

# SHORE REGIONAL HIGH SCHOOL



**PROGRAM OF STUDIES  
2017-2018**

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Jonathan Warner

# PROGRAM OF STUDIES

[www.shoreregional.org](http://www.shoreregional.org)

TELEPHONE: 732.222.9300

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# GUIDANCE DEPARTMENT

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Shared Director of Guidance  
Learning Disability Teacher-Consultant  
Student Assistance Counselor  
Psychologist  
Social Worker  
Guidance Counselor  
Guidance Counselor  
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:

Jonathan Warner  
Shore Regional High School  
132 Monmouth Park Highway  
West Long Branch, NJ 07764  
732.222.9300 x2150

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

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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

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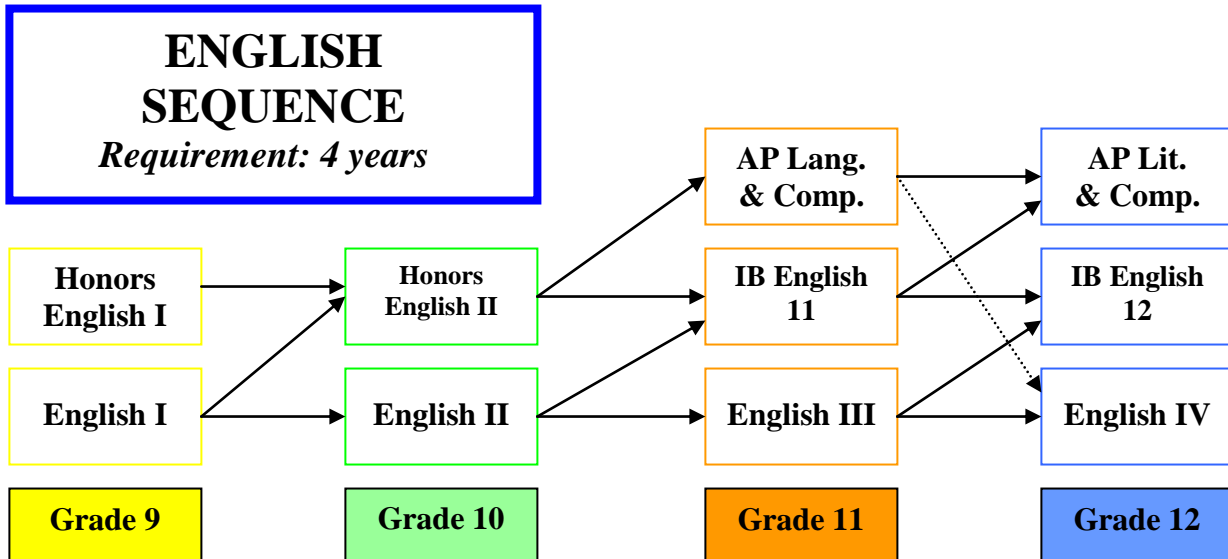
The most important considerations in selecting an individual educational program should be the student's goals, abilities, and interests. Students and their parents/guardians, working in conjunction with students' school counselors, should develop a four-year educational plan. This plan should be carefully 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 with the assistance of their parents will pre-select course they would like to take for the following year online. Those preliminary course selections will be reviewed with their counselors in February and with the assistance and guidance of their counselor those course selections will be finalized. Parents/guardians are encouraged to review their student's selection ([course selections are maintained on the parent portal under the course selection tab](#)). Parents/guardians should contact their son's or daughter's counselor with any questions or concerns.**

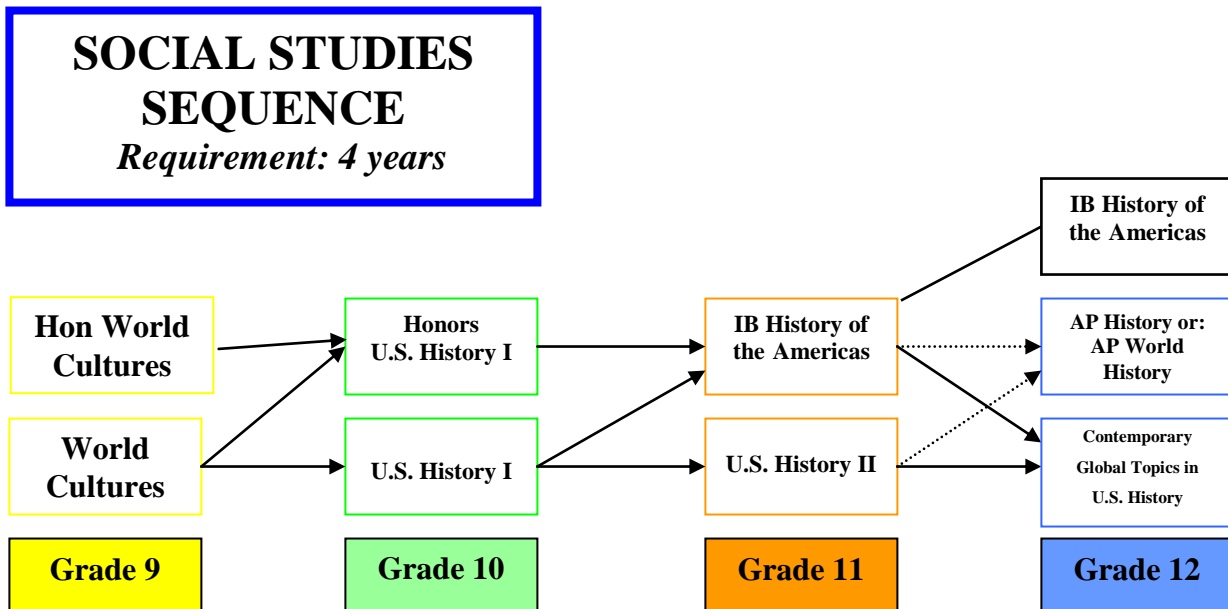
Working with their counselor, students are encouraged to explore their prospective career interest. The Guidance Office will utilize the Naviance program for college and career readiness. The Naviance program allows students to research career, colleges, and interests all in one place. Access to Naviance is given to students in their freshman year so they may utilize the system throughout their high school career.

## ACADEMIC PATHWAYS

A GUIDE TO 4 YEARS OF ACADEMIC EXCELLENCE AT SHORE REGIONAL HS



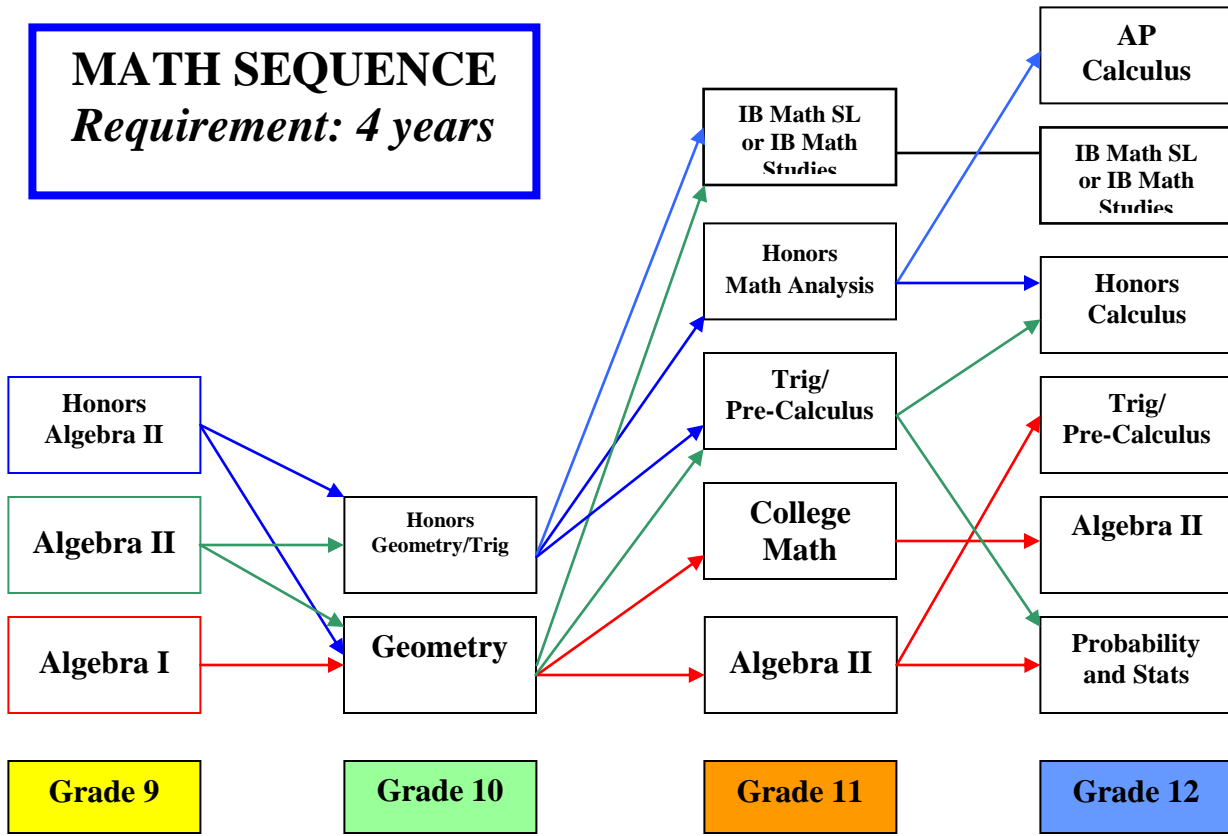
*Elective English courses may be taken in addition to the courses listed here (see Program of Studies for details on the District Website - [www.shoreregional.org](http://www.shoreregional.org))*



