

# *Program of Studies*



***2022-2023***

***Hillside High School  
Hillside, New Jersey***

*Revised January 2022*

Hillside High School  
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## **Mission Statement**

In partnership with the greater Hillside community, Hillside High School will support the development of active thinkers/leaders and celebrate student achievements and accomplishments.

Promoting a positive school culture, Hillside High School will encourage citizenship through innovative teaching and learning in a global economy.

## **Introduction**

The 2022-2023 Program of Studies is a valuable reference manual for students, parents and school personnel actively involved in curriculum planning at Hillside High School. It is a guide to the possible course offerings at HHS.

Please understand that the final decision regarding course offerings for the upcoming school year is dependent upon enrollment, staffing and budget constraints. Therefore, not all classes listed in the Program of Studies are guaranteed to run every school year.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements and aptitudes. The courses at Hillside High School provides student with many opportunities to meet their educational needs and to ultimately follow a career path that is both rewarding and interesting.

## **Accreditation**

Hillside High School is accredited by the State Department of Education, which means the high school must meet the state standards for curriculum, staff, services, and facilities. This accreditation is reviewed at five-year intervals.

Middle States Association of Colleges and Secondary Schools also accredited Hillside High School. The Association evaluates the school every ten years. Hillside High School was evaluated in the Fall of 2015.

## **Counseling and Guidance Services**

The program that a student pursues in high school should reflect their aspirations, aptitudes and achievements. The Guidance Department provides students with assistance in making wise choices and adjustments. Counselors encourage the development of self-understanding and self-acceptance and are resources to both students and parents in the development and monitoring of educational programs. Additionally, Counselors conduct individual/group conferences and group lessons to help students with educational planning.

Parental participation is a necessary part of the total guidance program. General meetings are held with parents regarding the school and its programs. Parents are invited and encouraged to arrange individual conferences with their child's Counselor. The Counselor will also set up teacher or administrative conferences with and for parents.

## Special Services

Students who are having severe difficulty in reading, mathematics and or writing may receive supplemental instructions upon the recommendations of the department supervisor and or evaluation and approval of Special Services. Parents may initiate this service by contacting the appropriate department supervisor, counselor or Child Study Team case manager.

The services of the school psychologist, social worker, learning disabilities teacher consultant, and speech therapist are available to students and parents whose educational programs require their services.

## Graduation Requirements

In order to graduate and receive a diploma from Hillside High School, each student must:

- A. Complete a minimum of 130 credits during the course of grades 9-12. Satisfactory completion of a full year course earns 5 credits and 2.5 credits for a Semester Course. Students therefore must gain credit for 32 full year courses (or equivalent) to earn a diploma. The courses may be taken in any department or subject areas, but must include:

<u>Subjects</u>	<u>Years</u>	<u>Credits</u>
English	4	20
Mathematics	3	15
Science	3	15
World History	1	5
United States History	2	10
Physical Education	4	20
World Language	2	10
Practical/Fine/Performing Arts	1	5
Financial Literacy		2.5
Electives		<u>27.5</u>
Needed for Graduation		130

- B. Students must also pass the Partnership for Assessment of Readiness for College and Career (PARCC) or equivalent NJDOE graduation assessment.

Credits will be awarded only for courses, which have been completed. No credit will be given for any course in which all requirements have not been met. Students must carry a minimum credit load of 35 credits.

Career education is infused into all high school courses.

## College Requirements and Recommendations

While colleges vary widely in their admissions requirements, most colleges generally require a student to have completed at least 16 college preparatory courses by graduation. A student who carries a minimum of four college preparatory subjects a year during grades 9-12 will have fulfilled this requirement. In general, the minimum requirements for colleges are:

Goals	High School	Two Year College	Four Year College	Technical Institute	Direct Employment
<b>Recommendations</b>					
English	4	4	4	4	4
Mathematics	3	3	4	3	3
Social Studies	3	3	3	3	3
Science	3	3	4	3	3
World Language	2	2	2-4	2	2
Visual/Performing Arts	1	1	1	1-4	1-4
Practical Arts	1	1	1	1-4	1-4
Economics	1				

In addition, student athletes anticipating a Division I or II school must meet the requirements of the NCAA Clearinghouse. Please see your Counselor if you are considering athletic participation in college.

## Numeric Equivalent

Grade	Maximum	Minimum
A	100	90

B	89	80
C	79	70
D	69	64
F	64	0

Advanced Placement	
Grade	Unit
A	5
B	4
C	3
D	2

Honors	
Grade	Unit
A	5
B	4
C	3
D	2

All students will have their grade point averages (GPA) calculated at the end of the academic year. An additional 7<sup>th</sup> semester ranking is calculated at the end of the 1<sup>st</sup> semester of the senior year for seniors only.

Students who transfer from other school districts will have their weighted courses taken at other schools considered when those courses correspond with Hillside HS weighted courses.

All summer school make-up courses taken in approved programs shall be non-weighted and resulting in no adjustment to the student's GPA.

## **Grade Level Promotion**



In order for students to be promoted to the next grade level, they must have successfully completed a required amount of credits during the school year (September through August). These minimums coincide with athletic and co-curricular eligibility requirements.

9 <sup>th</sup> to 10 <sup>th</sup>	30 credits
10 <sup>th</sup> to 11 <sup>th</sup>	60 credits
11 <sup>th</sup> to 12 <sup>th</sup>	100 credits

## **Athletic Eligibility**

Any student wishing to compete in interscholastic sports must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association (NJSIAA). Eligibility for student participation will be determined on a semester-by-semester basis. A student must have passed 30 credits in the previous year to be eligible for participation in activities offered in the fall and/ or winter. Students who have not attained the required 30 credits at the end of the regular school year may attend **an approved summer program** in order to gain credits for fall/winter eligibility. In be eligible for activities offered in the spring a student must be passing 17.5 credits at the conclusion of the fall semester.

Students intending to participate in NCAA Division I or II college athletics as a freshman must be certified by the NCAA Eligibility Center. Certain academic criteria in high school must be achieved in order to be eligible to participate in college. For a listing of HHS approved courses, to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and click on “College-Bound Student-Athletes/Resources/US Student/List of NCAA Courses” for specific requirements, application, and a list of approved HHS courses (formerly 48H). The NCAA now requires all student athletes to register with the eligibility center prior to accepting offers of (official college visits).

## **Communication of Student Progress**

All parents are encouraged to create an account to access the Genesis Student Database Management System online portal.

Parent and Guardians should regularly check student progress, attendance, missing assignments and grades. If parents/guardians have questions concerning the academic progress of their child, the parent should first contact the classroom teacher and then, if necessary, the appropriate Department Supervisor. For concerns about overall progress in high school, the parent/guardian should contact the Counselor.

## **Review for Credit/Summer School**

A student can enroll in two (2) review courses for a minimum of **60 hours** (a course originally failed) or one (1) **new course for a minimum of 120 hours**. The appropriate

credits will be awarded to those who successfully complete the course work from an accredited high school program. The original failing grade will be maintained on the student's permanent record.

## **Guide to Appropriate Course Placement**

Appropriate placement in each course warrants careful consideration during the scheduling process as future class changes may only occur if there are seats available. Honors and Advanced Placement courses differ from College Preparatory courses in terms of the level of expectations placed on the students, the amount of independent work expected, the pace of coverage of content, the expected skill level and depth of the content covered. Therefore, consider the balance of coursework demands (for example, Honors vs. College Prep) in relation to interest, ability, and extra-curricular activities. Serious thought should be given as to what a student can handle without creating undue stress. Students who are considering Honors or Advanced Placement course should consult with their parents/guardians, teachers and counselor before finalizing their course selections.

### **College Prep Courses**

CP courses follow a demanding curriculum at a moderate pace that is designed to ensure a student is ready for independent college-level work upon graduation from HHS. CP courses are appropriate for motivated students who need more teacher guidance to master comprehension and expand their knowledge of a particular subject. CP students are gradually introduced to conceptual, higher-order thinking (application, analysis, synthesis). Compared to assignments in Honors courses, College Prep work tends to be more manageable and given in smaller segments over shorter time frames.

