Advanced Placement™ Courses. The Advanced Placement™ Program is comprised of accelerated courses designed to prepare students to take a cumulative examination towards the end of the course in order to earn college credit. Advanced Placement™ Curricula and Examinations are subject to the requirements and expectations of **The College Board**.

The Advanced Placement™ program is a trademark of The College Board. Course descriptions, outlines and examinations are copyrighted. As such, Advanced Placement courses must strictly adhere to the rigorous curricular expectations of The College Board. For additional information on the Advanced Placement Program, please visit their website www.collegeboard.com.

In order to qualify for enrollment in an Advanced Placement Course at Shore Regional High School, the following criteria must be met: the student must have a superior academic record in the subject, the necessary prerequisites, and receive a qualifying score on an in-house examination. The approval of subject teacher and the Director of Curriculum and Instruction must be obtained.

# ACADEMIC RECOGNITION

**Marking System Grade Equivalent and Interpretation**

| | | |
|---|---|---|
| 100-92 | Excellent | Student has exceeded Basic standards and demonstrated a mastery of the subject matter |
| 91-84 | Good | Student has exceeded basic standards |
| 83-77 | Average | Student has fully met basic standards |
| 76-70 | Poor | Student has barely met basic standards |
| 69 & below | Failure | Student has not met basic standards |

**Honor Roll**

Honor Roll is a distinct manner of recognizing a student's academic achievement, apart from Class Rank. Honor Roll recognizes a student who achieves a significant measure of success within the academic program.

**Marking Period Honor Roll**

Honor Roll is calculated each marking period based on a student's grades for that marking period. Two achievement levels are recognized:

**HIGH HONOR ROLL**: A student must achieve a weighted average of 95.
**HONOR ROLL**: A student must achieve a weighted average of 90 to 94.99.

## End of Year Honor Roll

End of year Honor Roll is calculated at the end of the school year and is based on a student's final grades. This achievement is recognized on a student's transcript. Two levels of achievement are recognized:

**HIGH HONOR ROLL**: A student must achieve a weighted average of 95.
**HONOR ROLL**: A student must achieve a weighted average of 90 to 94.99.

No marking period grade below an 84 in a college preparatory or a 77 in an Honors/AP course is permitted.

*Health and Safety, due to their academic nature, are included in the GPA and Honor Roll computations.

## Sample Computation

| | Grade | | Grading Factor | | Weighted/Unweighted Average |
|---|---|---|---|---|---|
| Honors English III | 93 | x | 1.10 | = | 102.3 |
| Honors Algebra II | 95 | x | 1.10 | = | 104.5 |
| AP Biology | 92 | x | 1.10 | = | 101.2 |
| Honors Spanish III | 87 | x | 1.10 | = | 95.7 |
| 2-D Design | 90 | x | 1.00 | = | 90.0 |
| 3-D Design | 90 | x | 1.00 | = | 90.0 |
| Health (1 quarter) | 90 | x | 1.00 | = | 90.0 |
| | | | | | 673.7 |

| Total Quality Points | Number of Subjects | Marking Period Honor Roll Average |
|---|---|---|
| 673.7 | 7 | 96.24 |

**Exclusions:** Physical Education courses are not included in the computation of Honor Roll.

## Graduation Honor Roll

Graduation Honor Roll is calculated at the conclusion of the third quarter of a student's senior year and is based on a student's final grades for each year through the first three quarters of their senior year. For this distinction, a student must attain End-of-Year Honor Roll status for each year through grade 11.

This achievement is recognized on a student's transcript and is published in the graduation ceremony program. Two levels of achievement are recognized:

**SHORE SCHOLAR**: A student must achieve a weighted average of 95 or above. No marking period grade below an 84 in a college preparatory course or a 77 in an Honors/AP course is permitted for grades 9 through 12.

*Health and Safety, due to their academic nature, are included in the GPA and Honor Roll computations

**Exclusions:** Physical Education courses are not included in the computation Shore Scholar.

**HONOR ROLL**: A student must achieve a weighted average of 88-92.49. No marking period grade below an 84 in a college preparatory course or a 77 in an Honors/AP course is permitted for grades 9 through 12.

*Health and Safety, due to their academic nature, are included in the GPA and Honor Roll computations.

**Exclusions:** Physical Education courses are not included in the computation of Honor Roll.

## Class Rank Procedure

Class Rank is a numerical comparison of each student with all the other students in his or her class. The official rank is computed only at the end of grade 11 and is based on the student's final mark in each subject.

**HONOR POINTS**: All courses have equal value of 1.00 for equal credit, except honors, IB, and Advanced Placement courses. These courses have a weighting factor of 1.10.

Class rank is computed only at the completion of six semesters.

Health and Safety, due to their academic nature, are included in the GPA and Honor Roll computations.

The following computations illustrate how the weighting factor influences grade point average (GPA).

| | Grade | | Earned Credits | | Grading Factor | | Quality Points |
|---|---|---|---|---|---|---|---|
| English III Honors | 93 | x | 5.00 | x | 1.10 | = | 511.5 |
| Algebra II Honors | 95 | x | 5.00 | x | 1.10 | = | 522.5 |
| AP Biology | 92 | x | 7.50 | x | 1.10 | = | 759.0 |
| Spanish III Honors | 87 | x | 5.00 | x | 1.10 | = | 478.5 |
| 2-D Design | 90 | x | 2.50 | x | 1.00 | = | 225.0 |
| Health (1 quarter) | 90 | x | 1.25 | x | 1.00 | = | 112.5 |
| Total Quality Points | | | | | | | 2609.0 |

**Total Quality Points earned during the first 6 semesters divided by Total Credits earned during the first 6 semesters = Class Rank**

**Class Rank exclusions**: Physical Education courses are not included in the computation of class rank.

## Grade Point Average
## Class Rank for Transfer Students

Grade Point Average/Class Rank is calculated only on courses taken at Shore Regional High School. To qualify as Valedictorian or Salutatorian, a student must complete 11th and 12th grades at Shore Regional High School and have earned a minimum of 65 credits during that time.

# EDUCATIONAL PLAN OPTIONS

The following programs offer educational opportunities that are unique and supplementary to traditional course work. Students should discuss with their counselors options that interest them early in their high school educational planning so that required courses can be scheduled appropriately.

## Vocational School Programs

The Monmouth County Vocational School District provides an opportunity for students to participate in various vocational training programs. Students attend Shore Regional High School for a half-day and vocational school for a half-day. This is called a Shared Time Program. Transportation between Shore Regional High School and the vocational schools is usually provided by Shore Regional High School. Information about these programs is made available to students during course selection each year.

## Independent Study Courses

This course option is reserved for those few students whose educational needs in a specific subject area cannot be addressed within the framework of the existing courses. Subject matter is advanced and challenging in nature. The course content is documented in a written contract that includes objectives, goals, procedures, and evaluations. The student and teacher mentors arrange meeting dates.

The independent courses must have the written approval of the student, parent, teacher-mentor, guidance counselor, Director of Student Personnel Services, Director of Curriculum and Instruction and the Superintendent/Principal.

Students must complete all independent study course work within the same academic year.

## Basic Skills Improvement Program

The Basic Skills Improvement Program identifies and aids students who are in need of supplemental instructions to achieve proficiency on the HSPA. Students do not select the courses in this program. Instead, students are identified according to the following criteria:

Ninth graders who have scored below the state proficiency level on the NJASK8 and meet additional criteria determined by the district are recommended for this program.

# CORE EDUCATIONAL ELEMENTS

Each Shore Regional High School student is provided with a filtered individual internet account and network storage privileges. Students can access subscribed research database from remote locations. These databases and passwords are available through the district website www.shoreregional.org.

**CREDIT ASSIGNMENT**

1. Courses that meet 5 periods weekly for the academic year are awarded 5.0 credits.
2. All courses that meet 5 periods per week for a semester are awarded 2.5 credits.
3. Physical Education/Health courses meet 5 periods per week for nine weeks and are awarded 1.25 credits.
4. Courses that meet 6 periods per week including laboratory periods are awarded 6 credits.
5. Advanced Placement Science and IB Science Courses are awarded 7.5 credits.

# ART

Art is one of the things in today's world that is completely personal and original and expresses what a person is. It can inspire feeling, expression and passion in others. That's the intrinsic value of art.

*~Brent Heighton*

Credits: 2.5

**Art: The Visual World** Semester

Students explore the relationship between art, culture, history, artists, and themselves. The course provides experiences in art history, criticism, aesthetics, and studio work. Students are encouraged to express themselves creatively. **This course is required for graduation.**

Credits: 2.5

**2D Design** Semester

This course provides students with an overview of the fundamentals of art. Students are given the opportunity to explore a wide range of materials in the production of two-dimensional projects, including drawing, painting, pastel, collage, and mixed media.

Credits: 2.5

**3D Design** Semester

Students explore a wide variety of Media, including Ceramics, glass, textile design, metals, papermaking, and wood. Students also gain experience in producing various sculptural forms.