*Elective Social Studies courses may be taken in addition to the courses listed here (see Program of Studies for details on the District Website - [www.shoreregional.org](http://www.shoreregional.org))*

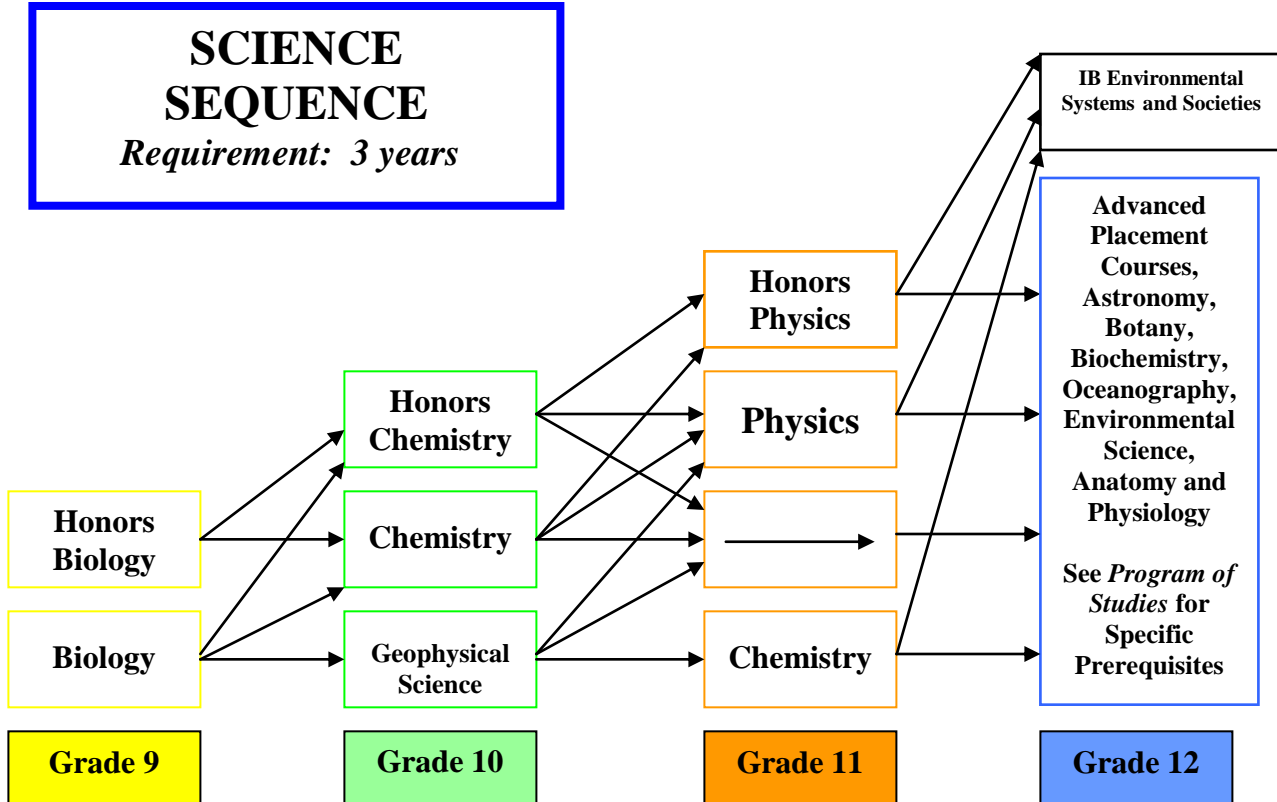
# MATH SEQUENCE

*Requirement: 4 years*



# SCIENCE SEQUENCE

*Requirement: 3 years*



# 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 incorporated under the following three categories: **A.** Curriculum, **B.** PARCC (Partnership for Assessment of Readiness for College and Careers), and **C.** Attendance.

### **A. Curriculum**

	<b>CLASS OF 2018 AND BEYOND</b>
ENGLISH	20 CREDITS
PHYS ED	20 CREDITS
MATH (algebra I, geometry, and a 3 <sup>rd</sup> year of math)	15 CREDITS
SCIENCE (including lab biology, chemistry, environmental science, or physics; and an additional lab/inquiry-based science.)	15 CREDITS
US HISTORY	10 CREDITS
WORLD HISTORY	5 CREDITS
CONTEMPORARY GLOBAL HISTORY OR 4 <sup>TH</sup> YEAR OF APPROVED HISTORY	5 CREDITS
SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)	5 CREDITS
WORLD LANGUAGE	10 CREDITS
VISUAL AND/OR PERFORMING ARTS	5 CREDITS
CAREER EDUCATION	5 CREDITS (2.5 BUSINESS TECH.)
FINANCIAL LITERACY	2.5 CREDITS
COLLEGIATE WRITING AND PRESENTATION	2.5 CREDITS
TOTAL REQUIRED CREDITS	120 CREDITS
ELECTIVE CREDITS	15 CREDITS
TOTAL CREDITS TO GRADUATE	135 CREDITS

All students must carry a minimum of 40 credits during each academic year.

### **B. PARCC Assessment Graduation Requirement**

#### **- Class of 2018, 2019, & 2020.**

In accordance with the New Jersey Department of Education graduation requirements, graduating members of the classes of 2017 through 2019 can meet graduation assessment requirements through a variety of ways, including:

1. Achieving passing scores on certain PARCC assessments;
2. Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
3. The submission by the district of a student portfolio through the Department's portfolio appeals process.

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



The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible\*, as of the effective date of when the amendments were adopted by the State Board of Education.

PARCC ELA Grade 9 $\geq$ 750 (Level 4) or	PARCC Algebra I $\geq$ 750 (Level 4) or
PARCC ELA Grade 10 $\geq$ 750 (Level 4) or	PARCC Geometry $\geq$ 725 (Level 3) or
PARCC ELA Grade 11 $\geq$ 725 (Level 3) or	PARCC Algebra II $\geq$ 725 (Level 3) or
SAT Reading* (taken before 3/1/16) $\geq$ 400 or	SAT Math* (taken before 3/1/16) $\geq$ 400 or
SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) $\geq$ 450 or	SAT Math Section (taken 3/1/16 or later) $\geq$ 440 or
SAT Reading Test (taken 3/1/16 or later) $\geq$ 22 or	SAT Math Test (taken 3/1/16 or later) $\geq$ 22 or
ACT Reading $\geq$ 16	ACT Math $\geq$ 16
Accuplacer WritePlacer $\geq$ 6	Accuplacer Elementary Algebra $\geq$ 76 or
Accuplacer WritePlacer ESL $\geq$ 4	
PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) $\geq$ 40 or	PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) $\geq$ 40 or
PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) $\geq$ 22 or	PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) $\geq$ 22 or
ASVAB-AFQT Composite $\geq$ 31 or	ASVAB-AFQT Composite $\geq$ 31 or
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

\*Test

**Class of 2021 and Beyond:**

Starting with the Class of 2021, students will need to meet the high school graduation assessment requirements by passing PARCC ELA Grade 10 and PARCC Algebra I.

If students are unable to pass one or both of those assessments, they will be able to access the portfolio appeals process to meet the assessment requirements, but only if they take all PARCC assessments associated with the high-school level courses for which they were eligible\* (see chart below)

<b>CLASS OF 2021 AND BEYOND</b>	
<b><u>ENGLISH LANGUAGE ARTS (ELA)</u></b>	<b><u>MATHEMATICS</u></b>
PARCC ELA Grade 10 (must take and pass)	PARCC Algebra I (must take and pass)
<i>If passing score is not met on PARCC ELA Grade 10, then the student <u>must have taken</u></i>	<i>If passing score is not met on PARCC Algebra 1, then the student <u>must have taken</u></i>
PARCC ELA Grade 9 and PARCC ELA Grade 10 and PARCC ELA Grade 11 before they can	PARCC Algebra I and PARCC ELA Geometry and PARCC Algebra II (if eligible*) before they can
Meet the criteria of the NJDOE Portfolio Appeal	Meet the criteria of the NJDOE Portfolio Appeal

Note: \*\*Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.

