

***DAVID BREARLEY  
HIGH SCHOOL***



***PROGRAM OF STUDIES  
2017-2018***

Board Approval:

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

## REQUIREMENTS FOR GRADUATION: STATE AND DISTRICT

Every graduate of David Brearley High School must successfully complete all state and local Board of Education requirements to earn a State endorsed David Brearley High School diploma. Courses and credits required for graduation are based on the students' year of graduation and are listed below. Students who fail a course and do not make it up in summer school, will not be allowed to take two courses in a content area (English, Mathematics, Science, Social Studies, Physical Education) simultaneously until their senior year.

### **Graduation Requirements**

In order for a student to graduate and receive a high school diploma from David Brearley High School, he/she must:

- Students must fulfill the following minimum 120 credit graduation requirement:

<b>English</b>	At least 20 credits; one per year
<b>Mathematics</b>	At least 15 credits
<b>Science</b>	At least 15 credits
<b>World History/Global Studies</b>	At least 5 credits
<b>United States History</b>	At least 10 credits
<b>World Language</b>	At least 5 credits
<b>Health and Physical Education</b>	At least 5 credits per year enrolled
<b>Fine Arts </b>	At least 5 credits
<b>21<sup>st</sup> Century Life &amp; Careers or Vo-Tech Education </b>	At least 5 credits
<b>Financial Literacy ‡</b>	At least 2.5 credits
<b>Information Processing ‡</b>	At least 2.5 credits
<b>Electives</b>	At least 15 credits
<b>Total Minimum Credit Requirement</b>	120

‡ Graduation Requirement       Practical Art       Visual and Performing Arts       21<sup>st</sup> Century Life & Careers

- Students must pass New Jersey proficiency assessment tests:

<b>New Jersey Biology Competency Test (NJBCT)</b>	Students enrolled in Biology or Biology Honors
<b>PARCC ELA and Mathematics Assessments</b>	Students enrolled in English 9, English 10, English 11, Algebra I, Geometry and Algebra II (see more information below)
<b>Substitute Competency Test or NJDOE Portfolio Appeal</b>	Seniors who did not pass the PARCC

Students who graduate in 2018, 2019, 2020, and 2021 will be able to satisfy the state requirements of demonstrating proficiency in English Language Arts and Mathematics in the following ways:

English Language Arts	Mathematics
Achieve a passing score on a PARCC English Language Arts Assessment in grades 9 or 10 or 11 <b>-or-</b>	Achieve a passing score on a PARCC Algebra I or Geometry or Algebra II <b>-or-</b>
Achieve a passing score on a Substitute Competency Test <b>-or-</b>	Achieve a passing score on a Substitute Competency Test <b>-or-</b>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

**Competency Test Scores:** Students achieving the following scores are considered to have passed the PARCC or alternative competency assessment in ELA and Math:

English Language Arts	Mathematics
PARCC ELA Grade 9 $\geq$ 750 (Level 4) <i>or</i>	PARCC Algebra I $\geq$ 750 (Level 4) <i>or</i>
PARCC ELA Grade 10 $\geq$ 750 (Level 4) <i>or</i>	PARCC Geometry $\geq$ 725 (Level 3) <i>or</i>
PARCC ELA Grade 11 $\geq$ 725 (Level 3) <i>or</i>	PARCC Algebra II $\geq$ 725 (Level 3) <i>or</i>
Prior to 3/1/16 SAT Critical Reading $\geq$ 400 <i>or</i>	Prior to 3/1/16 SAT Math $\geq$ 400 <i>or</i>
3/1/16 or later SAT Evidence-Based Reading and Writing Section $\geq$ 450 OR SAT Reading Test $\geq$ 22	3/1/16 or later SAT Math Section $\geq$ 440 OR SAT Math Test $\geq$ 22
ACT Reading or ACT PLAN Reading $\geq$ 16 <i>or</i>	ACT or ACT PLAN Math $\geq$ 16 <i>or</i>
Accuplacer Write Placer $\geq$ 6 <i>or</i>	Accuplacer Elementary Algebra $\geq$ 76 <i>or</i>
Accuplacer Write Placer ESL $\geq$ 4 <i>or</i>	
PSAT10 Reading or PSAT/NMSQT Reading* $\geq$ 40 <i>or</i>	PSAT10 Math or PSAT/NMSQT Math* $\geq$ 40 <i>or</i>
PSAT10 Reading or PSAT/NMSQT Reading** $\geq$ 22 <i>or</i>	PSAT10 Math or PSAT/NMSQT Math** $\geq$ 22 <i>or</i>
ACT Aspire Reading $\geq$ 422 <i>or</i>	ACT Aspire Math $\geq$ 422 <i>or</i>
ASVAB-AFQT Composite $\geq$ 31 <i>or</i>	ASVAB-AFQT Composite $\geq$ 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Note: \* PSAT taken prior to October 2015; \*\*PSAT taken after October 2015.