### **Honors Courses**

Honors courses follow a rigorous curriculum at an accelerated pace that is designed to ensure a student is ready for independent college-level work upon graduation from HHS. Honors courses are appropriate for fairly autonomous students who are self-motivated learners, and who are ready to move quickly from lower-order thinking (knowledge, comprehension) to more conceptual, higher-order thinking (application, analysis, synthesis). Honors courses expect more work than College Prep courses and demand a stronger mastery of skills and more independent critical thinking. Assignments are often given on a longer-term basis, demanding more self-discipline from the students who must pace themselves accordingly. For the purpose of rank in class, honors courses are given **weighted grading of five additional points that are added when calculating the student's GPA.**

### **Advance Placement Courses**

AP courses offer the most rigorous curriculum at an accelerated pace for a student that is ready for independent college-level work. AP courses are appropriate for students who are self-motivated learners, and who have already developed conceptual, higher-order thinking (application, analysis, synthesis). AP courses expect more work than

Honors courses and demand a stronger mastery of skills and more independent critical thinking. AP courses are tied to a standard curriculum designed by the College Board to prepare students to take a comprehensive final exam. Assignments are often given on a longer-term basis, demanding an abundant amount of self-discipline from students who must pace themselves accordingly.

**AP students are given weighted grading of ten additional points that are added when calculating the students' GPA.**

**AP students are required to take the Advanced Placement exam in May. Students passing this test may receive college credit for the course**

## **Advanced Placement Program**

AP courses are offered in English Language, English Literature, Calculus AB, Biology, Chemistry, U.S. History, Spanish Language and Psychology. AP courses are college level courses offered in the high school for students interested in pursuing a thorough, comprehensive program of study and research. These are courses in which the College Board determines the curriculum. Students who elect these courses are required to take the accompanying Advanced Placement examination given in May. If a student receives a 3, 4, or 5 on the AP exam it might be possible to:

1. Receive college credit for that particular AP course.
2. Be granted an exemption by the college or university from beginning courses.
3. Gain tuition savings – up to a year of credit may be given to students with qualifying grades.
4. Have time to explore undergraduate subject areas that the student would not otherwise be able to study.
5. Gain eligibility for honors and other special programs open to students who have received AP recognition.

The score reported on the AP examination, and each college's AP policy, determine how the above benefits apply. For a current list of college AP policies, refer to: <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>

## **Honors/Advanced Placement Eligibility and Procedures Eligibility Criteria:**

The following criteria shall apply to the determination of eligibility for Honors and Advanced Placement courses at HHS:

- ❖ Students who are currently in Advanced Placement and/or Honors courses can continue in such a course as long as they are passing the course with a grade of 80/85 (B+ or better).
- ❖ Students who are currently in Honors and achieve a grade of 90 (A) can enroll in an Advanced Placement course
- ❖ Students who are in a College Prep course who achieve a grade of 85 percent or higher (A or B+ grade) are eligible to elect an Honors level course.
- ❖ Pre-requisite courses will continue to be required as described in the program of studies.

A student who meets the above criteria shall be eligible for enrollment in the respective Honors or Advanced Placement course,. Such a decision should be made only after consultation with appropriate parties, which may include the student, guidance counselor, parents, teacher, subject area supervisor and, in the case of a classified student, members of the IEP team. For students eligible to enroll under the above criteria, the final decision to do so is with the parents or, in the case of an adult student, the student him/herself.

## **Student Assessments**

1. On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English language arts (ELA) and mathematics for the classes of 2023 - 2025. The requirements for this group were adopted by the New Jersey State Board of Education on September 3, 2021. If, after completing the NJ Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA and math component, such student may access the following pathways:
  - a. Pathway 2: By meeting the designated cut score on a substitute competency test.
  - b. Pathway 3: By submitting, through the district, a student's portfolio appeal to the NJDOE.

All HHS students enrolled in a Science course are required to take the New Jersey Learning Standards Test (NJLS).

2. In addition to state and district mandated assessments; other evaluations are used to determine student proficiency in core curriculum content areas. These assessments may identify students who are not yet proficient in designated curricular areas. Also, the use of multiple indicators of a student's performance validates the student's need for additional assistance.

3. Standardized College Admissions testing is recommended for students wishing to pursue postsecondary education. The College Board and ACT offer national testing programs from August through June. HHS offers the SAT, SAT Subject Tests on site. For information about SAT testing dates and locations, go to <http://www.collegeboard.com/>. Information about ACT test centers and dates can be found at [www.act.org](http://www.act.org). The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a school-based test administered at HHS only once in October.

# **SPECIAL PROGRAMS**

## **UNION COUNTY VOCATIONAL/TECHNICAL SCHOOL**

Grades 11-12

15 credits

Union County Vocational/Technical School has certified programs that offer half-day job-oriented instruction in recognized career trades for students who have qualified for acceptance. The main objective is to attain a saleable skill upon completion of the program. The remaining half of the day is spent in the academic classrooms at Hillside High School.

### **SHARED-TIME COURSE OFFERINGS**

Allied Health	Computer Repair Technology
Automotive Technology	Cosmetology
Building Trades Technology	Criminal Justice
Carpentry/Construction	Culinary Arts
Child Development	Electrical Technology
Commercial Art	Graphic Communication
Computer Aided Drafting & Design	Office Systems Technology

### **SPECIAL EDUCATION PROGRAMS**

Auto Collision Technology	Horticulture
Auto Technology Fundamentals	Masonry
Baking	Office Occupations
Building Services	Supermarket Technology
Welding	Exploring Careers (Grade 10 SE only)

Please speak to your counselor for additional information.

## **Project Lead the Way (PLTW)**

Project Lead the Way (PLTW) is the nation's leading provider of K- 12 STEM programs. It provides student with access to real-world, applied learning experiences that empower them to gain the skills they need to thrive in college, career and beyond. Students are engaged in courses such as computer science, engineering and biomedical science that provide research-supported approach that empowers them to discover and explore interest, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. Students passing end of course exam may receive college credit for the course

## **Dual Enrollment Courses**

Participation in the Dual Enrollment Courses enables students to earn college credit while still in high school. In addition, these programs introduce students to the rigors of college coursework early, and recent studies have shown that students who participate in dual-enrollment programs are more likely to go on to get a college degree. Course offerings are listed under Dual Enrollment Programs.

## **Course Selection**

Students should plan their program carefully after consulting with their parents, teachers, and Guidance Counselor. Course selection is a highly individual matter. It should hinge upon the specific requirements, interests, talents, ability, and career objectives of the individual student. The best individual choices can be made only after seriously considering the recommendations of teachers and with the assistance and guidance of parents and counselors. If interested in business or technical/vocational careers, students should speak to their counselors in planning their course of study.

Parents are encouraged to consult with the counselor if they have questions about course selections. **Students and parent will have until the end of June to make course adjustments.**

## **Scheduling**

During the month of January, Counselors will begin the process of scheduling students for the next year's courses. Counselors will see their counselees individually and in groups to assist them in the course selection process. Remember that your Counselor is trained to help you make the proper selection of courses. Please utilize the services of the Counseling Staff. If you have any questions, do not hesitate to call the Counseling Office.

## **Schedule Changes**

**Schedule changes will not be made at the beginning or during the school year unless extraordinary circumstances occur**

# ENGLISH DEPARTMENT

## **English 9 CP/Honors**

The English 9 curriculum is designed to introduce ninth grade students to each of the literary genres, to improve their reading, speaking, research and writing skills, and to enhance their knowledge of vocabulary. The course employs a thematic approach to outstanding literature which serves not only to acquaint students with the elements of each genre but also as a springboard for both oral and written activities. The vocabulary component of the course utilizes a workbook, words derived from literature and teacher generated lists in an effort to enhance both the recall and working vocabularies of the students. The course includes an ongoing review of grammar, usage, and mechanics to develop good writing skills.

The ninth-grade curriculum is taught on two levels: honors and college prep. While the teacher on each level covers all components of the course, the degree of intensity with which each is explored is adjusted to fit the needs of the students.

## **English 10 CP/Honors**

The purpose of the tenth-grade curriculum is two-fold. It consists of an intensive writing component with heavy emphasis on grammar, usage and sentence structure, as well as the construction of the five-paragraph essay. This is designed not only to develop the students' written communication skills, but also to prepare them to be successful on both the state assessment and the SAT. The curriculum also focuses on a thematic approach to world literature designed to reinforce the students' knowledge of literary terms and techniques while allowing them to gain insight into a variety of cultures.

The vocabulary component of the course makes use of workbook, words derived from literature and teacher generated lists in an effort to enhance both the recall and working vocabularies of the student. Library skills and oral communication skills are also addressed in the course.

The tenth-grade curriculum is taught on two levels: honors and college prep. While the teacher on each level covers all components of the course, the degree of intensity with which each is explored is adjusted to fit the needs of the students.