## **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**

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Shore Regional's curriculum and educational options are designed for students to attend a four-year college should they choose to. 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 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 9<sup>th</sup> Grade Students

Shore Regional offers Honors programs in all of the content areas names above based upon cumulative preparatory middle school coursework. The requirements can be found below. For the most current information, please go to <http://www.shoreregional.org/domain/22>

Subject	Placement Criteria	Test Date/Time
<b>Algebra II</b>	<u>Final average</u> of 85+ in 8 <sup>th</sup> grade full year Algebra 1 course*, and results of <b>required</b> initial placement test.	February of 2017 Administered during math class (in school)
<b>Honors Algebra II</b>	<u>Final average</u> of 92+ in 8 <sup>th</sup> grade full year Algebra 1 course*, results of required initial placement test administered in February of 2017, and results of <b>required</b> SRHS placement test administered on Tuesday, May 2 <sup>nd</sup> .	Tuesday, May 2 <sup>nd</sup> , 6:00 p.m. – 7:30 p.m.
<b>Honors Biology</b>	Final average of 92+ in 8 <sup>th</sup> grade Science, and results of <b>required</b> SRHS placement test.	Wednesday, March 6 <sup>th</sup> 6:00 p.m. – 7:00 p.m.
<b>Honors English I</b>	Final average of 92+ in 8 <sup>th</sup> grade English, and results of <b>required</b> SRHS placement test.	Wednesday, March 8 <sup>th</sup> 6:00 p.m. – 7:30 p.m.
<b>Spanish II</b>	Final average of 85+ in 8 <sup>th</sup> grade Spanish; No placement test required	No Test Required
<b>Honors Spanish II</b>	Final average of 92+ in 8 <sup>th</sup> grade Spanish, and results of <b>required</b> SRHS placement test.	Monday, March 13 <sup>th</sup> 6:00 p.m. – 7:30 p.m.
<b>Honors World Cultures (Social Studies)</b>	Final average of 92+ in 8 <sup>th</sup> grade social studies, and results of <b>required</b> SRHS placement test.	Wednesday, March 15 <sup>th</sup> 6:00 p.m. – 7:30 p.m.

\* Note: given some eight grade students may not complete a full year of Algebra I course objectives, please be sure to verify with your child's counselor, teacher, or principal that he or she is enrolled in a course of study that reflects a full year of Algebra I objectives.

### **How do I determine if my child should take a placement test?**

Check the placement criteria listed on the reverse side of this document and/or consult with your child's current teacher for the content area to be tested. To assist you, curricula may be accessed through this website link: <http://www.shoreregional.org/domain/157> .

### **How do I register my child for a placement test or series of tests?**

All students planning to sit for the tests must be pre-registered for the tests by a Shore Regional guidance counselor during the student's course selection meeting. These meetings will be held in January/February. For questions, please e-mail the secretary in the Office of Curriculum and Instruction at [kmartin@shoreregional.org](mailto:kmartin@shoreregional.org) or call 732-222-9300 ext. 2100.

### **Where are the tests administered?**

All tests will be given at Shore Regional High School. On the evening of each test, students are expected to check in, in the front lobby by 5:45 p.m. Please note that it is the responsibility of the parent(s)/guardian(s) to arrange all transportation. **Students who arrive late will not be permitted to sit for the test.** Also, students will not be permitted to exit the testing rooms prior to the indicated completion time.

### **What should my child bring to the test?**

1. Each student must bring a black pen and two #2 pencils.
2. Each student taking the Algebra II Honors placement test must bring a calculator.
3. Each student may bring a cellular telephone, which will be kept on silent or turned off during tests.
4. Each student is to bring a book should he or she finish testing early.

### **What if there is inclement weather?**

Please visit [www.shoreregional.org](http://www.shoreregional.org) for cancellations and rescheduling information.

### **How are the tests scored? Will I get the results?**

In general, "tests" can be categorized into two major types, norm referenced or criterion referenced. These two types of tests differ in intended purposes as well as in the way in which content is selected and the way in which the tests are scored. These aspects define how such test results can be interpreted. Our placement process involves a "norm referenced" approach. The main reason we use a norm referenced test is that such tests help place students in appropriate courses. Our placement tests are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement. Written notification of all placement decisions will be mailed to home addresses in July 2017.

### **What if I have additional question(s)?**

Please contact the Shore Regional High School Office of Curriculum and Instruction at 732-222-9300 ext. 2100 or e-mail your question to [kmartin@shoreregional.org](mailto:kmartin@shoreregional.org) .

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

Please note: Every student can, based on the merit of his or her work, move into Shore Regional's honors program. Below are the criteria necessary to make that transition. Please be advised that an 'A' in College Prep does not guarantee an 'A' in the next-level honors course. 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 at the time the decision is reached. 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 high school world language courses, with grades of 92% or above at the time the decision is reached.

**Mathematics:** 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 previous social studies courses with grades of 92% or above at the time the decision is reached.

## MAINTAINING ENROLLMENT IN HONORS CLASSES

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

## ADVANCED PLACEMENT COURSES

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Shore Regional High School currently offers eleven 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](http://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 earning a final average of 84 or higher in a preceding honors course. Students who are enrolled in the preceding college prep course will be considered for Advanced Placement courses on a case by case basis. The student must also have the necessary prerequisites as indicated in the course descriptions.

Students must attend an Advance Placement Information Session prior to signing up for any AP course. Students who do not attend the posted information session will not be signed up for the AP course until they meet with the appropriate faculty member.

# ACADEMIC RECOGNITION

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## 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. 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 or above.

**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. 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.

\*Health and Safety, are included in the GPA and Honor Roll computations. Physical Education courses are included in honor roll for the class of 2019 and beyond.

### Sample Computation

	<u>Grade</u>		<u>Grading Factor</u>		<u>Weighted/Unweighted Average</u>
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	=	<u>90.0</u>
					673.7
<b>Total Quality</b>	<b>Number of</b>		<b>Marking Period</b>		
<b><u>Points</u></b>	<b><u>Subjects</u></b>		<b><u>Honor Roll Average</u></b>		
673.7	7		96.24		

**Exclusions:** Physical Education courses are not included in the computation for honor roll for the class of 2018. Physical Education is included in the GPA and honor roll calculation for all other years of graduation.

## EDUCATIONAL PLAN OPTIONS

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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.

## CORE EDUCATIONAL ELEMENTS

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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](http://www.shoreregional.org).

### **CREDIT ASSIGNMENT**

1. Courses that meet one full block every other day for the academic year are awarded 5.0 credits.
2. All courses that meet one full block every other day for a semester are awarded 2.5 credits.
3. Courses that meet one full block everyday including laboratory periods are awarded 10 credits.

### **DROPPING/ADDING COURSES**

Student should take the time to choose courses that are the best match for their interests. Take into account your interests, ability, and goals. Careful selection of courses will result in fewer course changes in the following school year.

Changing courses during the academic year can be very disruptive to a student's schedule. Regular schedule changes will ONLY be permitted up to two weeks (10 school days) from the first day of the class. In order to accommodate a change in classes, there could be a disruption in other areas of a student's schedule. Students will be responsible for making up any missed work in the new course.

Students who withdraw from a course on or after the end of the first marking period will receive a WF (Withdraw Failing) on their transcript. The Withdraw Failing will have a value of 50 and remains on the student's permanent record and will be included in the cumulative grade point average.

### **Advanced Placement and/or International Baccalaureate course withdrawal**

Students who would like to withdraw from either an Advanced Placement or International Baccalaureate course must do so by August 15<sup>th</sup>. These courses include a large amount of summer work. If a student does not keep up with the required summer work will be removed from the AP or IB course by August 15<sup>th</sup>. Students who feel that they do not want to continue in the AP or IB course must withdraw by August 15<sup>th</sup>. Students who do not withdraw by August 15<sup>th</sup> will be expected to complete the semester in the course. If the student withdraws from the course at the mid-year they will be given a WF (Withdraw Fail) on their transcript.

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# ART

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## **ART THE VISUAL WORLD**

*Credits: 2.5 (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.

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## **2D DESIGN**

*Credits: 2.5 (Semester)*

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

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## **3D DESIGN**

*Credits: 2.5 (Semester)*

Students will explore a wide variety of Media, including: ceramics, glass, textile designs, metals, papermaking, and wood. The Students will become familiar with the art critique and will gain experience in producing various sculptural forms.

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## **STUDIO 2D DESIGN**

*Credits: 2.5 (Semester)*

*PREREQUISITE: 2D DESIGN*

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 styles and compositions. Instruction is highly individualized.

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## **STUDIO 3D DESIGN**

*Credits: 2.5 (Semester)*

*PREREQUISITE: 3D DESIGN*

Experienced art students are given the opportunity to concentrate in specific areas of interest. Students may explore clay, glass, fiber, metal, fabric, paper, and other art materials. Instruction is highly individualized. Students work in a wide range of three-dimensional media. Students will be introduced to Artists both classic and contemporary and will become well versed at identifying various types of sculptures in their daily environments.

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## **IB VISUAL ARTS - HL**

*Credits: 5.0 (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. **For a complete description please look at the INTERNATIONAL BACCALAUREATE webpage.**

*Please note: In order to take the IB Visual Arts Exam, students must take both IB Visual Arts 11 and IB Visual Arts 12. Course open to 11th and 12th graders.*

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## **GRAPHIC ARTS**

*Credits: 2.5 (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.

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## **GRAPHIC DESIGN**

*Credits: 2.5 (Semester)*

*PREREQUISITE: Graphic Arts*

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.

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## **ADVANCED GRAPHIC DESIGN**

*Credits: 2.5 (Semester)*

*PREREQUISITE: Graphic Arts*

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.