**NJDOE Portfolio Appeal:** In place since May 2010, the NJDOE Portfolio Appeal Review process will continue during this transition. Districts can submit portfolios for students who do not demonstrate competencies either through PARCC or a Substitute Competency Test in English Language Arts or Mathematics.

### Computer Skill Requirement

Computer and information literacy, which supports skills in information gathering, information organizing and problem solving, has become critical for every student. All students must pass Information Processing, a computer literacy/word-processing course. Using computer applications and technology tools, students will conduct research, solve problems, improve their learning achieve goals and create products and presentations in conjunction with standards in all content areas. In addition, the computer and information literacy standards will be integrated and applied in all courses offered in the high school.

### Grade Level Determination

A student's grade level will be determined by the cumulative amount of credits they have earned. Whether a student is a freshman, sophomore, junior or senior will depend on the number of credits earned not on the number of years in high school. Use the following chart to determine grade level eligibility:

- Students must fulfill the following minimum 120 credit graduation requirement

<b>Sophomore</b>	30 credits
<b>Junior</b>	60 credits
<b>Senior</b>	90 credits

The following restrictions will be imposed on students who do not earn the required credits for their appropriate grade level:

- Students will be excluded from grade appropriate activities.
- Fourth year juniors will be reevaluated in the beginning of April to determine if they are making progress toward graduation. At this time, the principal will determine if the students can participate in the end of year senior activities.

### Early Graduation

It is generally anticipated that a student will complete his/her high school education in four years, but some students may apply to graduate in three years if all of the following conditions are met:

- Written parental consent is received by the student's guidance counselor by the last day of the 3<sup>rd</sup> marking period in the sophomore year.
- The student has a 3.0 GPA or higher

- The student has met all statewide assessment requirements for graduation by either passing an English and a Math PARCC assessment or by achieving a passing score on a substitute competency test in English and Math (see chart above).
- The student is on track to earn at least 80 credits by the end of the sophomore year.

A provisional decision regarding the student’s application will be made by the high school principal within ten school days of the receipt of the application.

If the application is accepted, the high school principal will certify that the required conditions have been met and will submit the recommendation to the superintendent of schools. A final decision will be the responsibility of the superintendent at the end of the sophomore year, after final grades and credit earnings have been reported.

## GUIDELINES RELATED TO SCHEDULING

### **Prerequisites and Sequential Courses**

Prerequisites are requirements that must be completed satisfactorily before certain courses are taken. For example, Spanish 2 is a prerequisite of Spanish 3. Minimum grade may also be prerequisite. Students must pass the prerequisite course.

### **Combined Courses**

Two courses may be combined during one period when the enrollment is insufficient to run both courses as separate sections. This usually occurs in upper-level World Language classes or with elective classes.

### **Course Load**

Students can be scheduled for up to eight classes, one Personalized Student Learning Plan course, and a lunch period in each school year. Students must be scheduled for one class in English and in Physical Education for every year they are enrolled in high school. Students planning to apply to college should take five academic classes per year. Elective courses and alternates should be selected carefully in accordance with the student’s interests, aptitudes, and future plans.

### **Course Differentiation**

- General courses –
  - meet the general expectations for a specific grade level or course.
- Honors/Academy courses -
  - are taught at an advanced level;
  - are expected to complete more independent work in greater depth than in the general curriculum;
  - are expected to complete special projects and summer assignments;
  - go more in-depth into broader themes;
- Advanced Placement (AP) courses –
  - are taught at a college level;
  - are expected to complete more independent work
  - are expected to complete special projects and summer assignments;
  - follow guidelines determined by the College Board;
  - are required to take the AP exam in May;
  - parents are responsible for the cost associated with the AP Tests;

### **Course Placement**

Students are placed into Honors and AP courses based on the final grade achieved in the related course the previous year. The following rubric outlines specific criteria need for placement.

Currently Enrolled In	Course You’d Like to Enroll In	Grade Needed in Previous year’s prerequisite course
General	Honors	90
General	AP	90
Honors	Honors	85
Honors	AP	85
AP	AP	80

## **Advanced Placement Exams**

The cost of taking the test will be paid up-front by the parent. AP fee waivers may be given to students who qualify for free or reduced lunch.