## **English 11 CP        /Honors**

The eleventh-grade curriculum is designed to introduce the student to a chronological study of American literature from the Colonial Period to the present. The course explores the development of our unique American culture through the literature of each era.

The vocabulary component of the course will assume a more sophisticated level based on the need for SAT and state assessment preparation. Included in vocabulary study will be strategies for success on the Critical Reading and Writing sections of the SAT.

The writing component of the course will assume a more independent level, focusing on the modes of discourse and the techniques of literary analysis. Library skills and career awareness are also addressed in this course.

The eleventh-grade curriculum is taught on two levels: honors and college prep. While the teacher on each level covers all components of the course, the degree of intensity with which each is explored is adjusted to fit the needs of the students.

### **English 12 CP /Honors**

The twelfth-grade curriculum is designed to introduce the student to a chronological study of British literature from the Anglo-Saxon period to the present. The study of this literature is integrated with the historical development of England in order to increase the student's awareness of the impact of the socio-economic climate of a particular era on the literature of that period.

Students will continue to study vocabulary through literature, workbooks, and teacher-made lists with an eye toward developing a more sophisticated vocabulary. The writing component of this course will emphasize both the modes of discourse and research skills culminating in a term paper. Career awareness will also be addressed in this course.

The twelfth-grade curriculum is taught on two levels: honors and college prep. While the teacher on each level covers all components of the course, the degree of intensity with which each is explored is adjusted to fit the needs of the students.

**Admission to the Advance Placement courses is by invitation only. AP students are required to take the Advanced Placement exam in May. Students passing this test may receive college credit for the course**

### **English 11 AP English Literature**

**The Advanced Placement English curriculum culminates in a two-year course designed to prepare students for the Advanced Placement exam in English Literature.**

Students will read, discuss and analyze high-level texts drawn from American, British and World Literature. In addition to broadening the students' experience of fine literature, the readings are chosen with the goal of sharpening the critical/analytical skills which are necessary at the college level.

The writing component of the course will consider each of the four modes of discourse, as well as, a variety of rhetorical devices. Emphasis will be placed on the writing of the analytical paper from any one of a number of critical approaches. The writing of the research paper will be taught, as will the library and research skill necessary to complete such a paper.

### **English 12 AP Language and Composition Prerequisite Course is English Literature AP**

AP English Language and Composition is an exploration of various genres of literature focusing primarily on how literary devices are used to convey ideas. A multitude of materials including teacher-design lessons, sample AP Examinations, sample student responses will address the design of writing assignments and assessments according to



the Advanced Placement Exam requirements. The instructor will emphasize strategies, projects, etc., that promote close reading and rhetorical analysis, as well as strategies to engender clear, cogent, and critical writing. Particular attention will be given to the attainment of the skills necessary to promote proficiency on the Advanced Placement Language Exam.

This course includes extensive reading and writing. Students will be expected to compose portfolios and conduct research as mandated per grading cycle. Some of the required topics are as follows: writing efficient summaries, analysis of essays from various disciplines, strategies of argumentation, reading critically, and advanced sentence style. Students that receive a score of a 4 or higher in this class may be eligible for college credit; as such, the rigor of this course must be tantamount to an introductory English course offered by an accredited college or university.

## **English Department Electives**

### **Creative Writing (Semester)**

Grade 11-12

This writing course is designed for those students who want to experience how plays, poems, short stories and feature articles are put together. Students will be expected to participate in activities of writing and creating stories and plays. Journals will be kept. Students will be graded on completion of topics and participation in group reading.

### **Public Speaking (Semester)**

Grade 11-12

#### **Prerequisite: 80 + average in English 10**

The objectives of this course are to develop the ability to speak clearly, effectively and intelligently; to gain a sense of responsibility in public communication; to acquire ease in speaking before an audience; to learn how to find information; to develop the skills of outlining, clear and logical thinking.

### **Literature and Law (Semester)**

Grades 10 - 12

This course will explore the intersection between law and literature. Literature is important for understanding law because it teaches a certain way of thinking -- one that is synthetic, creative, and comfortable with ambiguity and ambivalence. The class will explore one or more interrelated topics through a variety of literary and philosophical works of short to moderate length. Topics will include: analysis; the paradoxes of equity; narrative, storytelling, and framing; custom, law and the political order; law, society, and power; interpretation, authority, and legitimacy; punishment, retribution, and redemption; as well as persuasive and argumentative skills. This course will provide an opportunity to think about the law in a new way, to read engaging works of fiction and non-fiction, and to examine the law from a humanistic and analytical perspective.

**Peer Leadership**

Grade 12

Modeling the Six Pillars of Character. This course will provide students with the opportunity to develop and practice leadership and action skills in a social setting, in an effort to mature into a catalyst for change. The course gives students the opportunity to develop awareness and understanding of social issues, problems, and resources, assisting students in using positive peer influence to promote a safe, supportive, and respectful educational environment. Social responsibility is integrated through provided community service initiatives promoting pro-social behavior. Exhibiting respect, peer leaders engage in interactive team building, problem solving, conflict resolution, and other pertinent life skills encompassing leadership qualifications. With increased self-esteem, student-led programs are applied to educate peers on relevant issues impacting the climate of both the school and community.

**Literature and Film (Semester)**

Grade 10-12

Film is a unique vehicle for storytelling and relating human experience because it is composed of verbal, visual, and musical elements. The verbal and structural components of film provide strong connections to literature while the visual and musical components connect with art and music. This makes film a multidimensional experience.

This course will examine how writers and directors use the multidimensional components of film to communicate with the audience. We will compare film adaptations of literature to their original works in order to understand the limits of each genre. We will analyze films that have no correlating text in order to understand how the paradigms of literature are still applied to visual storytelling. We will critique and evaluate the artistic and thematic worth of both narrative and documentary films. And we will analyze the role of music in modern film.

Students who enroll in this class should be prepared to read and write in high volume, as every film will be paired with companion texts and written assignments.

## **Dual Enrollment Courses (3 college credits per class)**

### **Humanities 101 (New Jersey Institute of Technology)**

This course focuses on developing advanced written and oral communication skills that students will use within and beyond college. Students will learn to communicate with a variety of audiences in a variety of settings: academic, professional, civic, and personal. At the conclusion of the course, students will be expected to demonstrate proficiency in six core competency areas: rhetorical knowledge, critical thinking, reading and writing, composing processes, knowledge of conventions, composing in electronic environments; and information literacy.

### **Math 108 (New Jersey Institute of Technology)**

This course focuses on linear functions, equations, inequalities, systems of linear equations, quadratic equations, polynomials, rational expressions, expressions involving radicals, partial fractions decomposition, conic sections and graphing functions.

### **Introduction to Contemporary Business (Union County College)**

This course provides an overview of all phases of business, including ownership, marketing, personnel, finance, managerial controls, and the relationship of government and business. Topics include the relationship of business to the social and economic environment in which it operates and a practical orientation and emphasis on relationships between business concepts and potential business careers.

### **Tomorrow's Teachers (Kean University)**

Tomorrow's Teachers is an innovative course designed to attract young people who possess exemplary interpersonal and leadership skills to consider a career in teaching. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools..

## **MATHEMATICS DEPARTMENT**

### **Algebra 1 CP**

Grade 9

This course provides an opportunity to learn the basic skills of Algebra including manipulation of polynomials, solving equations, graphing and problem solving. All topics covered address both state and NCTM guidelines.

### **Geometry CP**

Grade 10

#### **Required Prerequisite: Algebra 1**

This course is an in-depth study of geometry utilizing an exploration and discovery approach. Topics include triangles, polygons, circles, congruence, similarity, parallelism, area and volume. Incorporated into each unit of study is a variety of problem-solving techniques and examples which will assist the student in standardized test taking situations.

### **Geometry Honors**

Grade 9-10

#### **Required Prerequisite: Algebra 1 Honors or permission of Mathematics Supervisor**

This course is an in-depth study of logic as applied to mathematics, plane and coordinate geometry with emphasis on geometry as an exemplification of a mathematical system. In addition to logically developing the properties of triangles and other polygons, parallel lines and planes, circles, areas and volumes, and similarity of geometric figures, these properties are applied to problem solving situations, and coordinate geometry.

### **Algebra 2 CP**

Grades 10-11

#### **Required Prerequisite: Algebra 1**

This course is designed as a study of the basic techniques of algebra and the real and complex number systems. It also includes work in analytic geometry, functions, conic sections, sequences, and series.