Credits: 2.5

**Studio 2D Design*** Semester

The elements and principles of design are emphasized throughout this course in two-dimensional art utilizing a wide variety of media. Students are encouraged to explore and experiment with various compositions. Instruction is highly individualized. **PREREQUISITE**: 2D Design

Credits: 2.5

**Studio 3D Design*** Semester

Experienced craft students are given the opportunity to concentrate in specific areas of interest in various crafts. Students may explore clay, glass, fiber, metal, fabric, paper, and other craft materials. Instruction is highly individualized. Students work in a wide range of three-dimensional media. **PREREQUISITE**: 3D Design

Credits: 2.5

## Graphic Arts

Semester

This is a hands-on project-oriented course that involves the basic areas of silk-screen printing, printing fundamentals, and desktop publishing. The course includes problem solving and creation of work that communicates personal ideas. Graphic Arts is designed for the beginning students.

Credits: 2.5

## Graphic Design*

Semester

This course is designed to introduce students to the principles of graphic design. Special emphasis is placed on advertising and display. Students experiment with logos and lettering via and desktop publishing. Thumbnail sketches, positive and negative area, and "opened" and "expanded" design are explored. **PREREQUISITE**: Graphic Arts

Credits: 2.5

## Advanced Graphic Design*

Semester

This course is an extension of Graphic Design. Students will extend skills by combining various design elements. Storyboard and other corporate presentation components are discussed and constructed. **PREREQUISITE**: Graphic Design

Credits: 2.5

## Digital Photography*

Semester

This course will provide students with opportunities to build their knowledge and skills in the field of digital photography. This course will familiarize students with digital photographic equipment, materials and processes utilizing digital cameras, computers, specialized software and print methods. This course will include photographic history and cultural influence, careers and applications, creative expression based on computer software manipulation and personal experience, artistic perception, and analyzing works of photographic art basing judgment composition, design, emotional impact, technical skill and communication. **PREREQUISITE**: Graphic Design

Credits: 2.5

## Video Production in the Digital Age

Semester

This course is designed to provide students with the opportunity to acquire and utilize an understanding of the video production process. Students will work in front of the camera as "talent" as well as behind the scenes as directors and technicians. Camera techniques will be learned, as well as production techniques, including lighting, audio, pre- and post-production and editing to create and present videos. This course will bring together skills learned in all areas of the high school curriculum as students will organize, write and produce thematically-developed scripts for final tape production. Lastly, students will have the opportunity to work with our Journalism classes to collaborate on the development of a broadcast journalism unit culminating in a full broadcast news production.

# BASIC SKILLS PROGRAM

Courses in the Basic Skills Program are considered and counted as elective credits at Shore Regional High School. Basic Skills courses may not be used to satisfy state graduation requirements.

## Learning Lab

### Language Arts Literacy

Credits: 2.5
Semester

This course is designed to meet the individual needs of students requiring supplemental instruction in reading, writing, speaking, listening, and viewing. The curriculum is developed around an individual student improvement plan that focuses on improving those communication skills identified as deficient on multiple assessment measures. Enrollment in each section is limited to twenty students and grades are recorded.

### Mathematics

Credits: 2.5
Semester

This course is designed to meet the individual needs of students requiring supplemental instruction in numerical operations, measurement and geometry, patterns and functions, data analysis, and fundamentals of algebra. The curriculum is developed around an individual student improvement plan that focuses on improving those mathematical skills identified as deficient on multiple assessment measures. Enrollment in each section is limited to twenty students and grades are recorded.

# BUSINESS/COMPUTER SCIENCE

> Success in business requires training, discipline and hard work. But if these things do not frighten you, the opportunities are just as great today as they ever were.
>
> - *David Rockefeller*

### Accounting

Credits: 2.5
Semester

This course is important for students considering a business administration or accounting major in college or a career in the business environment. The complete accounting cycle is an integral component. Real-world applications include recording of daily business transactions into journals, the posting to ledger accounts, maintenance of checking accounts, payroll calculations, and tax

requirements. An important element of this course is the preparation of various financial statements and their interpretation for use in making important business decisions.

**Marketing, Management and Entrepreneurship** Credits: 2.5 Semester

Students will develop marketing, management and entrepreneurship skills, which relate to real-life situations in the business environment. Interpersonal and employability skills are honed while applying decision-making techniques. Case studies will be examined which will stimulate out of the box thinking while exposing students to the full scope of theory and skills through both a theoretical and practical perspective. The course will provide a clear understanding of the business world. Students will have an opportunity to utilize their learned skills in competition with students from other schools through participation in Distributive Education Club of America (DECA).

**Business Mathematics I** Credits: 2.5 Semester

Students learn how to define mathematical terms used in business and how to apply appropriate methods to solve problems in banking such as checking accounts, savings accounts, loans, investments, and various payroll applications. Computerized spreadsheets and calculators are integrated into the instruction of this course.

**Business Mathematics II** Credits: 2.5 Semester

Students have the opportunity to apply basic mathematical functions to personal money management including budgeting, housing costs, stocks and investments. Buying and financing a vehicle, cost of its operation and maintenance, insurance, leasing and renting are covered.

**Web Site Design** Credits: 2.5 Semester

Students will plan, design, and create their own WEB pages through the use of HTML Programming including links, graphics, color, tables, sound, forms, frames and image maps. An introduction to Flash animation will also be included.

# ENGLISH

Be not afraid of greatness:
some are born great, some achieve greatness, and some have greatness thrust upon 'em.

~William Shakespeare
From Twelfth Night (II, v, 156-159)

All students are required to complete four years of English. In addition to these four required courses, the department offers a wide variety of electives. Students are encouraged to select these courses in addition to the required ones. All English courses help prepare students to succeed on the Language Arts Literacy components of the HSPA.

**Mandatory summer reading assignments are integral components of each required course.**

Credits: 5.0
**English I** Year

This course is designed to develop and extend a student's reading, writing, listening, and speaking skills. These skills will be honed through a study of world literature, with an emphasis on the integration and synthesis of information. A thematic approach provides students significant genre exposure. Students will begin the process to eventually master various forms of composition as well as increase competence in public speaking, listening, using technology, and analyzing different types of writing.

Credits: 5.0
**Honors English I** Year

This course is designed to develop and extend a student's reading, writing, listening, and speaking skills. These skills will be honed through a study of major literary genres, with an emphasis on the integration and synthesis of information. A thematic approach provides students with reoccurring genre exposure. The units for this course include: *Oral Tradition, Self Discovery, Culture, Love and Relationships,* and *Political/Societal Awareness.* Students will master various forms of composition and will increase competence in public speaking, listening, using technology, and analyzing different types of writing. Students who qualify for this course will be expected to complete several independent, concurrent reading and writing assignments throughout the school year.

Incoming 9th grade students should read the Honors Placement Criteria on Page 10.

Credits: 5.0
**English II** Year

In their second year of English, students study American literature from colonial times to the present using a thematic approach. Topics include the study of American writers, their literature, the influence of their literature on the culture, and the influence of the times on their ideas and writing. In addition to literature study, students receive instruction in more sophisticated learning, thinking, speaking, and study skills necessary for the preparation of formal writing and oral presentation. Special attention is placed on PSAT and HSPA preparation. Major literary units include Voices for Freedom, War, Social/Cultural

Revolution, Individualism/Celebration of Self, Real Voices and Perspectives, Academic Curiosity and Personal Exploration, The American Dream, The Individual vs. Society, The Immigrant in America: Cultural Clash

**Honors English II** Credits: 5.0 Year

This course is primarily a survey of American literature. Topics will include the study of American writers, their literature, the influence of their literature on the culture, and the influence of the times on their ideas and writings. In addition, students will attempt to see the influence of this writing on media, culture, literature, and philosophy today. This course is also designed to develop language skills through an integrated study of speaking, grammar, composition, and literature. The writing process is emphasized and students are expected to read critically. Students are also expected to take notes from lectures and class discussions, and to be self-motivated and industrious. Students must qualify for enrollment in this course. See Honors Placement Criteria on Page 11.

**English III** Credits: 5.0 Year

Students study British literature from the Middle Ages to the present during their third year of English. Writing assignments are more complex and students are required to complete a research paper. Students receive intensive instruction in preparation for taking the HSPA; SAT instruction is integrated into instructional units throughout the year. Major units of study include the Anglo-Saxton and medieval periods, English Renaissance, seventeenth and eighteenth century, Romantic literature, and the twentieth century.