A final exam will be given in the months of May and June to all AP students. During Final Exam Week, these students will be excused from attending their AP final exam session. Students who refuse to take an AP exam will have the course changed to "Honors" on their transcripts. This updated transcript is then forwarded to the colleges to which they have applied.

## **Course Failures**

Students in grades 9, 10, 11 who fail a required sequential course are not encouraged to "double up" by taking the next level with the failed course in the following school year, i.e., a student who fails English 1 is not recommended to, but not prohibited from, taking two levels (English 1 and English 2) in the following year or a subsequent school year. Attending an approved summer school course and passing the failed course will allow a student to progress in the normal sequence of courses. If a student does not attend summer school, he/she will be placed in the course that was failed in the following year. For more information, please refer to the section on summer school.

## **Summer School**

1. For Review Credit:
  - A. Five credits for a subject repeated and passed in summer school will be granted if the course has a minimum of 60 clock hours.
  - B. The grade earned in summer school will be recorded on the permanent record and will be included in the G.P.A. The original grade remains on the transcript and is also included. The summer school course grade does not replace the original course grade.
  - C. It is the student's responsibility to have appropriate grade reports forwarded to the Pupil Personnel Services Office upon completion of the summer school course.
  - D. For the purpose of meeting prerequisites, the summer school grade and the grade from the full year course will be averaged.
2. For Enrichment Credit:
  - A. The course must have a minimum of 60 clock hours.
  - B. Any grade earned in summer school will be noted on permanent records. The original grade remains on the transcript and is included in the computation of the G.P.A. No additional credit will be granted.
  - C. It is the student's responsibility to have appropriate grade reports forwarded to the Pupil Personnel Services Office upon completion of the summer school course.
  - D. For the purpose of meeting prerequisites, the summer school grade and the grade from the full year course will be averaged.
3. For Advanced Credit:
  - A. The course must have a minimum of 120 clock hours for a full year's credit (144 hours for a lab science).
  - B. All courses must be approved by the supervisor of the respective department before the student registers for it.
  - C. A course taken the summer between eighth and ninth grade will not receive credit toward high school graduation.
  - D. A summer school course is considered to be College Prep (CP) level.
  - E. It is the student's responsibility to have official grade reports forwarded to the Pupil Personnel Services Office upon completion of the summer school course.

Summer courses traditionally do not cover the curriculum in as much depth as a full-year course. Therefore, summer courses are good for enrichment or review; they are not recommended to be used as a replacement for a full-year course.

## **ABBREVIATED SCHEDULE**

Seniors may request to have the opportunity to have an abbreviated schedule if they are academically on target for June graduation. Those students who have not met the state graduation requirements by either passing both an English and a Math PARCC assessment or achieving a passing score on a substitute competency assessment in both English and Math are NOT ELIGIBLE to apply for an abbreviated schedule. For those students who qualify, counselors can provide students with the required application.

Abbreviated schedules are designed to allow students to take Carnegie unit classes to fulfill graduation requirements; elective courses and those elective classes selected by students may not be offered when students opt for an abbreviated schedule.

Students have been informed of the following rules governing this change in school procedure.



- Scheduling of pupils cannot be done to accommodate those wanting a late arrival/early dismissal. Only those students whose schedule happens to produce elective offerings at the beginning/ending of the day can be given this option.
- Students who participate in sports, especially in the spring, must have passed 15 credits at the beginning of the second semester in order to be eligible to participate. Therefore, students must take a minimum course load of 30 credits for the year in order to play and should plan accordingly when considering an abbreviated schedule.
- Parent permission is required

**SCHOLARS ACADEMY**

Scholars Academy students take a course of study that is extremely rigorous to accommodate their intellectual needs. The majority of the classes are completed prior to the senior year to make room for more career-focused learning experiences. Advanced Placement courses lead Scholars Academy students to graduate with a potential 21 AP credits. Service learning experiences (referred to as ISE) are centered around three areas: *Ingenuity* (developing new ideas that benefit the community), *Stewardship* (making the lives of others better), and *Enterprise* (creating and participating in activities that serve others). Students' logs of such activities are monitored throughout the year. Senior year provides a rigorous college-prep program with a focus on potential career choices. Students concentrate coursework and service learning experiences in one of three broad areas: Humanities, STEM, or Business/International Studies.

Applications for acceptance into the Scholars Academy are typically accepted between Nov. and Dec. of the previous school year. An Open House for interested parents and students with further information on the program and the application process is typically held in the fall prior to the application period.