### **Algebra 2 Honors**

Grade 10-11

#### **Required Prerequisite: Algebra 1 Honors**

This course is designed as a study of the structure of the real and complex number systems. It provides an introduction to functions, right triangle trigonometry, conic sections and linear programming.

### **Trig./ Statistics and Functions**

Grade 11-12

#### **Required Prerequisites: Algebra 1, Geometry & Algebra 2 content**

This course will provide students with an extension of the concepts learned in their previous math experiences with an emphasis on developing a conceptual understanding of functions, statistics and trigonometry. Students will learn about the functions and how they are used to relate various quantities is a central concept in mathematics. Statistics allows people of diverse backgrounds to analyze and interpret results in an attempt to make sense of the world. Trigonometry lays the foundation for future study of advanced mathematics that are fundamental in engineering and other physical sciences.

### **Pre-Calculus CP**

Grades 11-12

#### **Required Prerequisite: Algebra 2 and Geometry**

This course both encompasses and extends concepts from Algebra 2. It is designed for the students interested in pursuing a career that requires a strong mathematical background. It will prepare them for calculus at the college level. The course is divided into three parts: Relations, Functions, and Graphs; Trigonometry; Exponential and Logarithmic Functions.

**Pre-Calculus Honors**

Grades 11-12

**Required Prerequisite: Algebra 2 Honors**

This course is designed to prepare students to study calculus. It thoroughly explores topics in algebra, trigonometry, and analytic geometry with examples and exercises aimed at the accelerated student. The topic of functions is explored in detail with the use of graphing calculators.

**Calculus CP**

Grades 12

**Required Prerequisite: Pre-Calculus**

This course is designed to give a general overview of functions, limits, derivatives and integrals. It features practical aspects of calculus with an extensive use of real-life applications and data. Students will use calculus and graphing technology to solve problems in all fields and benefit from hands-on learning.

**Calculus AP**

Grades 12

**Required Prerequisite: Pre-Calculus Honors and teacher recommendation.**

Calculus AP is a course offered to college-bound students who have successfully completed Pre-Calculus Honors. Topics include polynomial, trigonometric, exponential, logarithmic and composite functions; the derivatives of these functions; applications of the derivative including slope, graphing and rates of change; Fundamental Theorem of Calculus and integration with applications in area. AP students are required to take the Advanced Placement Calculus AB exam in May. Students passing this test may receive college credit for Calculus.

## **SOCIAL STUDIES DEPARTMENT**

**World History CP**

Grade 9

World History is the ninth-grade component of the state mandated program of secondary school social studies. The scope of the course begins in the Ancient World and progresses to the Modern Era. The emphasis of the curriculum is on World History from 1400 to the present. Students will also gain knowledge of World Geography and World Cultures in the course.

**World History Honors**

Grade 9

Students are selected for this course based on the recommendations from the middle school teachers. This course has been designed to enhance the curriculum for the students who need to be intellectually stimulated and challenged. The study of history is used as a framework to examine various cultures from ancient times to current world concerns. Individual student research will be incorporated utilizing a variety of resource and disciplines.

### **United States History 1 CP**

Grade 10

United States History 1 is the first section of the state-mandated two-year program in American History. The course covers the development of the United States from the Colonial Period through the Progressive Era. Aspects of American Life (economic, political, geographic, and social) are investigated through a variety of methods including student research, individual and/or group projects, audio-visual presentations, guest speakers, computer software and cooperative learning. Required readings as well as research projects are a requirement of this course.

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

Grade 10

#### **Prerequisite: Teacher Recommendation**

This course is the first section of the state-mandated two-year program in American History. Admission to this class is by recommendation of the ninth grade teachers.

The class studies all aspects of United States History from the Colonial Period through the Progressive Era. Greater student participation is emphasized including individual and group research and presentations. Resource materials are used to enhance the course. Guest speakers and audio-visual materials are also utilized in the course. The course is designed to prepare students for college.

### **United States History 2 CP**

Grade 11

#### **Prerequisite: Satisfactory Completion of United States History 1 CP**

This course is the second half of the state-mandated two-year program in American History. The course covers the development of the United States from the early twentieth century (1914), to the present. Aspects of American life (economic, political, geographic, and social) are investigated through a variety of methods including student research, individual and/or group projects, audio-visual presentations, guest speakers, computer software, and cooperative learning. Required readings as well as research projects are a requirement of this course.

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

Grade 11

#### **Prerequisite: Satisfactory Completion of United States History 1 CP and teacher recommendation**

This course is the second half of the state-mandated two-year program in American History. The course covers the development of the United States from the early twentieth century (1914), to the present.

The course is designed to offer the college bound student an understanding of the political, economic, social, cultural, and geographic development of the United States. Current events are infused into the curriculum through the implementation of outside materials. Students will be asked to develop higher level skills through such activities as individual research, individual, and group projects, student presentations, and audio-visual presentations. Guest speakers will also be utilized.

### **United States History AP**

Grade 10-11

This United States History – Advanced Placement course is a **two-year program** in American History. Upon completion of the program, students must take the United States History -Advanced Placement Examination prepared by the Educational Testing Service and the College Board. This examination may qualify students for Advanced Placement college credit in American History.

The course features student involvement in projects, presentations and simulation games. Research papers and document-based questions, which require the analysis of primary source materials, are important components of the academic program. The prerequisite for students to enroll in the program is successful completion of World History Honors or comparable demonstration of Advanced Placement skills.

## **Social Studies Electives**

### **Psychology**

Grade 11- 12

#### **Pre-requisite: C or better in Social Studies**

This course is intended to introduce the student to the overall study of human behavior and the methods used by Psychologists/Theorists to answer basic questions concerning human behavior. The main branches of Contemporary Psychology are covered. Topics include Learning Principles and Applications, Infancy and Childhood, Memory and Thought, Altered States of Consciousness (Dreams), Emotional and Social Development, Personality, Abnormal Behavior and Therapy.

In addition to topics covered, students will participate in group activities, experimentation, and class discussions.

Videos, as well as current resources, are utilized to enhance instruction.

### **AP Psychology**

#### **Prerequisite: Psychology with a B or higher and or instructor approval**

AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.

### **African American Studies**

Grades 11-12

The African American Studies course is designed to: (1) present an accurate account of the history of the African American, (2) develop a greater awareness of the role African Americans have played in the development of American society and culture, (3) examine racism and trace its development, and (4) examine critical, social, political and economical issues facing African-Americans on the dawn of the 21<sup>st</sup> century.

### **Political Science**

Grades 11-12

This course will empower students to engage in critical dialogue that addresses a variety of important issues including human rights, civil rights, the Constitution and Bill of Rights, social justice issues, equitable distribution of power and resources, equal protection and application of law and law enforcement, the impact of global politics on both National and International affairs, the struggle of marginalized populations for political power and equal rights, and how the political climate of the United States and other wealthy nations impacts the socio-economic conditions in poor countries.

**Child Psychology (Semester)**

Grade 11-12

This course will focus on the study of human development from conception to adolescence emphasizing on both current and historical approaches to research and theory. Students will study genetic and environmental influences on development, and sequence and timing of physical, mental and personality development throughout years of childhood.

**Sociology (Semester)**

Grade 11-12

In this course student will study how humans behave in groups. The basic concepts that help in understanding group behavior such as role, norms, institutions, socialization and social class are explored. Also, contemporary problems such as crime, population growth, cultural change and the media are studied from a sociological perspective.

**Academic Decathlon**

The purpose of the course is to prepare students for a unique academic competition through an exciting, integrated nation curriculum, independent research. The competition consists of 10 events: Art, Science, Social Science, Music, Economics, Language & Literature, Mathematics, Speech, Interview, Essay and the Super Quiz: questions from Art, Science, Social Science, Music, Economics, and Language & Literature. The competition will include all 11 potential events and will reward academic effort and excellence in the state's public and private high schools by enhancing each student's respect for knowledge, love of learning and sense of satisfaction by achieving through diligent effort.

## **SCIENCE DEPARTMENT**



### **Physics CP**

Grade 9

Physics is the study of how the universe behaves. Students enrolling in Physics CP will explore the topics of motion, forces, energy, electricity, and thermodynamics. There will be a strong emphasis in this course on building the student scientist skills necessary for scientific literacy and success in later high school coursework. Students will engage in practices of science including asking questions, using models, designing and conducting investigations, collecting and interpreting data, using mathematical tools, constructing explanations, engaging in arguments from evidence, and obtaining, evaluating, and communicating information. All students enrolling in Physics CP will participate in the HHS Science Exhibition.