**Honors / IB English, Grade 11** Credits: 5.0 Year

Students begin a two-year higher-level study of world literature. Detailed analyses of poetry and prose, featuring seminal works by Kafka, Shakespeare, Dostoevski, Turgenev, Achebe, Yeats, Solzhenitsyn and others, strongly support students' preparation for university studies and subsequent professional careers. Formal assessments include written literary analyses and oral presentations; informal assessments involve inquiry-based literary circles and creative endeavors. This international coursework provides the foundation for the second year of study and International Baccalaureate exams. **Students who qualify for this course are required to complete assignments during the summer months.**

**Advanced Placement Language & Composition** Credits: 5.0
(Junior-Level Option) Year

This course is designed to develop critical reading, thinking and writing skills reflecting high levels of sophistication. AP English Language and Composition is based on prose readings. Prose selected for study represents a variety of purposes and disciplines from American, British, and World Literature and course-driven attention to non-fiction selections. Nine Inquiry Units from a variety of contemporary issues underscore the critical reading work for this challenging and comprehensive inquiry, skill-based course. Writing tasks will be centered on the AP Examination's three essay types: an Analytical Essay examining the structure of a prose passage; an Argument Essay supporting/refuting/qualifying an opinion from a reading passage; and a Synthesis Essay requiring use of sources to argue a point of view. Emphasis will be on university, community, and professional/vocational topics and considerations.
**Students that qualify for this course are required to complete assignments during the summer months.**

Credits: 5.0

**English IV** Year

This course serves as the culmination of a student's study of literature, grammar, composition, philosophy, the arts, and world cultures. Students will read important works of literature from throughout the world, and emphasis will be placed on integration and synthesis of information. These five interdisciplinary thematic units will focus on study of cultural universals, philosophy, and stylistics: *The Heroic* Quest, *The Individual in / vs. Society, Self-Discovery, The Quest for Immortality*, and *The Anti-Hero*. Students will master various forms of composition and will increase competence in public speaking, listening, using technology, and analyzing different types of writing. **A senior thesis is required of all students**.

Credits: 5.0

**Honors / IB English, Grade 12** Year

Students complete their two-year higher-level study of world literature. With a focus on drama, students will pursue in-depth studies of three Shakespearean tragedies (*Hamlet, Othello, and Macbeth)*, *Oedipus Rex, A Streetcar Named Desire, A Doll's House,* and *Waiting for Godot.* Additionally, they will read Conrad's *Heart of Darkness* and Baldwin's *Go Tell It on the Mountain,* as well as T. S. Eliot's poetry. As in the first year of this course, formal assessments include written literary analyses and oral presentations; informal assessments involve inquiry-based literary circles and creative endeavors. Additionally, in May, students pursuing either the IB diploma or a certificate in IB English will sit for the international exam. This coursework provides the foundation for strong performance in university studies and preparation for subsequent professional careers. **Students who qualify for this course are required to complete assignments during the summer months.**

**Advanced Placement Literature & Composition** Credits: 5.0
(Senior-Level Option) Year

Advanced Placement English is a college level literature and composition course designed to enhance student appreciation and understanding of great literature and nonfiction ranging from its earliest beginnings to the present day. Participants will learn to analyze and write effectively about this literature and its philosophical relationship to contemporary experience, and they will have an opportunity to earn college credit from participating institutions. The teacher, in conducting the class, serves as discussion leader, questioner, critic, and scholar, helping the members of the class assume much of the responsibility for their own learning**. Students who qualify for this course are required to complete assignments during the summer months.**

Credits: 2.5

**Public Speaking** Semester

This course is designed to introduce students to the fundamental concepts of speech production and public speaking. Students learn to recognize and demonstrate the characteristics of an effective public speaker and are taught various types of delivery, including exposition, narration, demonstration, argumentation, and persuasion. They learn to utilize the theory and practice of parliamentary procedure, speeches for special occasions, and are introduced to formal debate. They will learn the various types of delivery, including impromptu, extemporaneous, manuscript, and memorized. Memorization techniques are also addressed. In preparing public presentations, students participate in research, individually and in groups. To overcome nervousness, students learn to utilize a variety of useful techniques, including relaxation exercises and expanded brainstorming. They learn to develop clear thinking, critical listening, and persuasive argumentation.

Credits: 2.5

**Theatre Arts** Semester

Students study drama as literature, a performing art, and a unique craft that requires special training, knowledge, and skills. Students gain an overall knowledge of the theatrical experience. Emphasis is placed on structure, history, and criticism.

Credits: 2.5

**Journalism** Semester

Writing for publication is rewarding work. Students gain confidence as writers and editors when they have hands on experience in researching, writing and editing for a publication. In this course, the emphasis is on writing for high school publications, specifically Shore Regional's student publication, *The Beacon*. Students will research, compose and edit articles, and assist in complete page layouts and design as part of their work in this course. Additionally, students will be exposed to, analyze and discuss media, current events and the history and future of journalism. There will also be a focus on new media and how it is shaping the face of journalism. Lastly, students will have the opportunity to participate in a broadcast journalism unit during which students work with our video production classes to produce a broadcast news program.

Credits: 2.5

**Creative Expressions** Semester

Students utilize workshop techniques to write poetry, short stories, and plays. Writing as a process is emphasized and students use computers for prewriting, composing, revising, and publishing their original works.

Credits: 2.5

**SAT Prep** Semester

Success on the SAT requires practice and gaining confidence in test taking. Students who approach this class seriously will benefit by increasing their vocabularies, enhancing their abilities to read for comprehension and for inference, and mastering the formats of the various sections of the SAT.

# FAMILY AND CONSUMER SCIENCE

There are no days in life so memorable as those,
which vibrated to some stroke of the imagination.

*~Ralph Waldo Emerson*

All Family and Consumer Science courses help to prepare students for success with the challenges of adult life. Career exploration is particularly emphasized in this program.

Credits: 2.5

**Food for Today's Lifestyle** Semester

Students learn how to prepare nutritious and tasty alternatives to fast food and convenience food products. Students evaluate their own diet and learn to prepare and plan menus based on healthful dietary guidelines.

Credits: 2.5

**International Foods** Semester

Students study the culture and cuisine of eight countries, preparing internationally famous dishes from each of them. There is a strong connection to various World Languages and Social Studies Content Standards that gives students a unique insight into diverse cultures. Emphasis is placed on skills necessary for gourmet cooking. Knowledge of measuring and food preparation skills is helpful but not required for this course.

Credits: 2.5

**Sewing** Semester

This course is designed for students interested in the basics of clothing construction. Students are involved in pattern and fabric selection in the creation of garments, quilts, home furnishing, or crafts. Sewing techniques include machine, serger, and simple hand stitching. Students are encouraged to complete projects selected according to their abilities and areas of interest. There are no prerequisites for this course.

Credits: 2.5

**Independent Living** Semester

Students looking forward to college, a career, or an apartment of their own are encouraged to take this course. The aim of this course is to assist students to set goals, identify the process of decision-making, use effective money management skills, and demonstrate practical techniques necessary when people are totally responsible for themselves.

# MATHEMATICS

> Symmetry is a vast subject, significant in art and nature. Mathematics lies at its root, and it would be hard to find a better one on which to demonstrate the working of the mathematical intellect.
>
> *~Hermann Weyl*

All mathematics courses help to prepare students for success on the mathematics component of the HSPA.

Credits: 5.0

**Algebra I** Year

This course is designed to establish a strong foundation in the language of mathematics. Algebra I serves as a prerequisite for all secondary mathematics courses. A spiral approach will be given to solving equations. Students will solve equations involving fractions, decimals, and irrational numbers. Special emphasis will be placed on real-world applications. Students will thoroughly investigate linear and nonlinear equations, graphs and properties. Emphasis will be placed on practical application involving other disciplines and industry.

In addition, this course introduces the study of polynomials, factoring, and special products. Properties of positive exponents are developed with a brief introduction to negative and rational exponents. Rational expressions are explored and are applied to solving fractional equations. This course concludes with the presentation and application of the quadratic formula.

Credits: 5.0

**Algebra II** Year

This course extends the skills developed in an introductory algebra course. New topics are often introduced through application. Topics to be studied in-depth include: the quadratic formula, advanced factoring, $n^{th}$ order roots, radical equations, synthetic division, complex numbers, and sequences and series. Emphasis is also placed on SAT preparation. Graphing calculators are an integral component of this course. **PREREQUISITE**: Algebra I and Geometry

Credits: 5.0

**Honors Algebra II** Year

This course covers all the topics of Algebra II with additional enrichment lessons included. Synthetic division, advanced verbal problems, advanced topics in factoring, and applications to science and consumerism are included. Students are challenged with problem sets and enhanced theoretical development of abstract ideas. Students use graphing calculators when appropriate.

Incoming $9^{th}$ grade students should read the Honors Placement Criteria on Page 10.

Credits: 5.0

**Geometry** Year

In this course students will develop spatial sense through experiences that enable them to recognize, visualize, categorize, represent, and transform geometric shapes, and to apply their knowledge of geometric properties, relationships, and models to other areas of mathematics and to the physical world. Students will communicate mathematically using a variety of written, oral, symbolic, and visual forms of expression. Calculators, computers, models and geometric tools will be regularly used to enhance mathematical thinking, understanding, and power. Students will develop an understanding of measurement and systems of measurement to describe and analyze quantifiable phenomena.