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## **DIGITAL PHOTOGRAPHY**

*Credits: 2.5 (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 judgement composition, design, emotional impact, technical skill and communication.

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## **VIDEO PRODUCTION**

*Credits: 2.5 (Semester)*

This course is designed to provide students with the opportunity to build, acquire, and utilize an understanding of the video production process. Students will be required to work in various production roles both in front of and behind the camera. Video Production will create a foundation of basic videography techniques and familiarize students with video production terminology, skills, and procedures, through the use of camcorders, Apple iMAC computers, leading industry editing software, and discussion and demonstration of techniques.

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## **ADVANCED VIDEO PRODUCTION**

*Credits: 5 (Year)*

*PREREQUISITE: VIDEO PRODUCTION*

Advanced Video Production is designed to give students the chance to creatively stretch the limits of basic video production skills into more professional understandings of cinematography, producer and director responsibilities, and more advanced editing techniques. Projects include silent films, chroma key (green screen) projects, commercials, music videos, chase scenes, and more! Some AVP students also choose to be a part of the news team which airs weekly broadcasts of the Blue Devil News.

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## **IB FILM SL or HL**

*Credits: 5 (Year)*

Through the study and analysis of film texts and exercises in film-making, the Diploma Program film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspective in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations, and cultures.

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# BUSINESS AND TECHNOLOGY

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## **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. This course will cover basic accounting concepts necessary to complete the accounting cycle. Real-world applications include recording of daily business transactions into journals, the posting to ledger accounts, and 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.

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## **FINANCIAL LITERACY**

*Credits: 2.5 (Semester)*

This course will provide students with the skills and concepts needed to gain personal and financial responsibility related to financial planning, savings, investments, and charitable giving in the global community by exploring the relationship between income and careers, money management, credit and debt management, risk management and investing, protecting assets and insurance, taxes, and becoming a critical consumer. This course is a graduation requirement for all students starting with the class of 2016.

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## **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.

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## **WEB 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.

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## **EDUCATION, BUSINESS, TECHNOLOGY APPLICATIONS**

*Credits: 2.5 (Semester)*

This course will provide all 9th graders with an exploration and application of the many educational technologies available to them. The course is designed to develop in students a sense of wise decision making regarding the use of various technological tools and resources to ensure success for various academic tasks. This course will also focus on career education with an emphasis on how these various technological applications are used or will be used with various professions. This is a ***required*** course for all freshmen.

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# ENGLISH

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

## **ENGLISH I**

*Credits: 5.0 (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 receive intensive instruction in preparation for taking the PARCC; instruction is integrated into instructional units throughout the year. 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.

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## **HONORS ENGLISH I**

*Credits: 5.0 (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 receive intensive instruction in preparation for taking the PARCC; instruction is integrated into instructional units throughout the year. 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.

## **ENGLISH II**

*Credits: 5.0 (Year)*

In their second year of College Preparatory English, students study American literature from Native American and 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 PARCC preparation. Major literary units include Native Americans and the Oral Tradition, Voices for Freedom, War and Peace, 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 Change.

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## **COLLEGIATE WRITING AND 21st CENTURY PRESENTATION**

*Credits: 2.5 (Semester) - Required for Freshman only*

Teaching those skills necessary for strong college and career bound writing performance, this course will provide all students with the skills and abilities necessary to write in a highly academic setting. This course will provide the foundation for the rest of our students' academic career. Writing in a globalized economy is not enough. Students today must also be able to present their ideas to a wide range of audiences through a wide range of media for effective, purpose-driven outcomes. The Presentation component of this course will prepare students to be strong public speakers and designers of effective 21st century ideas. **Required course for all freshmen**

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## **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 receive intensive instruction in preparation for taking the PARCC; instruction is integrated into instructional units throughout the year. 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.

*Students must meet the Honors criteria (84 or better in the previous level honors course, or 92 or better in the previous level CP course).*

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## **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 PARCC; SAT instruction is integrated into instructional units throughout the year. Major units of study include the Anglo-Saxon and medieval periods, English Renaissance, seventeenth and eighteenth century, Romantic literature, and the twentieth century.

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## **IB ENGLISH 11 HL**

*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 **IB English** study and International Baccalaureate exams. Students who qualify for this course are required to complete assignments during the summer months. For further information please click the link to the [INTERNATIONAL BACCALAUREATE](#) description.

*Certificate only (non-diploma) students must meet the Honors criteria (84 or better in the previous level honors course, or 92 or better in the previous level CP course).*

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## **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

(Junior-Level Option)

*Credits: 5.0 (Year)*

This course is designed to develop critical reading, thinking and writing skills reflecting high levels of sophistication. AP English Language and Composition examines the rhetorical aspects within prose readings. Prose selected for study represents a variety of purposes and disciplines from American, British, and World Literature, with strong, course-driven attention to non-fiction selections. Nine Inquiry / Thematic Units from a variety of contemporary issues underscore the critical reading work for this challenging and comprehensive inquiry-rooted, skills-based course. Writing tasks will be centered on the AP Examination's three essay types: a Rhetorical Analysis Essay examining rhetorical aspects and author's intent in a prose passage; an Argument Essay supporting, refuting, or qualifying an assertion related to a contemporary issues-based prompt; and, a Synthesis Essay requiring use of sources to argue a point of view. Emphasis will be on the use of persuasion within university, community, and professional / vocational endeavors.

Students who qualify for this course are required to complete assignments during the summer months.

*Students must meet the Honors criteria (84 or better in the previous level honors course, or 92 or better in the previous level CP course).*

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## **ENGLISH IV**

*Credits: 5.0 (Year)*

ENGLISH IV is the culmination of the four year English Requirement for a High School Diploma. Students should choose a focus in one of the following areas (note: please choose an alternate focus in case your first choice does not fit into your schedule):

- **SCIENCE FICTION AND FANTASY**

Science fiction and fantasy novels, stories, and films (including *anime* and *manga*) are popular among high school students. This course is designed as a semester-long secondary level English/Language Arts elective for students of any grade level at Shore Regional High School. Each focus area/thematic section will have associated readings that provide the historical background for that section from the beginnings of science fiction or fantasy to the present. Class sessions will be scheduled to allow extensive time for the discussion of important authors, seminal works, major influences, trends and themes and concepts within the focus areas. In addition, any questions raised during these discussions will be researched and discussed. Students will choose the texts they will read within each unit from a list that includes works by such authors as Tolkien, Asimov, Heinlein, L'Engle, McKillip, Roth, Collins, Crichton, Bradbury, Vonnegut, Clarke, and Lewis.

- **HEROES AND VILLAINS IN LITERATURE(English Seminar) : BEYOND THE MASK: UNVEILING THE HERO AND THE VILLAIN IN LITERATURE**

**Synopsis:** As classic foils, the hero and the villain serve as a counterbalance in culture. Their existence can weigh social conscience as well as unveil the complexities of the human condition. To fully understand both, the audience must first understand the motivations of the creator. The detailed study includes an exploration of heroes and villains in literature and film, their cultural impact, and their evolution in a historical context.

- **WOMEN IN HISTORY AND LITERATURE**

This interdisciplinary (English and Social Studies) course introduces students to the field of gender and women's studies. Through the study of the history of women and the analysis of accompanying literature, students will critically examine women's experiences in societal institutions such as the arts, education, the labor force, law and politics, and marriage and family life. Through a blended study of history and literature, students will examine how writers in different historical, cultural, and geographical contexts have communicated and questioned the experiences of women as well examine the significance and meaning of one's gender identity in different historical periods, the history of feminist movements, and transnational perspectives on feminism.

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## **IB ENGLISH, GRADE 12 HL**

*Credits: 5.0 (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.

*Certificate only (non-diploma) students must meet the Honors criteria (84 or better in the previous level honors course, or 92 or better in the previous level CP course).*

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## **ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

*(Senior Level Option)*

*Credits: 5.0 (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 that qualify for this course are required to complete assignments during the summer months.

*Students must meet the Honors criteria (84 or better in the previous level honors course, or 92 or better in the previous level CP course).*

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## **BROOKDALE DUAL ENROLLMENT COURSES:**

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In order to take Brookdale Dual Enrollment Courses Students must complete the following:

- Complete the Dual Enrollment application packet and return to the Shore Regional High School Guidance Office.
- Students must take and pass the Accuplacer Test or have a qualifying score on the SAT or ACT.
- There is a cost associated with taking a Brookdale course, students will be responsible for tuition and there may be fees for books as well.

### **ENGL 155 – THE SHORT STORY**

*Credits: 3.0 (Dual-credit Brookdale CC and Shore Regional)*

Students will read and discuss short stories drawn from the literature of many cultures and countries. They will analyze the stories for themes, form, relationship, to their own lives and reflection of various cultures. The relevance of these short stories for the modern reader will be examined.

### **ENGL 158 – INTRODUCTION TO LITERATURE**

*Credits: 3.0 (Dual-credit Brookdale CC and Shore Regional)*

A fundamental overview of literature for those who love to read and for those who have previously been intimidated by literature courses. It teaches terminology of the four major genres of literature, (poetry, drama, short story and the novel) and the literary movements that have shaped these genres from the Classicism of Aristotle to the Anti-realism of MTV. This course stresses easy techniques for effectively answering essay questions, for writing papers for literature courses, and for more efficient studying.