### **Physics Honors**

Grade 9

**Prerequisites: Science 8 average of 85+ or permission of the Supervisor**

**Required Concurrent: Geometry Honors**

Students in Physics Honors will experience the same units as students in Physics CP but will explore each topic in greater depth, with increased emphasis on mathematical representations and quantitative data analysis. Students should expect to work extensively in both collaborative and individual settings. All students enrolling in Physics Honors will participate in the HHS Science Exhibition. Additionally, Physics Honors students will explore gravity, circular motion, momentum, impulse, simple harmonic motion, magnetic fields, and electromagnetism. Students successfully completing Physics Honors are prepared to take Physics AP.

### **AP Physics 1:**

**Prerequisites: Algebra 2 or Trigonometry with grades above 80**

**Recommended: Concurrent or Previous Pre-Calculus**

This course is comparable to a college introductory course in physics (mechanics) for non-majors and it can earn college credit for students majoring in life sciences or liberal arts. Students majoring in Engineering or Physics will likely need to take Calculus Based physics in college but will be at a significant advantage to others who have not taken this course. Additionally, students taking this course will gain an understanding of “real world” applications of material that they may have learned, or will be learning, in their math classes. Topics include 2-Dimensional Kinematics and Dynamics, Circular Motion and Gravity, Momentum, Work (Energy and Power), Simple Harmonic Motion, Torque and Rotational Motion, and Fluid Mechanics. Additional topics, including Electricity and Charge, will be covered after the AP Test, since these are not included in the AP Physics 1 College Board curriculum but will be included in most college courses. Topics are supported by lab experiments, including experimental design to test the hypotheses presented as part of the class. By developing the skills required for this course, students will be well prepared for the AP Physics 1 test and, more importantly, to be successful in college courses that may take after graduation.

### **Chemistry CP**

Grade 10

**Recommended Prerequisites: Physics CP or Honors**

Chemistry is the study of matter. Students enrolling in Chemistry CP will continue to develop their student scientist skills while exploring the structure and behavior of the substances that make up the world around us. Topics will include phases of matter, solutions, atomic structure, the periodic table, chemical bonds, chemical reactions, and radioactivity. Students will engage in practices of science including asking questions, using models, designing and conducting investigations, collecting and interpreting data, using mathematical tools, constructing explanations, engaging in arguments from evidence, and obtaining, evaluating, and communicating information

### **Chemistry Honors**

Grade 10

**Recommended Prerequisites: Honors Physics**

**Recommended Concurrent: Algebra II Honors**

Students in Chemistry Honors will experience the same units as students in Chemistry CP but will explore each topic in greater depth, with increased emphasis on mathematical representations and quantitative data analysis. Students should expect to work extensively in both collaborative and individual settings. Students successfully completing Chemistry Honors are prepared to take Chemistry AP.

### **Chemistry AP**

Grades 11- 12

**Prerequisites: Chemistry Honors or permission of the Supervisor**

**Required Concurrent or Completed: Biology Honors and Pre-Calculus Honors**

This course is comparable to a college introductory course in Chemistry and will be supported by a college-level text and appropriate laboratory investigations. Topics explored include atomic theory, chemical bonding, nuclear chemistry, gas laws, states of matter, solutions, chemical reactions, stoichiometry, and descriptive chemistry. Students should expect to work extensively in both collaborative and individual settings. By developing the skills and understandings required by this course, students will be prepared to succeed on the AP Examination, potentially earning college credits for their effort.

### **Biology CP**

Grade 11

**Recommended Prerequisites: Chemistry CP or Honors**

Biology is the study of life and living systems. Students enrolling in Biology CP will continue to develop their student scientist skills while exploring the workings of human cells and systems and our relationship to the global ecosystem. Topics will include energy, homeostasis, evolution, reproduction, inheritance, molecular genetics, development, and ecology. Students will engage in practices of science including asking questions, using models, designing and conducting investigations, collecting and interpreting data, using mathematical tools, constructing explanations, engaging in arguments from evidence, and obtaining, evaluating, and communicating information

### **Biology Honors**

Grade 11

**Recommended Prerequisites: Chemistry Honors**

**Recommended Concurrent: Pre-Calculus Honors**

Students in Biology Honors will experience the same units as students in Biology CP but will explore each topic in greater depth, with increased emphasis on mathematical representations and quantitative data analysis. Students should expect to work extensively in both collaborative and individual settings. Students successfully completing Biology Honors are prepared to take Biology AP.

### **Biology AP**

Grade 12

**Prerequisites: Biology Honors or permission of the Supervisor**

**Recommended Concurrent or Completed: Genetics CP**

This course is comparable to a college introductory course in Biology and will be supported by a college-level text and appropriate laboratory investigations. Topics explored include evolution, classification, populations, homeostasis, molecular genetics, heredity, cell signaling, animal behavior, and biological systems. Students should expect to work extensively in both collaborative and individual settings. By developing the skills and understandings required by this course, students will be prepared to succeed on the AP Examination, potentially earning college credits for their effort.

## **Science Department Electives**

### **Anatomy & Physiology CP**

Grades 11-12

**Prerequisites: Physics and Chemistry CP or Honors averages of 85+ or permission of the Supervisor**

**Required Concurrent or Completed: Biology CP or Honors**

Anatomy and Physiology are fields of science which study the structures and functions of the body. Students enrolling in the Anatomy and Physiology course will explore how the human body's major systems function and interact. There is an emphasis on laboratory explorations through the dissection of preserved animal specimens in this course. Topics may include the circulatory system, the respiratory system, the digestive system, the excretory system, and the nervous system.

### **Forensic Science CP**

Grades 11- 12

**Prerequisites: Physics and Chemistry CP or Honors averages of 85+ or permission of the Supervisor**

**Required Concurrent or Completed: Biology CP or Honors**

Forensic Science is the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice. Forensic Scientists collect and analyze evidence to reconstruct or account for events taking place in the course of a criminal activity. Students enrolling in the Forensic Science course will enhance their general science skills with an emphasis on observation, data analysis, deductive reasoning, critical thinking, and problem solving. Topics may include fingerprinting, analysis of hair, fiber, and blood evidence, toxicology, DNA analysis, ballistics, and handwriting analysis.

### **Genetics CP**

Grades 11-12

**Prerequisites: Physics and Chemistry CP or Honors averages of 85+ or permission of the Supervisor**

**Required Concurrent or Completed: Biology CP or Honor**

Genetics is one of the most dynamic and exciting fields of science today. Students enrolling in the Genetics course will explore both classical and modern genetics and connect the science of genetics to current events and bioethical issues. Topics may include molecular genetics and protein synthesis, gene expression, Mendelian and non-Mendelian inheritance, chromosomes and gene mutations, cancer genetics, genetic diseases and disorders, genetically modified organisms, gene therapy, reproductive technology, genomics and bioinformatics.

**Zoology (Semester)**

**Grade 11 and 12**

**Prerequisite: C+ or higher in Biology**

The course will provide an overview of the animal kingdom. It will incorporate the classification, evolutionary relationships, developmental patterns, structural and functional adaptations, comparative anatomy and physiology, environmental interactions, and animal diversity. Emphasis is on development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function, including comparative systems of selected groups

## **Project Lead the Way Course Offerings**

**Introduction to Engineering Design**

The major focus of the engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve numerous proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

**Principles of Engineering**

**Pre-requisite: Algebra 2 B or higher**

The major focus of this course is to provide students with the opportunity to explore a broad range of engineering topics, including mechanisms, strength of structure and materials, and automations, and then they apply what they know to take on challenges like designing a self-powered car.

**Civil Engineering and Architecture**

**Pre-requisite- Intro to Engineering**

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

### **Principles of Biomedical Science**

#### **Pre-requisite; must have a B or better in current science course**

In this course students explore the concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case students examines autopsy reports, investigate medical history, and explore medical treatment that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine and research processes while allowing them to design their own experiments to solve problems.

## **WORLD LANGUAGES DEPARTMENT**

### **French 1 CP- Spanish 1 CP**

Grades 9-12

The beginning course starts with simple conversations in the target language and continues with an emphasis on understanding and speaking. A certain amount of reading and writing is also done. A vocabulary useful for normal work and play is applied to achieve mastery of simple sentence structure. The culture and life style of the various countries speaking the language comprise 20 percent of the course.