**Standards of Excellence**

Any student who falls below the 85% will be placed on academic probation.

Academic probation remains for one marking period and includes close monitoring that involves weekly meetings with the school administrator responsible for supervising the Academy. The student may be asked to remain in school during Academy trips and participate in after-school tutoring sessions for additional assistance.

A student who remains on probation for more than two marking periods will forfeit his/her spot in the Academy.

**Scholars Academy Selection Criteria**

<b>Criteria</b>	<b>Description</b>	<b>Minimum Metric</b>	<b>Weight</b>
<b>Last Year Class Grades</b>	<b>Minimum Cumulative Average</b> Subjects Included: Mathematics, Language Arts Science Social Studies	At least 90% mid-year grade	40 Total Possible Points
<b>First Period Class Grades</b>	<b>Minimum Cumulative Average</b> Subjects Included: Mathematics, Language Arts Science Social Studies	At least 90% mid-year grade	20 Total Possible Points
<b>Scholars' Academy Entrance Exam</b>	<b>Highly Proficient Students</b> Minimum Score	59-50: 15 pts 64-60: 16 pts 69-65: 17 pts. 74-70: 18 pts 79-75: 19 pts 84-80: 20 pts 89-85: 21 pts 100-90: 22 pts	22 Total Possible Points
<b>Writing Sample</b>	<b>Open ended essay</b>	6 point Rubric	18 Points

### Program of Study

<p><b>Grade 7</b> English 7 Honors Pre Algebra Honors Science Academy History Academy Art, Music, Technology, Spanish Health/PE</p> <p><b>Grade 8</b> English 8 Honors Algebra Honors Geometry Honors Science Academy History Academy Spanish/Italian Health/PE</p> <p><b>Grade 9</b> English 1 Honors AP US History 1 Algebra II/Trigonometry Honors Biology Honors Spanish or Italian Latin I Health/PE <small>*Geometry required for entry for Choice students</small></p>	<p><b>Grade 10</b> English 2 Honors AP US History 2 Pre Calculus Honors AP Biology Chemistry Honors Spanish or Italian Latin 2 or Elective Health/PE</p> <p><b>Grade 11</b> AP English Language* AP World History* AP Calculus* Physics Honors AP Environmental Science* Union County College Two-Year Cycle: Dynamics of Communication ENG 128, Principles of Economics I ECO 201, Public Speaking ENG 129, Social Problems SOC 102 Spanish or Italian <small>*Choose three of four AP classes</small></p>	<p><b>Grade 12- Junior College</b> AP English Literature AP Science choice (VHS) AP Social Studies choice (VHS) Spanish or Italian Health/PE Union County College Two-Year Cycle: Dynamics of Communication ENG 128, Principles of Economics I ECO 201, Public Speaking ENG 129, Social Problems SOC 102</p> <p><b>Service Learning Requirement</b> Ingenuity •Research projects •Music and art production Stewardship •Community service •Volunteerism Enterprise •Tutoring •Babysitting</p>
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### Potential Off-Site Learning Locations

<ul style="list-style-type: none"> <li>• Liberty Science Center’s Cardiac Classroom</li> <li>• Performances at Montclair University, George Street Playhouse</li> <li>• Kean Leadership Conference Series- Students in Action Service Learning NJ</li> </ul>	<ul style="list-style-type: none"> <li>• New York City landmarks Ground Zero, Ellis Island, Statue of Liberty</li> <li>• Tour of the Ivy League colleges and universities</li> <li>• Metropolitan Museum of Art</li> <li>• Museo Del Barrio</li> </ul>
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### OPTION II

#### **Course Registration and Option II Application**

Course registration and Option II application are related but different procedures.

**Registration:** A student interested in applying for Option II must participate in the traditional course registration at high school by following the timeframe put forth in the David Brearley High School Course Catalog. This ensures that the student has been enrolled in the courses of his/her choosing and does not risk the student being closed out of a desired or needed course. The period for course registration is generally January – February.

**Option II Application:** Then, following the timeframe set forth in the *Pathways for Graduation Guide*, a student would apply for Option II. If approved, the student’s schedule will be adjusted accordingly. There are three windows for the Option II Application – all with very firm deadlines. The reason for varied dates is that Option II may take place at various times: throughout the year, by semester, in the summer, or by marking period.