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## **ELECTIVES:**

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### **THEATRE ARTS**

*Credits: 2.5 (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.

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### **THEATRE ARTS 2**

*Credits: 2.5 (Semester)*

*Prerequisite: Theatre Arts*

This class delves deeper into the craft of writing for the theater. Through weekly assignments, in class writing exercises, and work on a sustained piece, students explore scene structure, action, events, voice, and dialogue. We examine produced play scripts and discuss student work. This class's emphasis is on process, risk-taking, and finding one's own voice and vision. Students will write, produce, and stage a variety of performance pieces throughout the semester.

### **JOURNALISM, MEDIA, and POPULAR CULTURE**

*Credits: 5.0 (Year)*

New media has changed the conversation about journalism, news, and popular culture. Twitter, Facebook, Instagram, bloggers, WikiLeaks and online news sites, reality television, YouTube, Hulu, and Netflix have all impacted the way we consume media, get our information, and spend our free time. This course will explore the impacts of these outlets on the human condition and analyze the current and long-term impacts of these changes.

Students will learn to be perceptive and responsible consumers of mass media by analyzing, discussing, and writing about how each medium impacts themselves, their peers, and their society. Students will discuss current events and engage in daily discussions about news from a variety of sources. Chromebooks will be utilized as students explore a variety of websites and sources and compare and contrast reporting and accuracy. Students will engage in thought-provoking discussion, analytic writing, and creative group and individual projects as they work through a variety of topics. Screenings of different news sources, films, YouTube clips, television shows will be used in conjunction with print newspapers and magazines. Additionally, we will explore career options in news media, journalism, public relations, and marketing.

An emphasis will be placed on writing for publication as it is not only rewarding, but students gain confidence as writers and editors when they design and print newsletters, magazines, and newspapers. In this course, the emphasis is on writing for high school publications. Students will compose and edit articles, complete page layouts, and print the school newspaper, The Beacon, as part of their work in this course. Additionally, they will practice writing for other media, including literary magazines, journals, social media, and television/radio. This class will run like a newsroom, and emphasis will be placed on discussion. Students will be required to participate in all facets of putting together a newspaper, from research and brainstorming to distribution, while they incorporate the impact that news media has on the world.

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### **CREATIVE EXPRESSIONS**

*Credits: 2.5 (Semester)*

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

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**PSYCHOLOGY IN FILM**

*Credits: 2.5 (Semester)*

In this course we will study the psychological concepts and approaches, and how they can be utilized to interpret and understand characters, motives, and plot within film. Some concepts we focus on are: Perception, cognition, emotion, disorders, and treatments of disorders.

Some movies that will be the basis of our study: "I am Sam," "Benny and Joon," "One Flew Over the Cuckoo's Nest," "Beautiful Mind," "Batman Returns," "Rainman," "Castaway," "Edward Scissorhands," "Awakenings," "Girl Interrupted," "What About Bob," "Antwone Fisher," are just some of the options of study which are a vast array of psychology topics.

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**FROM PRINT TO PUBLISH**

*Credits: 2.5 (Semester)*

PREREQUISITE: CREATIVE EXPRESSIONS

A creative writing experience for young, up and coming writers that are interested in developing and possibly publishing works that include poetry, cartoon, short story, graphic novel, memoir, screenplay, novel, etc.

Students will read examples and provide writing samples from horror, comedy, drama, sci-fi, fantasy, etc. to decide on their genre. They will be mentored from the idea stage all the way through the publishing stage.

The curriculum will consist of daily writing requirements and weekly deadlines for their creative piece. This will culminate into one or multiple completed works that can be put through the publishing process from researching websites, agents and publishers, to developing query letters for submission (if they wish to take it that far).

Also, the class will consist of numerous types of writing techniques in various places and mindsets that fuel creativity.



# FAMILY & CONSUMER SCIENCE

## **FOODS FOR TODAY'S LIFESTYLE**

Credits: 2.5 (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.

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## **INTERNATIONAL FOODS**

Credits: 2.5 (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.

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## **INDEPENDENT LIVING**

Credits: 2.5 (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, meal preparation and planning, and demonstrate practical techniques necessary when people are totally responsible for themselves.

# MATHEMATICS

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

## **ALGEBRA I**

*Credits: 5 (Year)*

*Expectation: Summer Assignment and 30-40 minutes of homework per class.*

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. Scientific calculators are recommended but not required.

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## **ALGEBRA II**

*Credits: 5.0 (Year)*

*Expectation: Summer Assignment and 30-40 minutes of homework per class.*

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. Graphing calculators are recommended but not required. PREREQUISITE: Algebra I and Geometry (Geometry can be taken concurrently with Algebra 2 upon approval)

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## **HONORS ALGEBRA II**

*Credits: 5.0 (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 9th grade students should read the [FRESHMAN HONORS PLACEMENT INFORMATION](#) tab

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## **GEOMETRY**

*Credits: 5.0 (Year)*

*Expectation: Summer Assignment and about 30 min of homework per class*

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.

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## **HONORS GEOMETRY / TRIGONOMETRY**

*Credits: 5.0 (Year)*

In this course, as in Geometry, 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. Inductive and deductive reasoning skills are developed. Students also manipulate trigonometric identities, solve trigonometric equations for single arguments, graph trigonometric functions, and explore the real-world applications of trigonometry. Graphing calculators are an integral component of this course. PREREQUISITE: Algebra II and see [SOPHOMORE, JUNIOR, & SENIOR HONOR & AP PLACEMENT INFORMATION](#)

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## **COLLEGE MATHEMATICS**

*Credits: 5.0 (Year)*

*Expectations: Summer Assignment and 20-30 minutes of homework per class.*

This course is structured to reinforce Core Curriculum Content Standards in numerical operations, discrete mathematics, probability and statistics, data analysis, geometric reasoning, and algebra in preparation for the Integrated Math PARCC exam and a basic college-level mathematics survey course. In addition, students focus on solving real-world problems in the areas of finance, science, and human behavior. Scientific calculators are recommended but not required.

STUDENTS WHO HAVE TAKEN ALGEBRA 2, SHOULD NOT TAKE COLLEGE MATH.

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## **TRIGONOMETRY / PRE-CALCULUS**

*Credits: 5.0 (Year)*

*Expectations: Summer Assignment and 30-40 minutes of homework per class.*

Students are introduced to analytic 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 exponential and logarithmic functions and their applications. 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

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## **HONORS MATH ANALYSIS**

*Credits: 5.0 (Year)*

*Expectations: Summer Assignment and 30-40 minutes homework per class.*

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 nonlinear 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.

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## **HONORS CALCULUS**

*Credits: 5.0 (Year)*

*Expectations: Summer Assignment and 30-40 minutes homework per class.*

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. Graphing calculators are recommended but not required. PREREQUISITE: Trigonometry/Pre-Calculus or Honors Math Analysis

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### **ADVANCED PLACEMENT CALCULUS AB**

*Credits: 5.0 (Year)*

*Expectations: Summer Assignment, Test on Summer Assignment first day of school and 45-60 minutes homework per class.*

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. Graphing calculators are required. PREREQUISITE: Honors Math Analysis

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### **IB MATHEMATICS STUDIES SL (2 year course)**

*Credits: 5.0 (Per Year)*

*Expectations: Summer Assignment, Test on Summer Assignment first day of school and 30-40 minutes homework per class.*

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. Project is due in March, this is part of the IB grade. Graphing calculators are required. PREREQUISITE: Algebra 2

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### **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.

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### **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.

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### **PROBABILITY AND STATISTICS**

*Credits: 5.0 (Year)*

*Expectations: Summer Assignment, about 30 min of homework per class*

This Junior/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. The TI-83+ graphing calculator is used extensively throughout the 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 listing, counting, and algorithmic methods to solve real-world problems. PREREQUISITE: Algebra II and Geometry

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# PERFORMING ARTS

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## **CHORUS**

*Credits: 5 (Year) or 2.5 (Semester)*

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.

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## **MUSIC COMPOSITION**

*Credits: 2.5 (Semester)*

Students will learn the basics of songwriting/music composition. The prerequisite for this course is interest in songwriting/music composition.

## **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.

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## **BAND**

*Credits: 5.0 (Year) or 2.5 (Semester)*

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 of 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.

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## **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.

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### **GUITAR: INTERMEDIATE to ADVANCED**

Credits: 2.5 (Semester)

PREREQUISITE: Introduction to Guitar

The next level of guitar playing after the introduction course. Students work on more difficult music along with advancing their overall technique on the guitar.

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### **MUSIC TECHNOLOGY**

Credits: 2.5 (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.

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### **EXPLORING MUSIC**

Credits: 2.5 (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 from antiquity to the modern era. The areas to be explored include historical periods and well known composers, as well as the basics of reading and understanding written music. Students may have an opportunity to create and perform musical works.

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### **IB MUSIC SL or HL**

Credits: 5.0 (Year)

IB Music is a course designed to explore and truly understand the art of music. From studying the music of other cultures and time periods, to producing musical performances, the IB Music student will gain a greater understanding and appreciation of music. Students will develop a broad knowledge of many styles of music, and develop their potential as musicians. Students do not need prior music experience to take the class.