Credits: 5.0

**Honors Geometry/Trigonometry** Year

In this course, as in Geometry, inductive and deductive reasoning skills and methods of formal symbolic logic are developed. Strong emphasis is placed on abstract thinking and other Core Curriculum Content Standards topics. Students also employ trigonometric identities and equations for single and multiple arguments, graphs of trigonometric functions, and vectors with physics applications. Graphing calculators are an integral component of this course. **PREREQUISITE**: Algebra II and see page 11.

Credits: 5.0

**College Mathematics** Year

This course is structured to reinforce Core Curriculum Content Standards in numerical operations, data analysis, geometric reasoning, and algebra in preparation for the HSPA and the SAT. In addition, students focus on solving real-world problems in the area of finance, management, and the behavioral sciences.

Credits: 5.0

**Trigonometry/Pre-Calculus** Year

Students are introduced to plane geometry and its applications. Using computer technology and graphing calculators, students study trigonometric functions, solutions to plane triangles, and vectors with physics applications. In addition, special emphasis is placed on the study of conics, solutions of equation systems, and series. Previously learned algebraic skills are reinforced throughout the course as preparation for Calculus. Graphing calculators are an integral component of this course. **PREREQUISITE**: Algebra II and Geometry

Credits: 5.0

**Honors Math Analysis** Year

This course is designed for Juniors having completed Algebra II Honors and Geometry/Trigonometry Honors. This is a full-year course that begins with a review of algebraic techniques. Students study polynomial, rational, exponential, and logarithmic functions and graphs. The course also includes applications of trigonometry, systems of equations and inequalities and an introduction to analytic geometry. Extensive work is done with graphing calculators and computers, whenever applicable. This course is a prerequisite for Advanced Placement Calculus.

Credits: 5.0

**Honors Calculus** Year

The first half of this full year course focuses on the introduction to limits, continuity, derivatives by definition, and formal differentiation. Students study applications of maxima-minima theory including curve tracing and related rates. Using an interdisciplinary approach, students learn to solve a wide variety of problems from mathematics, science, economics, and business with the support of computer

technology and graphing calculators. The second half of the course is dedicated to the study of anti-differentiation and the Fundamental Theorem of Calculus, and the theory and methods of integrations for the algebraic and transcendental. **PREREQUISITE**: Trigonometry/Pre-Calculus or Honors Math Analysis

Credits: 5.0

**Advanced Placement Calculus AB** Year

Students study the topics outlined in the College Board's current syllabus for AB Calculus. This includes limits, derivatives, definite integrals, anti-differentiation, slope fields, areas and volumes using integration, related rates, optimization, and extrema. Students learn to apply graphical, numerical, analytical, and verbal approaches to solving problems. Students also learn to use their graphing calculators to find complete graphs of functions, identify roots of equations, and calculate numerical derivatives and integrals. Students prepare throughout the year for the AP exam by solving open-ended questions and multiple-choice problems from previous exams. **PREREQUISITE**: Honors Math Analysis

Credits: 5.0

**Probability & Statistics** Year

This Senior mathematics course will prepare students for college-level Probability and Statistics courses. These college courses are often requirements for many college majors. Special emphasis will be placed on behavioral and political science and business applications. Microsoft Excel and the TI-83+ graphing calculator are integral tools of this course.

Upon completion of this course, students will be able to describe events using statistics; organize and summarize data; determine probability of compounded events; analyze and draw appropriate inferences from data; and use systemic listing, counting, and algorithmic methods to solve real-world problems. **PREREQUISITE**: Algebra II and Geometry

Credits: 2.5

**SAT Preparation** Semester

Success on the SAT requires practice and gaining confidence in test taking. Students who approach this class seriously will benefit by increasing their vocabularies, enhancing their abilities to read for comprehension and for inference, and mastering the formats of the various sections of the SAT

# Performing Arts

Music is the vapor of art. It is to poetry what reverie is to thought, what fluid is to solid, what the ocean of clouds is to the ocean of waves.

*~Victor Hugo*

All music courses are electives open to students of every grade.

## Chorus

Credits: 5.0
Year

The chorus sings all types of music from Broadway to classical to popular. Performances include concerts and field trips to local schools and organizations. Occasional rehearsals (usually 2–3 per year) occur outside normal school hours, especially before the winter and spring concerts. This course may be taken for the full year, or for the fall or the spring semester for 2.5 credits only. Previous singing experience or knowledge is unnecessary. Students may take this class more than once.

## Understanding Music

Credits: 2.5
Semester

Students learn the language of music in this course. Students learn the notational aspects of music including clefs, keys, meters, note values, intervals, enharmonics, chords, and their harmonic relationships, transpositions, articulations, dynamics, and tempos. No previous music knowledge is required. Students may take this class more than once.

## Band

Credits: 2.5
Semester
or 5.0
Year

Students need not have previous experience playing a band instrument to enroll in this course. Performances include concerts and field trips to band festivals and local schools. Occasional rehearsals occur outside normal school hours (usually 2–3 per year), especially before the winter and spring concerts. This course may be taken for the full year, or for the fall or spring semester for 2.5 credits only.

Those who enroll in band are encouraged to participate in Marching Band, although it is not required. The Marching Band practices during the fall season outside of school hours and performs at competitions, festivals, sporting events, and parades. Rehearsals are scheduled so as to allow students who play a sport to participate in Marching Band. Students may take this class more than once.

## Introduction to Guitar

Credits: 2.5
Semester

The students learn to play the acoustic guitar. This course will offer the student the opportunity to learn to read and comprehend the basic rudiments of music. At the same time, the student will achieve the level of proficiency one may obtain through successfully completing most of Book 1 of the Jerry Snyder Method for Guitar.

Students will be graded via written examinations on basic theory and by aural examinations on the proficiency on their instrument. Students must provide their own instruments. This class is offered to any student (grades 9-12) and may not be repeated. Class size is limited to 12 students.

Credits: 2.5

## Music Technology

Semester

This course is designed to expose students to the constantly changing art of electronic music. Through the use of synthesizers, computers, and other electronic sound equipment, students learn to produce, modify, and control both electronic and acoustic sounds. Students receive basic training in playing electronic keyboards and music theory. The course is open to all students and no musical background is necessary. Students must have departmental approval to take this course more than once.

Credits: 2.5

## Exploring Music

Semester

This course will focus on providing students with a basic understanding of the area of music. Students will examine the history and theory of music. Students will examine the history and theory of music from antiquity to the modern era. The areas to be explored include historical periods and well know composers, as well as the basics of reading and understanding written music. Students may have an opportunity to create and perform musical works.

Credits: 2.5

## Elements of Dance

Semester

This course is designed to expose, enhance, and develop students' understanding and abilities in different aspects of the dance world. Dance uses the human body to express feelings and emotions through movement. In an increasingly technological age, dance is especially suited to keeping in touch with what is human. Students will learn to use their body as a form of expressing their creativity. The course will entail total body awareness through the experiences of locomotors, aerobic movement, as well as rhythm and cadence. Students will gain both historical understanding and physical experience with different disciplines of dance including but not limited to: jazz, ballet, modern, social, and aerobic dance. Students will be evaluated on their development in the art of dance as well as their ability to critically evaluate the elements of dance. Students can request and receive credit for this course each year.

Credits: 1.25

## Dance Lab

1 Marking Period

Dance Lab is a class structured for students to develop the physical aspects of dance. By studying and participating in a variety of dance disciplines, students will develop a physical awareness of isolated muscle movements, locomotors, and kinesthetic awareness. Through the physical experience of these different genres of dance students will develop an improved sense of self awareness, self confidence, and overall health. Lastly, students will gain an appreciation for the synthesis of creativity and physicality that dance offers to the learner. This course can be used to meet the requirements for one quarter of a student's Physical Education graduation requirement. Students can request and receive credit for this course each year.

# PHYSICAL EDUCATION - HEALTH / SAFETY

If I rest, I rust.

*— Martin Luther*

Physical Education courses are designed to promote an awareness of the importance of health, physical fitness, coordination, muscle development and skill towards the enjoyment of physical education by all students. Beyond traditional course content, the ninth grade Health curriculum introduces students to conflict resolution skills along with decision-making skills through its Character Education program component. The Adventure Education component in Physical Education grades 9 through 12 challenges students physically, intellectually, and emotionally to do things they never thought were possible. Through the completion of the proposed activities students are taught the inherent simplicity of adventure education, which builds confidence, self-esteem, and group awareness. These experiential education activities, requiring the development of team building and negotiation skills relate to the Workplace Readiness Skills and Core Curriculum Content Standards. The opportunity for personal growth is provided in a supportive and highly structured framework. The composite effect of these programs is consistent with the holistic approach to wellness adopted by the Physical Education Department.

Credits: 1.25

## Physical Education

Quarter

Students participate in a diverse curriculum, which is designed to encourage students to pursue a lifetime of physical fitness. Cardiovascular endurance, muscle development flexibility and coordination are stressed in all grades. Emphasis on individual skills and team sports take place during ninth and tenth grade classes. Eleventh and twelfth grade classes emphasize lifetime sports and carry-over activities.