### **French 2 CP- Spanish 2 CP**

Grades 9-12

Second year courses are open to students who have passed the first year course or who have equivalent knowledge as measured by a placement test or interview.

The second year course continues the emphasis on understanding and speaking. Through daily oral work and attention to pronunciation, students approach fluency in many constructions. Sentence patterns at this level become more complex, introducing a wider range of tenses and idioms. Greater attention is given to the expanded reading and writing skills. The increased vocabulary of the culturally oriented materials is geared to family living, travel, work and recreational activities.

### **Spanish 2 Honors**

Grades 9-12

#### **Prerequisite: Teacher recommendation**

The Honors class is open to any student who has maintained an 85 average or higher in Spanish I, and who has demonstrated accelerated proficiencies in the area of speaking, reading, writing and comprehension. It will include all aspects of Spanish II as well as more advanced skills and an introduction to Spanish literature. It is expected that the majority of students in this class will continue the study of Spanish the following year on an AP level.

### **French 3 CP- Spanish 3 CP**

Grades 9-12

Third- and fourth-year courses have as a prerequisite two and three-year successful experience with the language, preferably with a grade of 75 percent or better.

In the third year of study much freer use is made of the language patterns already mastered. Continued attention is given to active control of listening and speaking, and the range of idioms is greatly enlarged mainly through works of literature and the study of civilization. Students at this level generally begin to function independently in the target language and acquire advanced reading and writing skills.

### **Spanish 3 Honors**

Recommended prerequisite: Spanish 2 honors

The honors class prepares students with an intermediate level of language acquisition. Students will further develop their four communicative skills – listening, speaking, reading and writing through interpersonal, interpretive and presentational activities. These skills promote extended language understanding. Upon completion of the course, students will have the necessary skills in order to enroll in advance placement classes.

### **French 4 CP- Spanish 4 CP**

The fourth-year course studies the language and people at an advanced level. Extensive use is made of all four-language skills - listening, speaking, reading, and writing. Composition is integrated with the review and expansion of grammatical patterns. Students at this level are generally able to function independently in the target language.

### **SPANISH 4 HONORS**

The Spanish 4 honor class offers students the opportunity to excel in an intermediate language acquisition. Students will have the opportunity to research, dialogue, write and read Spanish Literature from Spanish speaking countries. The class activities will review and expand grammatical usage. Class instruction and activities will address all four language skills-listening, speaking, reading, and writing. Upon Completion of the course, the students will understand Spanish literature, use diverse vocabulary in conversation, write expressive sentences and comprehend Spanish speakers.

### **Spanish 3/4 AP**

Recommended Prerequisite for Spanish 4AP: Must have completed Spanish 3AP)

The advanced placement program in French and Spanish is designed as a two-year course. It is open to every student who has successfully mastered the skills and proficiencies of French or Spanish, levels one and two.

The overall goal of the course, as set forth by the College Board, is to prepare the students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. Upon completing the course, students are expected to be able to comprehend formal and informal French or Spanish, and to speak, read, and write with a high level of proficiency similar to that of a third-year college program. These goals will be accomplished through a variety of teaching techniques, using a wide range of materials, both basic and supplemental.

Upon completion of the program, the students will take the Advanced Placement exam. Success on this exam will result in the student receiving college credit, or placement, or both, from institutions of higher learning.

## **ESL BASIC**

ESL B is designated for non-English speakers or for those whose skills are very limited. This class focuses on developing listening, speaking, reading and writing skills through a variety of activities. Specific grammar instruction and increasing vocabulary are also a part of the intensive daily instruction. Students will be exposed to the language of math, science and social studies as part of their content-based instruction.

## **ESL REGULAR**

ESL R is designated for low to high intermediate language learners. The focus of this class is to develop vocabulary through context, improve reading comprehension and speaking skills and increase the student's writing fluency. Discussion on current events and written projects will also be used to assess the student's progress throughout the year. Students will be exposed to the language of math, science and social studies as part of their content-based instruction.

## **ESL ADVANCED**

ESL A is designed for students who have successfully completed ESL R but were unable to exit the program. Engaging students in American and World Literature will serve as a focal point to develop and strengthen critical thinking skills as well as providing opportunities for writing. Discussions on current events will serve to increase their overall basic knowledge of world events as well as providing opportunities for thoughtful discussions. Students will also be exposed to the language of math, science and social studies as part of their content-based instruction.

# **Business Department**

## **Computer Science Principles AP**

Grade 9-12

In this course students will explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. Projects and problems include app development, visualization of data, cybersecurity and simulation.

## **AP Computer Science A**

Grade 9-12

Completion of PLTW CSP, Computer Programming or APP Creator preferred but not required. This course is equivalent to a first semester college level course in computer science. AP Computer Science A introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, (data structures) approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both objects oriented and imperative problem solving and design using Java language. Completion of PLTW CSP, Computer Programming or APP Creator preferred but not required.

## **Communication Technology**

Grade 9-12

Students learn basic word processing skills through use of a word processing software program. They learn how to create, edit, save and print correspondence using various word processing procedures. Through excel, students will learn how to create and edit spreadsheets, cell-based calculations, pivot tables and various graphing tools. Students will learn through publisher, how to create professional, personalized documents where the emphasis is placed on the page layout and design rather than text composition and proofing. And students will also learn to create slide based presentation through power point programming.

College-bound students benefit from learning the necessary formatting skills to prepare college-level research papers, as well as computer applications and procedures. The non-college bound students profit from the entry-level employment skills they acquire, which prepare them for both business and industry related positions.

Because of the valuable significance of this course, it is suggested that all high school students take this class before graduation.

## **Accounting**

Grades 10-12

Recommended Prerequisite: Basic Application Software 1

This class introduces students to basic accounting principles and concepts through use of the textbook, workbooks, and the computer. Students complete the accounting cycle by using simulated computer exercises from an actual business environment. Basic skills and concepts are presented in a way that provides students with a foundation for both on the job and advanced accounting study. Students learn by a hands-on approach and use accounting software to enter accounting transactions for a variety of business applications.

This course is especially helpful for the college-bound student who wishes to pursue a career in the area of business administration or accounting. It is beneficial also for the non-college bound student who wishes to pursue an entrepreneurial career.

## **Marketing**

Recommended Prerequisite: Microsoft Office Applications formerly named Business Applications Software)

This introductory course examines the nature of products, price, place, and promotion decisions, and investigates how organizations blend these inter-related components to create, capture, and sustain value. Areas of study will include consumer behavior, sports and entertainment marketing, personal selling, new product development, promotional strategy, sales management, retail management, business to business marketing, international marketing, services marketing, and marketing research. Students are encouraged to participate and complete in DECA. (Distributive Education Club of America- an international associational of high school students studying marketing, management, and entrepreneurship in business, finance, hospitality, and marketing sales and services)



### **Economics** (Semester Course)

The purpose of this course is to aid students in understanding the basic principles of our economic system and that of other countries. Students will be provided a variety of opportunities to learn about economics through case studies and simulations. Students will also read the book “Rich Dad, Poor Dad and the Cash Flow Quadrant.” Specific units are production, supply and demand, stock market money, credit, banking, personal income, the government and its economy and major economic problems in the United States. Emphasis will be placed on economic literacy to prepare students for college studies.

### **Finance** (Semester Course)

The purpose of this fast-paced course is it to prepare students for "real world" money situations when they are living on their own. Specific unites are college research and career planning, budgeting; credit card use, insurance planning; investing in stocks, bonds, mutual funds; financing a home and car; as well as retirement planning. Studies in these subjects will assist the students in making important life decisions and prepare them to be knowledgeable consumers and open the path for extending their education in the world of finance.

### **Entrepreneurship** (Semester)

Grades 11- 12

This course will provide students with the tools, strategies, and confidence needed in order to identify, assess, determine feasibility of, and launch and grow new businesses or existing businesses. Students will be exposed to the steps to acquire and open sole proprietorship, partnership, franchises and other business entities. Students will engage in small group projects and simulate a Shark Tank environment. They will learn how to identify target markets, understand the parts of a business plan, cash flow, and roles of individuals in a new business as well as the keys to growing a successful network.

### **Sports and Entertainment Management**

#### **Pre-requisite: Entrepreneurship**

This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports promotion, sponsorship, products licensing, and entertainment event management and marketing. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resources management, and the economic impact and consideration involved in the sports and event marketing industries. Leadership development will be provided through Junior Achievement and other business activities and competitive events.