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### **ELEMENTS OF DANCE**

Credits: 2.5 (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.

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### **DANCE LAB**

Credits: 1.25 (Quarter)

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 and multiple times within a year.

## **PERFORMANCE DANCE**

*Credits: 2.5 (Semester)*

This course is designed to expose students to dance performance opportunities. Performance Dance is a class that will give students with prior dance experience an opportunity to continue training in a variety of dance styles. Techniques in Modern Jazz, Ballet, Hip Hop, Ballroom, and Multicultural dance will be covered. Students in Performance Dance will be given opportunities in creating original choreography, performing in dance showcases, competitions, and festivals. This is to include The All County and State Teen Arts Festivals which is a requirement of the course curriculum. Students enrolled in Performance Dance will be eligible to audition for the extra-curricular dance team.

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## **IB DANCE**

*Credits: 5 (Year)*

The course focusses on the composition, performance and analysis of dance, or “expressive movement,” which is practiced amongst peoples of various backgrounds, and for a variety of purposes, throughout the planet. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar.

# PHYSICAL EDUCATION AND HEALTH

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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.

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## **PHYSICAL EDUCATION 9-12**

*Credits: 3.75*

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 coordinaton 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.

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## **HEALTH 9**

*Credits: 1.25 (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.

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## **SAFETY**

*Credits: 1.25 (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.

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## **HEALTH 11**

*Credits: 1.25 (Quarter)*

Students focus on health areas that emphasize self-understanding and the development of self-concept. The development of human relations skills 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.

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## **HEALTH 12**

*Credits: 1.25 (Quarter)*

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

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## **ADVANCED PE – CONCEPTS OF FITNESS, STRENGTH, AND CONDITIONING**

*Credits: 2.5 (Semester)*

This course will be offered as an elective in addition to a student's required physical education class. CFSC will offer an in-depth opportunity for students to learn about various fitness and strength and conditioning concepts. The two primary goals of CFSC are: for students to learn the necessary information and skills needed to improve their individual fitness levels on their own without the assistance of trainers, memberships and athletic programs, and to improve their own five components of fitness. This will be achieved by learning about current and up-to-date concepts while giving students the opportunity to improve their health and fitness by participating in various routines in class. The course will utilize the fitness center, gymnasiums, various fields, the track and more. CFSC will not be limited to the weight room, as students will spend time learning in the classroom, as well.

### **Course Focus (not limited to):**

- Weight training – basic and advanced
- Anatomy, physiology, kinesiology
- Flexibility
- Plyometrics
- Fitness Goal Setting
- Nutrition and Supplements
- Modern Fitness Trends

### **Course suitable for the following:**

- those who are new to fitness
- in-season/out of season athletes
- anyone who wants to improve their health during the school day

**Prerequisite:** Good standing in previous physical education classes (>91), recommendation from previous physical education teacher.

# SCIENCE

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## **BIOLOGY**

*Credits: 5.0 (Year)*

Biology is a traditional life science course which serves to introduce the student to all aspects of biology without concentrating on a particular organism. Students taking this course will focus on attaining the state standards for biology through a variety of activities, laboratory exercises and explorations. Topics to be covered include basic chemistry, energetics, ecology, cell biology, genetics, and evolution. Assessments will include tests, quizzes, lab reports, projects, and homework. Cooperative learning activities have been designed in order to facilitate greater independent and self-directed learning. The goal of the course is to increase a student's ability to access and critically analyze scientific data and information. An end-of-course exam will be taken in May as per the NJ Department of Education.

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## **HONORS BIOLOGY**

*Credits: 5.0 (Year)*

**Prerequisite:** Incoming 9th grade students should read the [FRESHMAN HONORS PLACEMENT INFORMATION](#).

**Expectations:** A student taking this course should expect 4-5 hours of homework per week in addition to a variety of long and short-term assignments.

**Course Description:** Honors Biology is an activity driven course that covers the same basic topics as Biology, but in greater depth. Out of class preparation is a vital component of this course along with the ability to apply his/her level critical thinking skills. Instruction will include inquiry-based learning along with traditional learning styles. The curriculum emphasizes basic chemistry, energetics, cell biology, genetics, evolution, and ecology. The rigorous nature of the material being taught at this level requires students to be both highly motivated and self-directed. Since this course goes into greater detail than Biology, it will be reflected in the nature of the assessments and will also require students to acquire a greater understanding of the concepts to be successful. Assessments will include tests, quizzes, lab reports, projects, and homework. An end-of-course exam will be taken in May as per the NJ Department of Education.

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## **ADVANCED PLACEMENT BIOLOGY**

*Credits: 10 (Year)*

**Prerequisites:** Biology (Honors recommended), and a co requisite Chemistry (honors recommended)

**Expectations:** A student taking this course should expect 5-7 hours of homework per week in addition to a variety of long and short-term assignments.

**Course Description:** AP Biology is a rigorous course equivalent to the workload and scope of a freshman college course. The course covers every major component of biological study at a rapid pace. Advanced Placement Biology is lecture driven and includes a lab component to enable students to apply theories and concepts. Out of class preparation is a vital component of this course along with the ability to apply his/her critical thinking skills. Completion of a summer independent study unit is required by the opening of school. Students are expected to expand their understanding of the framework of notes delivered in class by studying their text and completing reading assignments. Unit tests frequently include materials from several chapters of the textbook as well as information gleaned from lab work. Students who demonstrate proficiency are encouraged to take the *Advanced Placement Examination in Biology* offered in May. This course meets every day for a full block.

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## **EARTH AND SPACE SCIENCE**

*Credits: 5.0 (Year)*

This course is a laboratory-based science class emphasizing Earth systems and Earth's place in the universe.

Emphasis is placed on modeling Earth's interior and analyzing its role in the formation of continental and ocean floor features, modeling the flow of energy into and out of the Earth system, illustrating the life span of stars and applying scientific reasoning and evidence from ancient Earth materials to construct an account of Earth's formation.

***PREREQUISITE: Biology***

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## **CHEMISTRY**

*Credits: 5.0 (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***

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## **CHEMISTRY HONORS**

*Credits: 5.0 (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***

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## **ADVANCED PLACEMENT CHEMISTRY**

*Credits: 10 (Year)*

AP Chemistry is equivalent of the general chemistry course usually taken during the first year of college. This course is structured around the six Big Ideas articulated in the AP Chemistry Framework as provided by the College Board [CR2]. Emphases will be placed on the Seven Science Practices that stress important aspects of the work that scientists engage in, with Learning Objectives that combine content with inquiry and reasoning skills. **AP Biology will meet every day in the block schedule.**

***PREREQUISITE: taken Biology and Chemistry either earning a 92 or better in the CP level of both or earning an 84 or better in the honors level of both.***

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## **PHYSICS**

*Credits: 5.0 (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 II and Geometry***

***Suggested Co requisite: Trig/Pre-Calc***

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## **PHYSICS HONORS**

*Credits: 5.0 (Year)*

**Expectations:** *Students should expect to spend 3-5 hours outside of class on homework/review, reading and a variety of short and long term assignments.*

Physics Honors is a more comprehensive version of the first year physics course designed for motivated, science-oriented students with a strong math background. 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 (Honors recommended) and having earned a 92 or better in your previous CP level science or an 84 or better in your previous honors level science.*

**Suggested Corequisite:** *Honors Math Analysis or Calculus*

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## **ADVANCED PLACEMENT PHYSICS**

### **ADVANCED PLACEMENT PHYSICS 1**

*Credits: 10 (Year)*

**Expectations:** *Students should expect to spend 4-5 hours outside of class on homework/review, reading and a variety of short and long term assignments.*

AP Physics 1 is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. Students with strong math and problem solving skills should take this course in lieu of Honors Physics. It is a first year physics course. Algebra 2 (honors recommended) is a prerequisite for the course. **AP Physics 1 will meet every day in the block schedule.** Students are expected to take the *Advanced Placement Examination for Physics 1* to qualify for college credit.

**PREREQUISITE:** *Two years of science, Algebra II and Geometry (honors recommended) and having earned a 92 or better in your previous CP level science or an 84 or better in your previous honors level science*

**Suggested Corequisite:** *Honors Math Analysis or Calculus*

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### **ADVANCED PLACEMENT PHYSICS 2**

*Credits: 5 (Year)*

**Expectations:** *Students should expect to spend 4-5 hours outside of class on homework/review, reading and a variety of short and long term assignments.*

AP Physics 2 is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Students with strong math and problem solving skills are eligible upon successful completion of AP Physics 1 or Honors Physics.

Students are expected to take the *Advanced Placement Examination for Physics 2* to qualify for college credit.