#### **Option II Opportunities**

**I. Independent Study (grades 11-12)**

The Independent Study Program is available for those students who are looking to do in-depth study beyond the DBHS course offerings or have a desire to fulfill a course need that is not available in the current DBHS curriculum. An

Independent Study may be content-based or be an interdisciplinary / theme based project. An Independent Study may not replace a course that is offered in the current DBHS curriculum. A maximum of 5 independent study credits may be attempted each year.

Purpose: The Independent Study option has been created for two reasons: (1) To allow for the student who has exhausted existing courses to complete more advanced or intense study in a given area; and (2) To respond to a scheduling conflict which precludes the student from taking a course critical to his/her educational plan.

Note: Students may not use an Independent Study to extend the course work they are already doing in a regularly scheduled course. Independent study is NOT designed as a replacement option for a dropped course.

Application Process: An Independent Study Addenda must accompany the Option II Application

Grading:

- Approved Independent Study courses will receive grades. Grades are weighted.
- Each Independent Study will appear on report cards and transcripts.
- The deadlines and penalties for dropping Independent Study are the same as for any other on-site course.
- Grades will be included in GPA.

Assessment/Proof of Experience: As outlined in the Independent Study Addenda

## II. High School Course Work Taken Outside DBHS for Credit (grades 10-12)

Students may complete high school course work in an academic setting other than DBHS. The provider of this off-site coursework must be accredited.

Purpose: Taking high school courses off site other than DBHS enables a student to take courses that are not currently offered at the high school. Students may also take courses in which they must recover credits.

Participating Providers: Educere

Cost: Parents/students are to assume responsibility of the tuition as set by the provider.

Application Process: Course of study from accredited institution must be attached to the Option II Application; a separate registration process is required for participating providers.

Proof of Experience: Course of study from accredited provider; transcript

Assessment: Student must achieve the mastery score established by district administration in the off-site course.

Grading:

- Grade is recorded.
- Credits are counted toward graduation requirements (3-credit college course = 5 credit high school course).
- Course and grade are listed on student's transcript.
- Grade is included in GPA.

## III. College Course Work for High School Credit (grades 11-12)

High school students may choose to enroll in college level work at an accredited college or university for both college and high school credit (called dual credit).

Purpose: Taking college course work while in high school enables a student to begin post-secondary study in an interest area or in a potential career path while simultaneously meeting the high school graduation requirements.

Participating Institutions: Union County Bridge Program

Cost: Parents/students are to assume responsibility of the tuition as set by the college/university.

Transportation: Parents/students are to assume transportation responsibilities.

Application Process: Course of study from accredited institution must be attached to the Option II Application; a separate application is required for participating colleges/universities. Students must complete Bridget Program application and pass the College Placement test to be accepted into the program.

Proof of Experience: Course of study from accredited institution; transcript

Assessment: Student must successfully pass the end of course assessment as required by the college/university.

Grading:

- Grade is recorded.
- Credits are counted toward graduation requirements (3-credit college course = 5 credit high school course).
- Course and grade are listed on student's transcript as an equivalent AP course.
- Grade is included in GPA.

## IV. Online or Distance Learning (grades 9-12)

Online or distance learning courses may be taken from an accredited institution.

Purpose: Taking online courses enables a student to take courses that are not currently offered at DBHS.

Participating Institutions: Virtual High School

Application Process: Course of study from Virtual High School must be attached to the Option II Application; teacher recommendation is required; Virtual High School Coordinator approval required

Proof of Experience: Course of study from VHS; transcript; final exam

Assessment: Student must successfully pass the end of course assessment as required by Virtual High School.

Grading:

- Grade is recorded.
- Credits are counted toward graduation requirements.
- Course and grade are listed on student's transcript.
- Grade is included in GPA.

Courses are available in elective areas, honors, and Advanced Placement. To find a complete list of offerings, please visit [www.govhs.org/Pages/Academics-Catalog](http://www.govhs.org/Pages/Academics-Catalog).

#### V. **FitLog (grades 9-12)**

In certain instances a student may need to pursue Option II to meet the state curriculum standards and requirements of a physical education class. This web-based program allows teachers to create a "class" and set goals for a student aligned with the curriculum requirements. A student records health data, logs physical activity time and documents fitness testing scores. Teachers monitor student accounts and activities in order to certify that the student has met the requirements of the course. Daily fit log is only an option for students under very specific and unavoidable circumstances. It is not an option to replace standard Health/PE classes during the school day. The appropriateness of pursuing the Option II FitLog should be discussed with a student's guidance counselor.