Credits: 1.25

## Health I

Quarter

This course focuses on areas of personal hygiene, family living, and nutrition. Conflict resolution skills and decision making skills are introduced and practiced with emphasis on enhancing communication living cooperatively, and respect for the differences of others.

Credits: 1.25

## Safety

Quarter

Students become safety conscious through the development of knowledge, habits, skills, and abilities for good defensive driving. Each student will utilize the Motor Vehicle to prepare for the state motor vehicle written test. The test is administered at the end of the course. Safety issues involving chemical and alcohol abuse are also discussed.

Credits: 1.25

## Health III

Quarter

Students focus on health areas that emphasize self- understanding and the development of self-concept. The development of human relations skills that improve and enhance self-confidence, assertiveness, and problem- solving. Students are encouraged to use these skills to help each other in a positive, supportive way.

Credits: 1.25

**Health IV** Quarter

This Senior health program is intended to prepare students with challenges of adult life. Major topics include: drug and substance abuse, alcoholism, and sexually transmitted diseases.

# SCIENCE

The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.

*~Sir William Bragg*

Credits: 6.0

**Biology** Year

Students develop an awareness of the order and the sensitive balance that regulate the life of all organisms. The relationship of people to plants and animals is studied. Other topics include human physiology, health, environment, and heredity. Students consider the application of biological principles to social and economic factors. Students use Internet and other technological resources to research various biological topics and present laboratory data in graphs designed using Microsoft Excel. Students participate in a double laboratory period each week.

Credits: 6.0

**Honors Biology** Year

Honors Biology provides a foundation and framework for the study of science in high school. It aims to help students 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. The first semester of the course focuses on cell and molecular biology, biochemistry, metabolism, and genetics. The second semester focuses on evolution, ecology, human systems, and a comparative survey of the diversity of organisms that inhabit Earth.

Incoming 9th grade students should read the Honors Placement Criteria on Page 10.

Credits: 6.0

**Geophysical Science** Year

This course encompasses the foundations of chemistry and physics as they relate to earth and space sciences. **PREREQUISITE**: Biology

Credits: 6.0

**Chemistry** Year

Chemistry is a laboratory course that focuses on the study of the composition of matter and its changes. The course provides a detailed study of solid, liquid and gaseous states. Chemical bonding, kinetics, equilibrium, oxidation-reductions and qualitative and quantitative analysis are explored. This course

stresses chemistry's relationship to mathematics and physics. This course is important for students who are considering further studies in science or fields related to science. **PREREQUISITE**: Biology and completion or concurrent enrollment in Algebra II

Credits: 6.0

## Chemistry Honors

Year

Chemistry is a laboratory course that focuses on the study of the composition of matter and its changes. The course provides a detailed study of solid, liquid and gaseous states. Chemical bonding, kinetics, equilibrium, oxidation-reductions and qualitative and quantitative analysis are covered. The course stresses chemistry's relationship to mathematics and physics and is important for students who are considering further studies in science or fields related to science. In-depth mathematical applications are integrated throughout the course. This course maintains a rigorous pace and students are required to complete several independent research assignments. **PREREQUISITE**: Honors Biology/Biology and Algebra II

Credits: 6.0

## Physics

Year

Physics is designed to impart an understanding of physics principles and enable a student to solve a variety of problems in the areas of kinematics and dynamics, conservation of energy, momentum, electricity, wave motion and optics. Emphasis is placed on problem-solving skills and experimentation while realizing the practical applications of concepts covered. The college-preparatory laboratory course is designed for students who do not intend to major in mathematical or science-related fields. **PREREQUISITE**: Two years of science and one year each of Algebra and Geometry

Credits: 6.0

## Physics Honors

Year

Physics Honors is a more comprehensive version of the first year physics course designed for motivated, science-oriented students. Careful laboratory work is followed by detailed mathematical analysis of data. The topics covered include kinematics and dynamics, conservation of energy, momentum, electricity, wave motion and optics. **PREREQUISITE:** Two years of science, Algebra II and Geometry

Credits: 7.5

## Advanced Placement in Biology, Chemistry & Physics

Year

Students completing studies in biology, chemistry, and physics are best prepared to pursue scientific and engineering collegiate study; therefore, Advanced Placement courses are available in Advanced Placement Biology, Advanced Placement Chemistry, and Advanced Placement Physics. Typically these courses are taken in grades 11 and 12, depending on when students complete the college preparation level prerequisites. Advanced Placement courses are subject to enrollment requests.

Credits: 2.5

## Astronomy

Semester

Students are introduced to basic astronomical concepts and examine in detail the solar system, stars, galaxies, and comets. Twenty hours of night sessions are devoted to celestial observations using the school telescopes. Equipment in the school's observatory is supplemented by computer-based modeling using the computer lab adjacent to the observatory. **PREREQUISITE**: Two years of science, Algebra II, and Geometry

Credits: 2.5

## Botany

Semester

Botany is a course in which students study the history of botany, the evolution of plants, the diversity of the plant kingdom, plant classification and characteristics of plants. This course provides an introductory coverage of major topics in plant biology and is intended for students who are interested in learning more about this field of science. An emphasis is placed on essential plant structure including cell types, tissues, and tissue systems, reproduction and development, basic mechanisms of photosynthesis, plant nutrition, and growth regulation. Students are also given an overview of the major Divisions in the Plant Kingdom as well as plant ecology and geographical distributions. Botany is a course in which students study the history of botany, the evolution of plants, the diversity of the plant kingdom, plant classification and characteristics of plants. **PREREQUISITE**: Must have completed Biology with a minimum year end grade of 84.

Credits: 6.0

## Biochemistry

Year

Biochemistry, an introduction to the structure and function of biological molecules, is designed to study the molecules and macromolecules in living systems through an application of the principles of chemistry as well as introductory molecular biology and genetics. This will include an examination of the structure of these molecules in detail to better understand how their properties contribute to their biological function. Throughout this course contemporary applications in genetics, forensics, and medicine will be explored with great detail. **PREREQUISITE**: Biology, Chemistry; three years of mathematics.

Credits: 2.5

## Oceanography

Semester

This course provides descriptive background in geological, biological, and physical oceanography. Shore area beaches serve as sites for oceanographic experiments. Supporting field trips is the extensive use of the computers to acquire real-time data from various government and research facility WEB sites. Additional computer science software is utilized for oceanographic projections of student area. **PREREQUISITE**: Two years of science, Algebra II, and Geometry

Credits: 6.0

## Environmental Science

Year

This course is an interdisciplinary course designed to analyze humanity's relationship with other organisms and the physical environment. Principles of biology, chemistry, physics, and geology will serve as the foundation as ethics, law, and politics enter the scientific arena. Special emphasis will be placed on environmental chemistry with appropriate field analysis. This is a lab-based, career-focused course. **PREREQUISITE**: Two years of Lab Science

Credits: 6.0

## Anatomy and Physiology

Semester

Anatomy and Physiology is essentially a study in the structure and function of the human body. The class begins with anatomical terminology, biochemistry, cell biology, and histology. After completion of the introductory topics, the following organ systems are investigated: integument, skeletal, muscular, nervous, special senses, cardiovascular, respiratory, digestive, urinary, and reproductive. Special

emphasis will be placed on case studies and related career preparation. **PREREQUISITE**: A grade of an 84 or better in both Biology and Chemistry

# SOCIAL STUDIES

History is the witness that testifies to the passing of time; it illuminates reality, visualizes memory, provides guidance in daily life and brings us tidings of antiquity.

*~Cicero*

All students are required to take four years of social studies. In addition to the required courses, the department offers two electives, which students are encouraged to take.

Credits: 5.0

## World Cultures

Year

World Cultures is an introductory course that provides a foundation of knowledge and social studies skills. Through the exploration of various primary documents and historical themes each student will gain a global perspective of the interaction and interdependence of various cultures. Throughout the academic year students will develop and hone the following skills: writing an historical essay, critically analyzing current events, predicting future global trends, and presenting unique concepts and ideas as they relate to global history.

Credits: 5.0

## United States History I

Year

United States History I is designed to build upon the knowledge and social studies skills gained in preceding grades. Through the exploration of various primary documents and historical concepts, each student will prospectively achieve a thorough understanding of the importance of active participation in the democratic American society.

Credits: 5.0

## Honors United States History I

Year

Honors United States History I is designed to build upon the knowledge and social studies skills gained in preceding grades. Through the exploration of various primary documents and historical concepts, each student will prospectively achieve a thorough understanding of the importance of active participation in the democratic American society. In addition to this knowledge, the refinement of research compilation skills, historical essay writing and persuasive speaking will be a constant focus throughout the course.