**PREREQUISITE:** *Successful completion of a first year physics course (AP Physics 1 or Honors recommended)*

**Suggested Corequisite:** *Calculus*

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## **MATERIAL SCIENCE**

*Credits: 5.0 (Year)*

A course intended to introduce students to the laboratory and classroom experiences that they would encounter in the exciting field of material science and engineering (MSE). Material science and engineering is one of the most highly interdisciplinary and dynamic engineering disciplines. Material scientists and material engineers seek to understand the fundamental relationships between the structure, properties, processing and performance of materials so that we can synthesize new materials, develop improved processes for making materials and understand the role of materials in the changing environment of tomorrow. This course encompasses the broad disciplines of physics, chemistry, biology, and engineering by integrating the role of research and education to develop and prepare students for today's challenges. Students will study the traditional different materials such as metals, ceramics, polymers, semiconductors & composites, as well as the current focus of nanotechnology in materials.

**PREREQUISITE:** *Two years of a lab science.*

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## **ASTRONOMY** (10, 11, 12)

*Credits: 2.5 (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.

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## **PLANTS AND PEOPLE** (10, 11, 12)

*Credits: 2.5 (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 and experiencing hands-on activities involving plants. 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.***

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## **BIOCHEMISTRY**

*Credits: 5.0 (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.***

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## **MARINE SCIENCE** (10, 11, 12)

*Credits: 2.5 (Year)*

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.

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## **ENVIRONMENTAL SCIENCE**

*Credits: 5.0 (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***

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## **IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL**

*Credits: 5.0 (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. For more information [INTERNATIONAL BACCALAUREATE](#)

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## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

*Credits: 10 (Year)*

The AP Environmental Science course is designed by the College Board to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal context of environmental problems, and the development of practices that will ensure sustainable systems. **AP Environmental will meet every day in the block schedule.**

**PREREQUISITE: Taken Biology and Chemistry either earning a 92 or better in the CP level of both or earning an 84 or better in the honors level of both.**

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## **ANATOMY AND PHYSIOLOGY**

*Credits: 5.0 (Year)*

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 Biology**

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## **ADVANCED PRINCIPLES OF PHYSICAL SCIENCE**

Advanced Principles of Physical Science is a science course that combines two branches of science: chemistry and physics. Chemistry is the study of the properties, composition, structure, and interactions of matter. Physics is the study of the relationship between matter and energy. The course will focus on the following topics: properties of matter, atomic structure, the periodic table, chemical bonds, chemical reactions, motion, forces, energy, thermodynamics, waves, and light.

**PREREQUISITE: Biology and Earth and Space Science**

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# SOCIAL STUDIES

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## **WORLD CULTURES**

*Credits: 5.0 (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.

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## **HONORS WORLD CULTURES**

*Credits: 5.0 (Year)*

World Cultures Honors is an advanced course that provides a foundation of knowledge and enhances 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. Students will be asked to think critically and act as, “Junior Historians,” as they practice the skills of historiography and question accepted historical themes. Throughout the academic year students will develop and hone the following skills: writing an historical essay, critically analyzing current events, creating presentations for their fellow peers, predicting future global trends, and presenting unique concepts and ideas as they relate to global history. This honors level course will prepare students for eventual acceptance into the IB/Honors program in the 11th Grade.

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## **UNITED STATES HISTORY I**

*Credits: 5.0 (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.

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## **HONORS UNITED STATES HISTORY 1**

*Credits: 5.0 (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.

*Students must meet the Honors criteria (84 or above in previous years honors course or 92 and above in the previous CP course).*

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## **UNITED STATES HISTORY II**

*Credits: 5.0 (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.

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## **IB HISTORY OF THE AMERICAS 11 - JUNIOR**

*Credits: 5.0 (Year)*

This Junior Level Honors Course is the first year of a two-year commitment to the certificate program of the International Baccalaureate program of study. Students who are enrolled in this course are expected to be able to analyze the significant historical events of the 20th Century. Topics to be covered include, but are not limited to, 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 enrolled in this course will be expected to complete a historical investigation on a topic of their own choosing. Successful completion of this course will allow students to pursue an IB Certificate in History during their senior year. This course is open to all honor students regardless of whether they are enrolled in the IB Diploma Program. This course is a pre-requisite for the senior level IB History Course.

*Certificate only (non-diploma) students must meet the Honors criteria (84 or better in the previous level honors course, or 92 or better in the previous level CP course).*

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## **IB HISTORY OF THE AMERICAS 12 - SENIOR**

*Credits: 5.0 (Year)*

This Senior Level Honors Course is the second year of a two-year commitment to the certificate program of the International Baccalaureate program of study. Students who are enrolled in this course will be able to synthesize important events in American History from the 1700s to the present. Course material will be presented as a case study in important historical events as students prepare to take the IB Certificate Exam in History. Students who have successfully completed the historical investigation in their Junior Year and score high marks on the IB Certificate Exam will be granted an IB Certificate in History. Many colleges and universities around the country accept the IB Certificate as college credit.

\*Meets 4th year of history graduation requirement.

*Certificate only (non-diploma) students must meet the Honors criteria (84 or better in the previous level honors course, or 92 or better in the previous level CP course).*

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## **CONTEMPORARY GLOBAL TOPICS IN US HISTORY**

*Credits: 5.0 (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. During the last quarter of the year, students will explore the impact their financial decisions have on themselves, their communities, and the greater economy. Students will create their own textbook from teacher notes and handouts and from written response to video material. This course is a graduation requirement.

\*Meets 4th year of history graduation requirement.

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## **ADVANCED PLACEMENT UNITED STATES HISTORY**

*Credits: 5.0 (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 4th year of history graduation requirement.

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## **ADVANCED PLACEMENT WORLD HISTORY**

*Credits: 5.0 (Year)*

AP World History is a college-level course structured for the study of human history from 8000 B.C.E. to the present. Students will focus on the development of analytical and writing skills necessary for success on a collegiate level. To accomplish this, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that shape our present world. This will be accomplished by applying the five Themes of AP World History (interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion and interaction of economic systems,; development and transformation of social structures) to the content studied. A special emphasis will be given to preparation for the National AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. All students enrolled in this course must complete their summer assignments.

Prerequisite: This course is offered as an elective to sophomores and above who have passed Honors World Cultures.

\*Meets 4th year of history graduation requirement, when taken in senior year.

Sophomores and Juniors who take AP World History, must take their required history courses along with AP World History. The course does not count in place of US History 1 or 2.

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## **ADVANCED PLACEMENT PSYCHOLOGY**

*Credits: 5.0 (Year)*

The AP Psychology course at Shore Regional High School will be set up to provide students with the opportunity to study both human and animal behaviors, and the mental processes involved, in a scientific manner. The major areas of study will include the history of psychology, research and statistics, bio-psychology, cognition, memory and intelligence, personality and development, motivation and emotion, learning theories, abnormal psychology, treatment, and social psychology. Students will be encouraged to learn in a variety of manners including teacher-directed lessons, independent and group research projects, peer-to-peer facilitated learning, and interactive media and technology methods.

Students that enroll in AP Psychology will have a better grasp of the causes and root of varied behaviors and thoughts, actions that they and others take part in, whether conscious or unconscious, roles that the environment and biology play in determining who a person is, and an ability to think critically about a myriad of topics that affect them, their community, and the world. Students will also understand the many courses and fields of study that are possible in a collegiate setting and the innumerable career options that exist with a background in psychology. All students enrolled in this course must complete their summer assignments.

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## **PSYCHOLOGY**

*Credits: 2.5 (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.

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## **STUDENT LEADERSHIP**

Credits: 5.0 (Year)

In this course, students will develop a clearer understanding of what it takes to become a successful leader. Much time is devoted to introspective exercises dealing with habits, communication and listening skills, time management and relationship building. Strong principles and honor are emphasized and encouraged. The course is designed around the proven successful business principles of reward and recognition, teamwork, quality and leadership. Students will apply their acquired skills to the specific needs of the high school, improving the school culture and climate, and resolving student-centered concerns. Volunteerism and after school participation are requirements of this course. This course is specifically designed to support students who will be student council officers as well as those students with an express interest to actively participate in student government. Students who will not be officers in the upcoming school year but still wish to participate must submit an application to the course teacher.

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## **SOCIOLOGY**

Credits: 2.5 (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.

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## **GOVERNMENT AND LAW**

Credits: 2.5 (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.

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## **NEW JERSEY HISTORY**

Credits: 2.5 (Semester)

As stated by the Task Force on New Jersey history appointed by the state Department of Education, “New Jersey has one of the richest and most vibrant histories of any state in the Union.” In this introductory unit to New Jersey History, students will first be introduced to the six different geographical regions in New Jersey. Students will use this knowledge to better understand the development of the pre-colonial history of New Jersey. After gaining an in-depth understanding of the geographical features of New Jersey, students will explore the experiences of Native Americans that inhabited the state, specifically the Lenape, prior to European exploration and colonization. European colonization of New Jersey by several different nations will then be covered, and students will gain an understanding of the role New Jersey played as a part of the Middle Region of the Thirteen English colonies. Finally, students will identify the integral role New Jersey played in the victory of colonists in the American Revolutionary War, garnering the state the nickname, “Crossroads of the Revolution.”

In order for students to understand the history of New Jersey and make connections to their lives, they must first have comprehensive knowledge of the drastically different geographic regions of the state. Each region has something unique and significant to offer that the others do not. We must understand how the land shaped the lives of not only the native Lenape, but also the Europeans who came to eventually dominate all social and political aspects of the state. Students will then use their knowledge of the British taking over control of the state and the integral role that New played in the American Revolution, and the birth of our nation. As the “Crossroads of the Revolution,” students must develop an appreciation for the importance of the role played by New Jersey in shaping the character of the new nation.