### **Supply Chain Management**

Grades 10-12

Supply Chain Management is crucial to the function of every business. It is a skilled profession with cutting edge technologies and major innovations happening at an accelerated pace, involving the execution process of every business.

This course is a Project Based Learning course that offers opportunities to incorporate the latest innovations and advancements in the field of Supply Chain Management. Students will be challenged to master all supply chain functional areas and a variety of the latest supply chain strategies and technologies.

## **PHYSICAL EDUCATION/HEALTH DEPARTMENT**

**Physical Education** is a sequential and progressive program that focuses on the use of motor and sport skills, competition and cooperative teams, lifetime recreation pursuits and personal fitness activities. The importance of cardio-respiratory efficiency, muscular endurance, strength, flexibility and body composition will be stressed.

Sportsmanship, codes of conduct and etiquette are developed and promoted through activities, sports and games. In order to achieve these goals, rules are properly applied to activities. Fair play, self-control, safety and enjoyment are emphasized and continuously reinforced; as well as respect and acceptance for the physical and performance limitations of self and others.

Ninth grade students will be taught skills in team sports, individual sports, dance, fitness and gymnastics. Lead-up games will be offered to develop these skills.

Tenth, eleventh and twelfth grade will review basic skills, game situations and rules in the areas of game sports, individual sports, dance and fitness. Emphasis will be placed on life sports or carry-over activities for adult life.

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

The ninth-grade health curriculum covers a broad range of topics. Emotional and mental health, stress management, decision making, nutrition, eating disorders, disease prevention, consumer education and conflict resolution are discussed. A fitness unit has been added to inform students of activities and theories that will enable them to achieve wellness.

Focus is also placed on the use of chemical substances, attitudes toward use, chemical abuse and dependency, refusal skills, prevention, intervention, treatment services and resources available to help.

### **Physical Education 10/Driver Education**

The tenth-grade health program outlines and discusses traffic regulations and driver safety rules that contribute toward safe, responsible driving. Laws of the road, car

maintenance and care, basic knowledge of the care and its control will be discussed. Interpreting laws pertaining to the use, sale and possession of chemical substances, with an emphasis on laws relating to driving under the influence will also be covered.

The final requirement will be the State Driver Test which can be used to obtain a learner's permit.

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

The eleventh-grade health program is a comprehensive program covering safety, accident and injury prevention and emergency care (including basic life support and first aid). Students completing this course will be able to describe the principles of injury prevention and management, analyze factors that contribute to the incidence of injuries and violence, develop strategies for prevention, identify and evaluate a variety of career choices and occupational opportunities available in accident and injury prevention and safety, discuss chemical substances according to their uses, actions and effects on the body and the use and misuse of medications.

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

The twelfth-grade health curriculum discusses the importance of open, honest communication in relationships, sexual development, reproductive health, death, dying and consumer health. Human sexuality discussions cover the four domains: biological, sociological, cultural and psychological, along with affective components; including, affection, feelings and intimacy. Teenage pregnancy and the impact chemical substances have on prenatal and early childhood growth and development are also covered. Life skills such as financial management and planning are also covered.

### **PE/ Make-up**

Grades 10-12

This class is restricted to tenth, eleventh, and twelfth grade students who have failed Physical Education either in the ninth, tenth, or eleventh grade and chose not to attend summer school. Students who were on previous medical excuses, and did not receive credit are also eligible to attend this class. The class lasts for two marking periods and starts promptly at 7:20 a.m. Attendance is mandatory with a maximum of 10 days absent. If these days are exceeded, the student is dropped from the class and will receive no credit. This class may only be taken once for each failed physical education class.

### **Introduction to Sports Medicine**

This course is designed to introduce students to the allied health profession of Sports Medicine, specifically Athletic Training. Students will learn basics of Anatomy and Physiology, Biomechanics, Kinesiology, and Exercise Physiology. Students will learn hands on taping techniques and gain knowledge of therapeutic exercises and modalities. Students will be introduced to Pharmacology in sports along with proper nutrition for athletes. Students will also gain knowledge of Internal Medicine and will become competent in Red Cross first aid and CPR. Students will be required to fulfill field experience assignments.

## **FINE, VISUAL & PERFORMING ARTS DEPARTMENT**

**Introduction to TV and Film (Semester Course)**

Grade 9-10

Students will be introduced to the basic concepts of script writing and on-camera communication. Students will experience camera, audio, lighting, video editing on iMovie and will learn crew positions in a variety of studio projects. Students will also begin to experience single camera productions.

**Film Production**

Grade 10-11

**Recommended Prerequisite: Introduction to TV and Film**

Students at this level will develop a higher understanding of TV production. This sequence will emphasize on-camera reporting and interviewing techniques. Students will expand upon the knowledge they have gained in TV Production 1 and learn more advance techniques including Final Cut Pro. This course will also focus on the artistic and creative aspects of TV production. Students will be creating a news show and more advance film style projects.

**Advanced Film**

Grade 12

**Recommended Prerequisite: Film Production**

This class that will utilize all you have learned in TV 1, and 2. Students will enter local and national contest with films that they create. They will also work with Comcast Cable filming local and school events. They will also spend the whole year working on the Video Yearbook. Students must complete an essay to be considered for the class.

**Broadcasting**

Grade 11-12

Broadcast Production is a full-year course that focuses on creating production teams that will work to produce various newscasts. School community requests as well as planned broadcasts will be created. Advanced techniques in pre-production, production and post-production will be covered during the year. Career opportunities in various production crew member roles such as producer, production manager, technical director, director, film editor, and sound editor will be explored. Another major component of the experience will be working on the daily morning announcement production at Hillside High School throughout the year.

**Dance 1 (Semester Course)**

Grade 9-10

This course is designed to introduce students to beginner dance technique. Students will learn the fundamentals of various dance styles, dance elements, body conditioning, and the historical contributions of dance.

**Dance 2/3**

Grade 10-12

Recommended Prerequisite: Dance 1

This course is designed to further develop the technique and skills learned from Dance 1. Students will learn a brief history of dance in society and culture, anatomy for dancers and nutrition. Students will study various techniques with an emphasis on modern dance. Proper alignment, floor work, locomotor progressions, improvisations, core work and movement combinations will be explored.

### **Yoga and Body Conditioning**

Grades 10-12

Students will learn the fundamentals of yoga and body conditioning. Class will include yoga poses and exercises that increase your strength, speed, flexibility and endurance. Nutrition for dancers and athletes and the overall importance of maintaining a healthy body will be included.

### **Drama 1 (Semester Course)**

Students participate in discovering styles suitable for works from different periods and the relationship between the actor and the text. The course will involve an examination of the traditions and techniques of the principle modes of theatre: tragedy, comedy, classical, and contemporary.

### **Drama 2 Pre-requisite: Drama 1**

Students will develop acting skills necessary for all forms of dramatic presentation. Students will learn the elements and principles of direction for the stage as they are exposed to the process of theatrical production in preparation for senior projects.

### **Technical Drama**

Technical Drama is a course about the backstage elements of theatrical production (lights, scenic design, costuming, etc.)

### **Art 1 (Semester Course)**

Grades 9-12

This course will cover the areas that compose the basic art elements: Line, Shape, Lettering, Texture, Contrast, Space, Mass, Repetition, Pattern, and Color. Application of these elements will apply to drawing, painting, and design. Art 1 will also include art appreciation as it pertains to different areas of art. Art 1 is recommended for all students who have an interest in art.

Art Appreciation will also be incorporated into the class. Students will view videos and read articles concerning different artists and styles of art. They will also learn how to critique a piece of art and be given the opportunity to express their ideas concerning such through the process of writing.

### **Art 2 - Art 3**

Grades 10-12

Recommended Prerequisite: Art 1 / Art 2

This course is an expansion of Art 1 (Fine Arts) for the student who has a strong interest in drawing and painting. This course would also enable students looking to pursue a career in art, a better background. Portfolio preparation is a course requirement. Individualized instruction pertaining to the particular needs and interests of the student will be given. Art Appreciation will also be incorporated into the class. Students will view videos and read articles concerning different artists and styles of art. They will also learn how to critique a piece of art and be given the opportunity to express their ideas concerning such through the process of writing.