Credits: 5.0

## United States History II

Year

This course focuses on United States history from World War I to the present. Emphasis is placed on political, social, and economic issues including national and international events. The students are expected to read and comprehend information from their text, finding similarities between the past and

the present. Topics covered include issues such as wartime and government controls over individual freedoms, civil rights, social movements such as woman's rights, Vietnam and its effect on the political and social aspects of this country. Economic problems will also be addressed such as the Great Depression and the resulting Roosevelt revolution.

Credits: 5.0

## Honors United States History II

Year

This course focuses on United States history from the years 1914 to the present. Emphasis is placed on political, social, and economic issues including national and international events. The students are expected to read and comprehend information from a college level text, and find similarities between the past and the present. Topics covered include issues such as the fundamentalist movement of the 1920's, civil rights, wartime and government controls of individual freedoms, economic depression and attempted solutions, and the Vietnam War and its effect on the political and social aspects of America. Students will be required to submit a critical analysis of a book of historical merit the first marking period, complete a debate for the second marking period, and submit a senior thesis of eight to ten pages for the third marking period. In addition, required formal essay writing on a topic given by the teacher for each chapter covered, will enhance students ability to connect the past to the present.

Credits: 5.0

## Contemporary Global Topics in US History

Year

This completes the sequence of study of United States history and includes units of study based upon the following themes: Human Rights, Human Nature, Prejudice and Discrimination, Genocide, The Holocaust, Moral Courage, and Responsibility. Students will use a variety of sources provided by the teacher such as readings from the State curriculum on Holocaust education, curriculum from the Southern Poverty Law Center, various periodicals, and video material. Students will create their own textbook from teacher notes and handouts and from written response to video material. **This course is a graduation requirement.**

Credits: 5.0

## Advanced Placement United States History

Year

The time period studied in this United States history course begins in 1492 and culminates with the 1980s. Since this is not an introductory course, units of study are presented in an overview fashion with a considerable amount of independent assignments. **Students who qualify for this course are expected to complete summer assignments.**

***Meets Contemporary Global Topics in US History graduation requirement.**

Credits: 5.0

## Advanced Placement European History

Year

The intent of this course is to enable students to understand and recognize the influence of Europe on the political, economic, and social structures of today's world. Please note that this course requires a considerable amount of independent reading and writing assignments. **Students that qualify for enrollment in this course are expected to complete summer assignments.**

Credits: 2.5

## Sociology

Semester

Students will examine the discipline of sociology as the study of the interaction of groups of people, and its implications to society and individuals. The key units include: culture, cultural adaptation and variation,

socialization and cultural conformity, social organizations and institutions, dominant — minority relations, social change and social problems. This course is open to all students in grades 10-12.

Credits: 2.5

## Government and Law

Semester

Students study the history, structure, and dynamics of American government at the local, state, and federal levels, and learn basic principles of practical law as they apply to the everyday needs of American citizens. Case studies drawn from contemporary events are used whenever possible.

Credits: 2.5

## Psychology

Semester

This is an introductory course in the understanding, analysis, and application of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Dealing with the self and others, the course explores fundamental areas in psychology such as: biopsychology, neuroscience, experimental methods, psychopathology, sensation and perception, cognition, operant and classical conditioning, child development, social psychology, personality and emotion, psychological disorders, treatments of disorders, and discussion of case studies. This course is open to all students in grades 11-12.

# TECHNOLOGY / INDUSTRIAL ARTS

Every day you make progress. Every step may be fruitful. Yet there will stretch out before you an over-lengthening, every-ascending, every-improving path. You know you will never get to the end of the journey. But this, so far from discouraging, only adds to the joy and glory of the climb.

*~Sir Winston Churchill*

Credits: 5.0

## Technical Drawing

Year

This course introduces students to the traditional drafting graphic language used in industry to produce working drawings. Students practice and refine traditional hand skills through line weight and lettering on drawings. Emphasis is on orthographic projection, section views, isometric, and basic modeling. Students considering a career in technology, engineering and industry would benefit from the foundation gained in this course.

Credits: 5.0

## Engineering Drawing

Year

This course is an advanced technical drawing class that includes sheet metal development, machine drawing, and technical illustration. Students continue the use of computer programs to generate and solve advanced problems. Students involve themselves in the design/program solving process in the development of new ideas and products. **PREREQUISITE**: Technical Drawing

Credits: 5.0

## Architectural Drawing

Year

This course introduces students to the fascinating world of architecture. Home planning and design, floor arrangement, exterior design, and other considerations that are factored into home design are covered. **PREREQUISITE**: Technical Drawing

Credits: 5.0

## Advanced Engineering & Architectural Drawing

Year

This course is designed for advanced drafting students interested in specializing in an area of drafting, design or engineering. Independent study and individual research projects are the central elements of this course. Projects result in a set of drawings for a portfolio related to an area of interest. Completion of this course prepares students for articulation with the drafting program at Brookdale Community College. **PREREQUISITE**: Technical Drawing, Engineering Drawing, and Architectural Drawing.

Credits: 2.5

## Materials Processing

Semester

This course teaches students how to use materials and processes to complete class assignments. Topics include safety consciousness, tool and equipment use, material characteristics, and fabricating with various materials (i.e. wood, metal, plastic).

Credits: 2.5

**Materials Processing Lab** Semester

In this project-oriented course, students concentrate on the development of good design and craftsmanship. Students increase woodworking skills and make advanced joint construction using machine processes. Students may take this class more than once.

# WORLD LANGUAGES

Language exerts hidden power, like a moon on the tides.

*~Rita Mae Brown*

Shore Regional High School offers world language instruction in French, Spanish, Italian, and Latin. All world language courses address the expectations established by the New Jersey Core Curriculum Content Standards.

Credits: 5.0

**French I** Year

The main objective of this course is to enable students to attain some communication competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Speaking and listening skills are emphasized using an aural-lingual approach. Students also learn about the culture of the Francophone world.

Credits: 5.0

**French II** Year

In this course, students broaden their communication skills in French. They learn new concepts and functions and use them in meaningful, realistic situations. Students continue their study of the Francophone world and develop greater awareness of cultural differences. Class is conducted in French whenever possible.

Credits: 5.0

**Honors French II** Year

Students continue to develop their skills in listening, speaking, reading, and writing at an accelerated pace. Students are expected to master extensive vocabulary, analyze challenging reading selections, engage in conversation at a higher level of proficiency, and utilize complex and advanced grammatical structures. Class is usually conducted in French.

Credits: 5.0

**Honors French Language & Literature*** Year

Students are given extensive opportunities in listening, reading, writing, and speaking in French so that they become more proficient in using the language independently in more sophisticated ways. Students read short French novels; French magazines and newspapers that help illuminate modern Francophone culture. Conversation practice emphasizes practical applications in frequently encountered situations.

Credits: 5.0

**Honors French Language & Culture*** Year

Students receive extensive practice in applying the four language skills to gain fluidity and confidence. Reading and writing assignments emphasize modern Francophone culture through the use of authentic contemporary materials. Conversation exercises emphasize concrete applications in typical real-life situations.

*These courses constitute the upper level program and may be taken in either order.

Credits: 5.0

**Italian I** Year

Students learn the basic concepts of Italian using an aural-lingual-visual method to attain some communication competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Students also learn about Italian culture.

Credits: 5.0

**Italian II** Year

Students continue to develop their communication skills in Italian by increasing their vocabulary. They learn new concepts and functions and use them in realistic situations. Class is conducted in Italian whenever possible.

Credits: 5.0

**Honors Italian II** Year

Students continue to develop their skills in listening, speaking, reading, and writing at an accelerated pace. They learn extensive new vocabulary and advanced grammatical structures, and continue their study of Italian culture. Class is usually conducted in Italian.

Credits: 5.0

**Italian III** Year

Students continue to develop their communication skills in Italian by increasing their vocabulary. They learn new concepts and functions and use them in realistic situations. Class is conducted in Italian whenever possible.

Credits: 5.0

**Honors Italian III** Year

Special emphasis is given to proficiency in oral communication. Conversation exercises emphasize concrete applications in typical real life situations. Class is conducted entirely in Italian.

Credits: 5.0

**Honors Italian: Language, Literature & Culture** Year

Students increase their vocabulary base and gain proficiency in utilizing advanced grammatical structures. Reading and writing assignments emphasize modern Italian culture through the use of authentic contemporary materials. Students read Italian magazines and newspapers that help illuminate modern Italian culture. Conversation practice emphasizes practical applications and frequently encountered situations. Class is conducted entirely in Italian. **PREREQUISITE**: Italian III or Honors Italian III

Credits: 5.0

**Latin I** Year

In the first year of study, students learn fundamentals of the Latin language and idiom and use that knowledge to explore the culture and civilization of the ancient Roman world. Emphasis is placed on reading Latin, with spoken Latin used to support classroom activities. Students use their knowledge of Latin roots to increase their English vocabulary.