# TECHNOLOGY / INDUSTRIAL ARTS

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## **TECHNICAL DRAWING**

*Credits: 5.0 (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. Introduction to 3-D printing using the makerbot 3-D printer for completed Class Projects.

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## **ENGINEERING DRAWING**

*Credits: 5.0 (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. Introduction to 3-D printing using the makerbot 3-D printer for completed Class Projects. Portfolio building process as part of requirement for College acceptance, with emphasis on electronic and paper portfolios. PREREQUISITE: Technical Drawing

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## **ARCHITECTURAL DRAWING**

*Credits: 5.0 (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. Introduction to 3-D printing using the makerbot 3-D printer for completed Class Projects. Portfolio building process as part of requirement for College acceptance, with emphasis on electronic and paper portfolios. PREREQUISITE: Technical Drawing

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## **ADVANCED ENGINEERING AND ARCHITECTURAL DRAWING**

*Credits: 5.0 (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. Introduction to 3-D printing using makerbot 3-D printer for completed Class Projects. Portfolio building process as part of requirement for College acceptance, with emphasis on electronic and paper portfolios. PREREQUISITE: Technical Drawing, Engineering Drawing, and Architectural Drawing.

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## **MATERIALS PROCESSING**

*Credits: 5.0 (Year)*

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).

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## **MATERIALS PROCESSING LAB**

*Credits: 5.0 (Year)*

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. Fabrication of projects will include various materials (i.e. wood, metal, plastic). Students may take this class more than once.

# WORLD LANGUAGES

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## **INTRODUCTION TO WORLD LANGUAGES**

*Credits: 5.0 (Year)*

In this world language course, students will be introduced to 4 different languages. The languages include Spanish, French, Latin, and Italian. Each language will be taught in a period of 1 marking period. This multilingual course is designed to give students an opportunity to gain understanding of a language that they might want to further study in the future. The course takes a multi-perspective approach for teaching the culture of the people that speak the language, along with fundamental communication skills in the target language. Activities that engage students and make language learning exciting and fun will be incorporated to build acquisition. The language will be taught using the communicative method which combines listening, speaking, reading and writing in the target language with the use of multimedia resources.

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## **FRENCH I**

*Credits: 5.0 (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.

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## **FRENCH II**

*Credits: 5.0 (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.

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## **HONORS FRENCH II**

*Credits: 5.0 (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.

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## **HONORS FRENCH III**

*Credits: 5.0 (Year)*

Students increase their vocabulary base and gain proficiency in utilizing advanced grammatical structures. Special emphasis is given to proficiency in oral communication. Conversation exercises emphasize concrete applications in typical real life situations. Class is conducted almost entirely in French.

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## **HONORS FRENCH IV**

*Credits: 5.0 year*

A dual-enrollment course with Monmouth University which will be a communicative-based, capstone language course applying skills and topics acquired from the previous 3 years of French study. Focus will be on French language fluency, literacy, and cultural applications. Students wishing to receive college credit can register with Monmouth University (for Monmouth University - French 102) through the Shore Regional guidance department. (\* per credit fees are set by Monmouth University and must be paid by the students.) Class is conducted entirely in French.

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**ITALIAN I**

*Credits: 5.0 (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.

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**ITALIAN II**

*Credits: 5.0 (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.

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**HONORS ITALIAN II**

*Credits: 5.0 (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.

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**ITALIAN III**

*Credits: 5.0 (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.

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**HONORS ITALIAN III**

*Credits: 5.0 (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.

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**HONORS ITALIAN: LANGUAGE, LITERATURE, & CULTURE**

*Credits: 5.0 (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

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**LATIN I**

*Credits: 5.0 (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.

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**LATIN II**

*Credits: 5.0 (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.

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**LATIN II HONORS**

*Credits: 5.0 (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.

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**HONORS LATIN SEMINAR: PROSE\***

*Credits: 5.0 (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.

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**HONORS LATIN SEMINAR: POETRY\***

*Credits: 5.0 (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.

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**SPANISH I**

*Credits: 5.0 (Year)*

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

This course is designed to be an introduction to the Spanish language. It will develop listening, speaking, reading, and writing skills through the use of current vocabulary and grammatical structures (parts of speech and verb tenses). This course will also focus on the development of communication and interpersonal skills, as well as cultural awareness and appreciation.

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**SPANISH II**

*Credits: 5.0 (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.

In Spanish II students continue to develop their proficiency in the three modes of communicative competence: interacting with one another in the target language, understanding oral and written messages and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

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## **HONORS SPANISH II**

*Credits: 5.0 (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 primarily conducted in Spanish.

In Spanish II-Honors students continue to develop and accelerate their proficiency in the three modes of communicative competence: interacting with one another in the target language, understanding oral and written messages and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

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## **SPANISH III**

*Credits: 5.0 (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 primarily conducted in Spanish.

In Spanish III students continue to develop and their proficiency in the three modes of communicative competence: interacting with one another in the target language, understanding oral and written messages and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. More advanced grammatical structures are learned and their vocabulary continues to expand. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

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## **HONORS SPANISH III**

*Credits: 5.0 (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 primarily conducted in Spanish.

In Spanish III students continue to develop and accelerate their proficiency in the three modes of communicative competence: interacting with one another in the target language, understanding oral and written messages and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. More advanced grammatical structures are learned and their vocabulary continues to expand. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

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## **SPANISH IV**

*Credits: 5.0 (Year)*

In Spanish IV students continue to develop and accelerate their proficiency in the three modes of communicative competence: interacting with one another in the target language, understanding oral and written messages and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. More advanced grammatical structures are learned and their vocabulary continues to expand. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

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**IB SPANISH B 11**

*Credits: 5.0 (Year)*

IB Spanish B 11 emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills developed in Spanish III Honors. The IB core categories are the core focus, and the intensive study of geography, history, literary texts, and cultural customs/practices are dimensions of this focus. Students are expected to listen to and participate in authentic conversations and videos, create compositions and presentations. Upon successful completion of Spanish IV Honors, course participants are encouraged to continue with the IB program and take IB Spanish 12. Pre-requisite is the completion of Spanish III Honors with an 84 or above average.

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**IB SPANISH B 12**

*Credits: 5.0 (Year)*

IB Spanish B 12 emphasizes the in-depth study of language and literature. The IB core categories are the core focus, and the intensive study of geography, history, literary texts, and cultural customs/practices are dimensions of this focus. IB Spanish expands upon the aural, oral, grammar, reading, and writing skills mastered in Spanish IV-Honors and prepares the students for the complex objectives of the International Baccalaureate Spanish Language Standard or High Level Examination.

Pre-requisite is the completion of IB Spanish 11 with an 84 or above average.

For more information on IB Spanish 11 & 12 [INTERNATIONAL BACCALAUREATE](#)

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**SEMINAR IN SPANISH STUDIES**

*Credits: 5.0 (Year)*

SEMINAR IN SPANISH STUDIES is the culmination of the communicative Spanish program. It is an extension in the study of the language and culture of the people. The course includes an integration of vocabulary, literature, film, and history while using the Spanish language skills to communicate. The course focuses on students of the 21<sup>st</sup> century by including a variety of media and Internet resources. It seeks to intensify students' desire to continue acquiring Spanish language, encourages cultural contacts beyond high school, and prepares students for undergraduate study of Spanish.



# IB Diploma Programme

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## INTERNATIONAL BACCALAUREATE

As described on the organization's website (<http://www.ibo.org>), the IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program, has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding by studying courses from 6 subject groups
- Develop a positive attitude toward learning to prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

Shore Regional High School offers its students two options within the IB program: diploma candidacy and course candidacy. IB Diploma Program students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best

language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. Those who do not wish to pursue the full diploma program can enroll in one or more IB courses as "course candidates." Based on their scores on IB assessments, these students may be offered university credit for some or all of their IB work.

The additional components of the Diploma Program that make it a unique high school experience are:

- The **extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.
- **Theory of knowledge** course develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, action, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Program. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

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## Course Offerings

### **Group 1 - Language A**

*English Literature HL*

Required projects:

Oral presentations (2)

World literature essay with reflective statement

### **Group 2 - Language B or Language ab initio**

*Spanish B HL*

*Spanish B SL*

*Latin B SL*

*French ab initio*

*Italian ab initio*

Required projects (based on language studied and level of course):

Interactive oral presentations and activities

Written assignments in target languages

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

*History of the Americas HL*

Required project:

Historical investigation

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

*Environmental Systems and Societies SL*

Required projects:

Practical and fieldwork activities (written reports)

Collaboratively designed labs

## **Group 5 - Mathematics**

*Math Studies SL*

Required project:  
Individual math project

## **Group 6 - The Arts**

*IB Visual Art SL*

*IB Visual Art HL*

*IB Film SL*

*IB Film HL*

*IB MUSIC SL*

*IB MUSIC HL*

Required projects:  
Visual art: investigation workbook, portfolio assessment  
Film: Production portfolio, Independent creations