### **Symphonic Band** (First Timers)

Grades 9-12

Symphonic Band is a performance-based music class designed for students that have minimal experience playing a woodwind, brass, or percussion instrument in either middle school or high school band. *No other instruments are included in this class.* This course is designed to meet the musical needs and interests of all players. Music that covers a wide range of styles will be performed. Individual performance skills will also be addressed. In addition to performing at school assemblies and winter and spring concerts, the Symphonic Band also performs at various other functions. Students are expected to attend all scheduled activities and performances.

### **Concert Band**

In the concert band class students are expected to have a basic understanding of their musical instrument. There will be various performances after school and on weekends throughout the school year that are required for a passing grade in this class. The class will become more proficient in their instrument of study and will be able to play a variety of music.

### **Guitar**

Grade 9 - 12

Guitar class is a music class designed for beginners to intermediate guitar players. This course involves learning chords, reading musical notes, key signatures and performance. Students will also work on ear training and sight reading. While guitars are available in class, students are encouraged to have their own instrument. An on stage performance from the class is required.

### **Piano 1**

Grades 9-12

Course is designed for student to learn the piano at his or her own level through an individualized program. Course will be taught in Keyboard Lab and is limited to 16 students per class.

### **Piano 2**

Grade 10

Prerequisite: Piano 1 with a "C" or better

This course continues study from the material covered in Piano 1 and assumes students know how to read music and have basic piano proficiency. Students will learn varied accompaniment patterns, minor keys, as well as write a report on music history and compose their own piece for piano.

### **Chorus** (For Beginners)

Grades 9-12

Recommended Prerequisite: A love of singing and a desire to be a part of the production of

beautiful music. Students will learn the basics of vocal technique and maintenance. Students will learn the value of dedication and cooperation. They will be introduced to all types and levels of choral music including classical, Broadway, jazz, gospel/spiritual and contemporary/popular.

The result will be successful performances at the Winter and Spring Concerts. As these concerts are a means of assessment, they are mandatory, and others may be added. Vocal Music is a class for learning, cooperating and creating. Students will write and perform their own works, presenting them to their peers in a workshop theater environment,

giving them the opportunity to participate in and observe aspects of a theatrical production from conception to performance.

## **JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)**

### **-----ELECTIVE COURSE-----**

#### **ROTC-1**

LET-1

Grade 9-12

The entire course prepares cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as an American citizen. Program offers challenges and opportunities that can make you successful in life. The course covers: Character and Leadership Development; Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

Students are expected to abide by the following directives. First, they will attend scheduled Leadership Labs, usually held once a week for 45-minutes before school. Second, they will wear uniforms issued to them by JROTC, usually scheduled for once a week all day. And finally, they must maintain proper grooming habits as outlined by JROTC. For example, males will have no earrings; their hair must be neat, medium in length and not in braids, twists, ponytails, etc. For the females, they must have no excess jewelry, when in uniform their hair will not go below the collar, and no gaudy make-up or nail polish can be worn.

#### **ROTC-2**

LET-2

Grade 9-12

Prerequisite: ROTC-1 or ROTC/PE-1

The course provides cadets with more details about what leadership is, how to develop leadership in oneself, and how to use leadership in different situations. The course covers: Character and Leadership Development; Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

Students are expected to abide by the following directives. First, they will attend scheduled Leadership Labs, usually held once a week for 45-minutes before school. Second, they will wear uniforms issued to them by JROTC, usually scheduled for once a week all day. And finally, they must maintain proper grooming habits as outlined by JROTC. For example, males will have no earrings; their hair must be neat, medium in length and not in braids, twists, ponytails, etc. For the females, they must have no excess jewelry, when in uniform their hair will not go below the collar, and no gaudy make-up or nail polish can be worn.

**ROTC-3**

LET-3

Grade 11-12

Prerequisite: ROTC-2 or ROTC/PE-2

The course involves cadets more as leaders, teachers and counselors within the cadet organization. Cadets will be responsible for both themselves and the cadets who are just entering the program. The course covers: Character and Leadership Development; Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

Students are expected to abide by the following directives. First, they will attend scheduled Leadership Labs, usually held once a week for 45-minutes before school. Second, they will wear uniforms issued to them by JROTC, usually scheduled for once a week all day. And finally, they must maintain proper grooming habits as outlined by JROTC. For example, males will have no earrings; their hair must be neat, medium in length and not in braids, twists, ponytails, etc. For the females, they must have no excess jewelry, when in uniform their hair will not go below the collar, and no gaudy make-up or nail polish can be worn.

**ROTC-4**

LET-4

Grade 12

Prerequisite: ROTC-3 or ROTC/PE-3

The course focuses on practical application of the cadet's leadership duties and responsibilities within the cadet organization. The class is structured to allow cadets to perform their assigned command and staff duties; act as a class instructor for selected subjects, such as leadership lab; and/or act as assistant class instructor for subjects, such as first aid, map reading, etc. The course covers: Character and Leadership Development; Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

Students are expected to abide by the following directives. First, they will attend scheduled Leadership Labs, usually held once a week for 45-minutes before school. Second, they will wear uniforms issued to them by JROTC, usually scheduled for once a week all day. And finally, they must maintain proper grooming habits as outlined by JROTC. For example, males will have no earrings; their hair must be neat, medium in length and not in braids, twists, ponytails, etc. For the females, they must have no excess jewelry, when in uniform their hair will not go below the collar, and no gaudy make-up or nail polish can be worn.

**ROTC/PHYSICAL EDUCATION-9**

LET-1

Grade 9-12

The entire course prepares cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as an American citizen. Program offers challenges and opportunities that can make you successful in life. The course



covers: Character and Leadership Development; Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

The health curriculum covers decision making, stress management, nutrition, disease prevention, conflict resolution, and drug and alcohol awareness and prevention.

Students are expected to abide by the following directives. First, they will attend scheduled Leadership Labs, usually held once a week for 45-minutes before school. Second, they will wear uniforms issued to them by JROTC, usually scheduled for once a week all day. And finally, they must maintain proper grooming habits as outlined by JROTC. For example, males will have no earrings; their hair must be neat, medium in length and not in braids, twists, ponytails, etc. For the females, they must have no excess jewelry, when in uniform their hair will not go below the collar, and no gaudy make-up or nail polish can be worn.

**ROTC/PHYSICAL EDUCATION-10**

LET-2

Grade 9-12

Prerequisite: ROTC-1 or ROTC/PE-9

The course provides cadets with more details about what leadership is, how to develop leadership in oneself, and how to use leadership in different situations. The course covers: Character and Leadership Development; Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

The health curriculum covers driver's education. This includes taking the written State Drivers Test which can be used to obtain a learner's permit.

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**ROTC/PHYSICAL EDUCATION-11**

LET-3

Grade 11-12

Prerequisite: ROTC-2 or ROTC/PE-10

The course involves cadets more as leaders, teachers and counselors within the cadet organization. Cadets will be responsible for both themselves and the cadets who are just entering the program. The course covers: Character and Leadership Development;

Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

The health curriculum covers safety, accident and injury prevention, and emergency care, including basic life support and first aid.

Students are expected to abide by the following directives. First, they will attend scheduled Leadership Labs, usually held once a week for 45-minutes before school. Second, they will wear uniforms issued to them by JROTC, usually scheduled for once a week all day. And finally, they must maintain proper grooming habits as outlined by JROTC. For example, males will have no earrings; their hair must be neat, medium in length and not in braids, twists, ponytails, etc. For the females, they must have no excess jewelry, when in uniform their hair will not go below the collar, and no gaudy make-up or nail polish can be worn.

**ROTC/PHYSICAL EDUCATION-12**

LET-4

Grade 12

Prerequisite: ROTC-3 or ROTC/PE-11

The course focuses on practical application of the cadet's leadership duties and responsibilities within the cadet organization. The class is structured to allow cadets to perform their assigned command and staff duties; act as a class instructor for selected subjects, such as leadership lab; and/or act as assistant class instructor for subjects, such as first aid, map reading, etc. The course covers: Character and Leadership Development; Leadership Theory and Application; Foundations for Success; Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship and American History.

The health curriculum covers family life issues that include communication in relationships, sexual harassment, and general life-skill techniques.

Students are expected to abide by the following directives. First, they will attend scheduled Leadership Labs, usually held once a week for 45-minutes before school. Second, they will wear uniforms issued to them by JROTC, usually scheduled for once a week all day. And finally, they must maintain proper grooming habits as outlined by JROTC. For example, males will have no earrings; their hair must be neat, medium in length and not in braids, twists, ponytails, etc. For the females, they must have no excess jewelry, when in uniform their hair will not go below the collar, and no gaudy make-up or nail polish can be worn.