Credits: 5.0

**Latin II** Year

Students continue to develop their knowledge of Latin with special emphasis on reading comprehension. Students increase their vocabulary and learn more complex grammatical structures and usages, such as subjunctive and imperative moods and indirect discourse. Students become familiar with the Roman occupation and colonization of the outer parts of the Empire, Egypt, Britain, Germany, and Greece and use word attack skills to define words of Latin etymology.

Credits: 5.0

**Latin II Honors** Year

Students move at an accelerated pace to increase their reading comprehension proficiency. Independent translation skills are emphasized and students learn extensive vocabulary and more complex grammatical structures. English vocabulary building is emphasized and students use world-attack skills to define words of Latin etymology. Students study the outer parts of the Empire.

Credits: 5.0

**Honors Latin Seminar: Prose*** Year

Students gain proficiency in translating and comprehending complex grammatical structures and various writers' styles and idioms. Students explore literary criticism and the study of comparative literature using Latin examples, and students read letters, historical accounts, diaries, stories, and oratory from the Republic, Empire, Medieval, and contemporary periods.

Credits: 5.0

**Honors Latin Seminar: Poetry** Year

Students increase proficiency in translating and comprehending complex grammatical structures related to poetry, metrics, and idiom. Students explore literary criticism, comparative literature, and the mechanics of scansion using Latin examples. Various types of poetry, such as epic, epigram, love, and religious are read from the Empire, Medieval, and contemporary periods.

Credits: 5.0

**Spanish I** Year

Students learn the basic concepts of Spanish using an aural-lingual-visual method to attain some communication competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Students begin their study of Hispanic cultures.

Credits: 5.0

**Spanish II** Year

Students increase their communication competency in the four language skills and apply them in realistic situations. Hispanic cultures receive more intensive study and additional time is spent on career opportunities. Class is conducted in Spanish whenever possible.

Credits: 5.0

**Honors Spanish II** Year

Students continue to develop their communication competency in the four language skills, but at an accelerated pace. They learn extensive new vocabulary and advanced grammatical structures, and read many selections dealing with Hispanic cultural themes. Class is usually conducted in Spanish.

Credits: 5.0

**Spanish III** Year

Students develop additional proficiency in the four language skills. Students are expected to master extensive vocabulary, read more advanced materials, and engage in conversation at a higher level of proficiency. Class is usually conducted in Spanish.

*These courses constitute the upper level program and may be taken in either order.

Credits: 5.0

**Honors Spanish III** Year

Students increase their vocabulary base and gain proficiency in utilizing advanced grammatical structures. Emphasis is given to utilizing advanced grammatical structures and oral expression. Students receive intensive practice in the four language skills. Complex readings highlight various aspects of Hispanic cultures. Class is usually conducted in Spanish.

Credits: 5.0

**Spanish IV** Year

In the fourth year of study, students assume a very active role in using Spanish for communication purposes. Emphasis is given to oral expression and students spend extensive time on the study and

discussion of Hispanic culture. Students are encouraged to reflect upon the linguistic, cultural, and practical applications of their study of Spanish.

Credits: 5.0

## Honors Spanish IV

Year

As the culmination of the Spanish honors program, special emphasis is given to proficiency in oral communication. Class is conducted entirely in Spanish. Students increase their vocabulary and learn sophisticated grammatical structures. Advanced readings highlight various Hispanic cultural themes. Students are encouraged to reflect upon the linguistic, cultural, and practical applications of their study of Spanish.

Credits: 5.0

## Seminar in Spanish Studies

Year

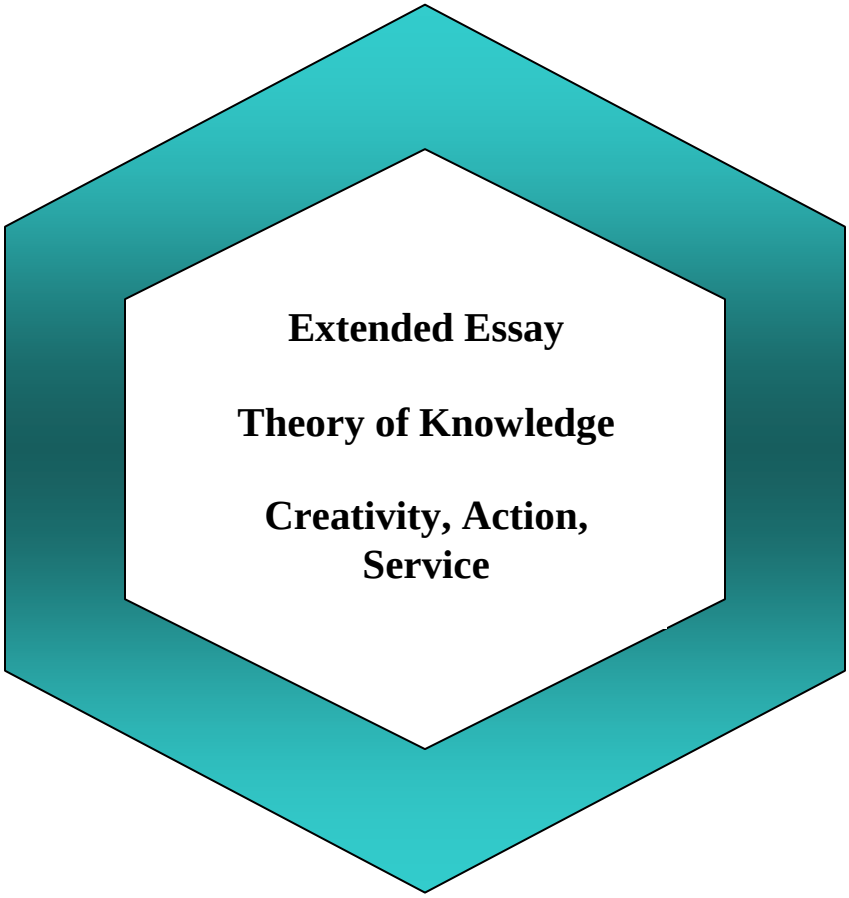
Students receive extensive review and practice in conversation, grammar, listening comprehension, and written expression. Reading and writing assignments emphasize both Latin American and Hispanic culture through the use of classic novels as well as contemporary film and literature. The class is conducted primarily in Spanish. In addition, students are encouraged to use the language outside the classroom. This course is open to students who have successfully completed the fourth level of Spanish.

# IB Diploma Programme

## Course Offerings

**Group 1 -**
**Language A1**

**Group 2 -**
**Second**
**Language**




**Group 3 -**
**Individuals**
**and Societies**

**Group 4 -**
**Experimental**
**Sciences**

**Group 5 -**
**Mathematics**
**and**
**Computer**
**Science**

**Group 6 -**
**The Arts**

Students choosing to work towards attaining the ***International Baccalaureate Diploma*** are enrolled in a program of study approved by the International Baccalaureate Organization with courses in each of the six areas indicated in the diagram on the previous page. Specific courses are chosen for each cohort (graduating class) of students based upon the IBO requirement that each student complete three courses on each of the levels indicated (HL or SL) and the cohort members' prior preparation for the menu of courses of listed below:

Credits: 5.0

## IB English A1 HL

Year

Shore Regional High School's IB English, A1 curriculum is a comprehensive pre-university course in the study of language and literature. Based primarily on world literature, the English A1 curriculum emphasizes a global perspective in literary analysis. All works of literature and the related concepts presented in this course involve some aspect of global/international studies.

Students are expected to work independently and to develop personal skills appropriate for a study of all genres and periods of literature. They learn and master techniques required for close reading and technical analysis of the literary art's "brush strokes." The selections they study support recognition of cultural diversity within the universal human experience. Students will gain knowledge of the evolution of human ideas and experience throughout history, and a command of language to clearly express perceptions, ideas, and arguments to others.

Through two externally assessed essays (each weighted 25% of grade), two externally assessed World Literature papers (each weighted 10% of grade), and two internally assessed oral components (each weighted 15%), students will demonstrate their proficiency in all aspects of literature, expression, and international awareness.

Credits: 5.0

## IB Spanish B SL

Year

IB Spanish B SL is a course of study designed for students that have formally studied Spanish for a minimum of two years. The four primary language skills to be developed in an integrated fashion are: listening, speaking, reading, and writing. Upon completion of IB Spanish B SL students will understand and use Spanish in a range of contexts and for various purposes. Assignments and class activities will help students develop respect for different cultures and their traditions.

The fundamental goal of IB Spanish B is to equip students with the confidence to successfully communicate their ideas regardless of audience and context.

Upon completion of IB Spanish B SL candidates will:

- Communicate clearly and effectively in a range of situations
- Understand and use correctly oral and written forms of the language
- Understand and use a range of vocabulary in common usage
- Select a register that is generally appropriate to the situation
- Express ideas with general clarity and some fluency
- Structure arguments in a generally clear, coherent, and convincing way
- Understand and respond appropriately to written and spoken material of average difficulty
- Assess some subtleties of the Spanish language in a range of forms, styles, and registers
- Show an awareness of, and sensitivity to, elements of the culture(s) related to Spanish.

IB Spanish B SL students will participate in two external assessments representing 70% of the grade and internal assessments that consist of two oral activities, one individual and one interactive for 30% of the grade.

Credits: 5.0

**Language B ab initio** (French, Italian, Spanish) Year

Students who wish to begin a language on the introductory level can enroll in Level I of that language as juniors and continue it on Level II as seniors.

Credits: 5.0

**IB History of the Americas HL** Year

The History of the Americas course at Shore Regional High School will refine a candidate's ability to investigate history, read critically, write analytically and express evaluative judgments in appropriate ways. Students will investigate the role of the historian and will develop an appreciation for the various, political, cultural, and social systems within American cultures.

Students will complete research projects and present their findings to their classmates through various internal and external assessments. Furthermore, each candidate will have the opportunity to experience international perspectives through such activities as attending lectures hosted by area colleges, visiting multicultural establishments and using available technology to bridge the gap between the classroom and international locations.

Students will be assessed in various ways. Three papers will be written during an examination that will be administered in May of the senior year. Paper One (20% of grade) will include a document-based paper written on a prescribed topic drawn from the 20th Century world history. Paper Two will consist of an essay based on the 20th Century world history topics (25% of grade). Paper Three will consist of five separate essay papers based on the regional topic of the History of the Americas (35% of the grade). An internal assessment (20% of the grade) will be administered in the junior year (to be submitted during senior year) that will require candidates to pursue historical investigation; this will be internally assessed by the teacher and externally moderated by the IBO.

Credits: 6.0

**IB Environmental Systems and Societies SL** Year

This one-year course is taught to students in their second year of the IB Diploma Programme curriculum. Designed to provide students with a perspective on the interrelationships between the ecosystems and societies, this course will focus on environmental science and its connection to public policies. An integrative theme in this course is sustainability, and through their study of such concepts, students will develop the ability to formulate informed personal responses to both local and global issues. As it is taught at Shore Regional High School, IB Environmental Systems and Societies will fall solely within the purview of the science department and will count as a Group 4 (Experimental Sciences) course.

Successful completion of Environmental Systems and Societies SL will allow students to

- demonstrate an understanding of information, terminology, concepts, methodologies and skills with regard to environmental issues;
- apply and use information, terminology, concepts, methodologies and skills with regard to environmental issues;

· synthesize, analyze and evaluate research questions, hypotheses, methods and scientific explanations with regard to environmental issues;
· make reasoned and balanced judgments using appropriate economic, historical, cultural, socio-political and scientific sources;
· articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures;
· demonstrate the personal skills of cooperation and responsibility appropriate for effective investigation and problem solving; and
· select and demonstrate the appropriate practical and research skills necessary to carry out investigations with due regard to precision.

Students will be assessed internally (20% of the grade) and externally (80% of the grade) on papers and projects they complete for this course.

Credits: 5.0

## IB Mathematical Studies SL

Year

In this course, students will be introduced to the basic concepts and techniques associated with the graphing calculator, number sense, algebraic concepts, financial math, geometry, trigonometry, and logic. Students will also be exposed to the elementary methods of probability, statistics, and differential calculus. Both graphing calculators and computers will be used often in the application of these topics.

IB Mathematical Studies SL will enable students to

· appreciate multicultural and historical perspectives on the study of mathematics
· enjoy the courses and develop an appreciation of the elegance, power, and usefulness of the various mathematical topics
· develop logical, critical, and creative thinking
· employ and refine their powers of abstraction and generalization
· develop patience and persistence in problem solving
· appreciate the consequences of technological developments
· transfer skills to alternative situations and to future developments
· communicate clearly and confidently in a variety of contexts.

Overarching, disciplined-based objectives require students to

· read, interpret and solve a given problem using appropriate mathematical terms
· organize and present information and data in tabular, graphical and/or diagrammatic forms
· know and use appropriate notation and terminology
· formulate a mathematical argument and communicate it clearly
· select and use appropriate mathematical strategies and techniques
· demonstrate an understanding of both the significance and reasonableness of results
· recognize patterns and structures in a variety of situations, and make generalizations
· recognize and demonstrate an understanding of the practical applications of mathematics
· use appropriate technological devices as mathematical tools
· demonstrate an understanding of and the appropriate use of mathematical modeling

International mindedness will be promoted through analysis of various cultures and their contributions to the field of mathematics in both historical and contemporary contexts. Special emphasis will be placed

upon real world, global applications. Attention will be given to notational differences used within the universal language of mathematics.

This course will include both external (80% of grade) and internal (20% of grade) assessment requirements, as well as, periodic comprehensive reviews in preparation for the International Baccalaureate Examination. With respect to the external assessment, each of the two written papers is valued at 40% of the total grade and internal assessment is a project valued at 20% of the total grade.

Credits: 5.0

## IB Mathematics SL

Year

IB Mathematics SL is a pre-university course of study designed to challenge students who possess a strong foundation in the language of mathematics. Students will use computers and graphing calculators in their explorations of various mathematical topics.

IB Mathematics SL aims to enable students to

- appreciate the multicultural and historical perspectives
- enjoy the courses and develop an appreciation of the elegance, power, and usefulness of the subjects
- develop logical, critical, and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts.

Students will be able to

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and reasonableness of results
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This course will include both external (80% of grade) and internal (20% of grade) assessment requirements, as well as, periodic comprehensive reviews in preparation for the International Baccalaureate Examination. With respect to the external assessment, each of the two written papers is valued at 40% of the total grade and internal assessment valued at 20% of the total grade. The internal assessment is a portfolio comprised of a mathematical investigation and a task requiring mathematical modeling.

Credits: 5.0

## IB Visual Arts HL

Year

IB Visual Arts HL is a pre-university course designed to promote a sense of identity through study and artistic expression. This course is designed for students with creative and imaginative abilities who may pursue the visual arts at the post-secondary level. The aim of IB Visual Arts HL is to:

- provide students with opportunities to produce and explore art
- explore visual arts in their various historical and contemporary forms
- promote visual and contextual knowledge of art from various cultures
- support students in the creation of their own art forms
- encourage students to learn about themselves and others through individual and collaborative engagement with the visual arts

Upon completion of IB Visual Arts HL candidates will demonstrate growth and commitment through the study of art and recognize the interrelationship between their research and their artistic production. In IB Visual Arts, HL students will be engaged in studio work and developing and maintaining Research Workbooks.

The core elements essential to this course are:

- introduction to art concepts, criticism, and analysis
- acquisition of studio technical and media skills
- relation of art to sociocultural and historical contexts

<u>The objectives of the Studio Work component are to</u>

- demonstrate through purposeful exploration an inquiring and integrative approach to a variety of visual phenomena
- synthesize art concepts and skills in works that are personally, socio-culturally and aesthetically meaningful
- solve formal and technical problems encountered in studio practice
- exhibit technical skills and an appropriate use of media

In addition, candidates who have completed IB Visual Arts, HL will be expected to:

- produce works of art with imagination and creativity through individual and collaborative work

<u>The objectives of the Research Workbooks are to</u>:

- demonstrate clearly in visual and written terms how personal research has led to an understanding of the topics or concepts being investigated
- analyze critically the meaning and aesthetic qualities of art forms using an informed vocabulary
- show some awareness of the cultural, historical and social dimensions of themes in more than one cultural context
- examine the visual and functional qualities of art from their own and other cultures for meaning and significance

IB Visual Arts, HL students receive a minimum 240 hours of instructional support. This course requires a minimum of 144 hours of Studio Work assessed externally (60%) and a minimum of 96 hours dedicated to the internally assessed Research Workbooks (40%).

Credits: 5.0

## Theory of Knowledge

Two Half-Year Courses

The purpose of Shore Regional High School's Theory of Knowledge course is to guide students through critical inquiry into the basis of "knowing." Focusing on the works of major contributors in the various systems of knowledge and on cultural ideologies, the course includes examination of the connections among the humanities, the creative and performing arts, and the natural sciences. As they delve into the foundations for the various disciplines, students will gain an appreciation for and an awareness of the complex relationships among these areas of study.

Students are expected to work independently to develop an understanding of the importance of critically examining knowledge claims as they gain the skills necessary to evaluate beliefs. Participation in the Theory of Knowledge (TOK) course allows the IB diploma candidates to develop their abilities to reason critically, to make connections between personal experiences and different Ways of Knowing and Areas of Knowledge, identify values that create judgments and knowledge claims related to local and global issues, and use oral and written language to express their ideas clearly.

Assessment of student progress will be external (40 points/67%) and internal (20 points/33%). Each student will write an essay on a prescribed topic, and this work will be assessed externally. Additionally, the students will be assessed internally on the assignments: a presentation to the class, participation in class debates and discussions, and the composition of a reflective journal.

All works studied in this course are international in nature and present universal themes and concepts. As students study works representative of all regions of the world, they gain an appreciation of the universality of the human experience while becoming aware of the diversity of the various cultures.

# Notes

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