Grading:

- Grade is recorded
- Credits are counted toward graduation requirements
- Course and grade are listed on student's transcript
- Graded on a Pass/Fail scale and is not included in GPA

#### **Steps to Approval**

##### **Eligibility (with NO exceptions)**

- Option II opportunities only apply to specific grade levels.
- Option II only occurs after 8<sup>th</sup> grade.
- Option II applicants must meet all published dates and deadlines.
- Option II must be pre-approved.
- Applications must have all required signatures.

##### **DEADLINE 2017-2018**

<b>If your proposed course work will take place in:</b>	<b>Your application is due on:</b>
School Year 2017-2018	April 5, 2017

##### **Procedures**

1. The student completely fills out the application, attaches any additional information that will assist in the decision making process, obtains all required signatures, and returns the application to his/her school counselor prior to the due date.
2. The counselor checks the paperwork, discusses the application with the student, and forwards the materials to the Director of Pupil Personnel Services.
3. The Director of Pupil Personnel Services sets a date for the Credit Committee and informs the members.
4. The Principal, with the Credit Committee, examines the application based on the student's rationale and the criteria outlined in the instructions.
5. The Principal's secretary sends notification of the decision (approval/disapproval) to the student and parent/guardian, and notifies the assistant superintendent. A student may appeal the decision.
6. If approved, the student completes the work during the time specified above. The student provides the Director of Pupil Personnel Services with the proof of experience by the dates indicated.

##### **Awarding Credit**

Each Option II opportunity has a final assessment attached to it whether it is a Time/Activity Journal and Summary Report, documentation of participation, presentation, and interview and/or end-of-course final exam.

- If the student successfully passes the assessment and/or successfully meets the assessment requirements by the required dates, the student is awarded credit.
- If it is determined that the student had not met the minimum proficiencies via the final assessment or proof of experience, credit is not awarded.
- Option II: Advancing A Course Level - If a student takes an off-site or online course for the purpose of advancement, and receives a transcript upon completion indicating a passing grade of 65% with a transcript indicating course completion from an approved and accredited institution, students will be awarded credit.

### **Course Completion**

It is expected that each Option II opportunity will be completed during the time specified. Deadlines are firm.

### **Exiting Option II**

When the Option II coursework is completed, the student exits the program in the following manner:

- The Director of Pupil Personnel Services forwards a notice of completion to the principal's secretary for official credit awarding by the Principal.
- The Principal will award credit based on his review of the student's program and requirements.
- The Principal's secretary will forward the original copies to the Secretary of Guidance for the student's cumulative file and a copy to the student's school counselor.

### **Course Withdrawal Policy (Semester and Yearlong Courses Only)**

The transcript will denote course work from which a student has withdrawn as per the protocol described in the DBHS Program of Studies. This includes course work not completed as noted above.

### **Common Core State Standards and Core Curriculum Content Standards: Important URLs**

Students applying for Option II will need to align requests with the State Standards available at: New Jersey Department of Education <http://www.state.nj.us/education/cccs/>.

## **COURSE SELECTION PROCESS**

### **Course Selections**

The registration process occurs during the winter for the following school year. Desired elective courses are not guaranteed and are based on availability. Students are recommended for courses based on teacher recommendation, standardized test scores, and academic performance. Students select their courses in a conference with their school counselor and their parents if they are able to be present.

### **Schedule Change Requests (spring)**

In the spring, students' confirmation of their course selections will be available in the Parent Portal. At that time, students will be given time to contact their counselors if they have changed their mind about a course. Students must be aware that the ability to change courses will be subject to availability and space.

### **Insufficient Enrollment**

The number of students requesting a course determines the number of sections of that course that will be offered. In some cases, a course may not be offered if too few students sign up. Alternate courses will be substituted automatically for elective courses.

### **Schedule Conflicts**

While David Brearley will do everything possible to see that a student is scheduled for all the classes he or she desires, the complexities of academic scheduling does not always permit such flexibility, especially when students attempt to register for a number of courses with limited enrollment or those that only have one section. If there are scheduling conflicts between an academic course and an elective, students will be placed into their academic course. Students should be especially careful when scheduling possible electives. When scheduling conflicts arise in the selection of electives, alternates will be substituted automatically.

### **Dropping a Course in Progress (During School Year)**

Staffing needs are determined on the basis of students' course requests. When the scheduling process is complete, there will be a limited opportunity to make a change. A change request will only be honored if there is a seat available in the course requested and the requested change can be made with minimal disruption of the schedule. Requests for teacher changes will not be considered except for previous course failure.

When requesting a change in schedule, the following process must be followed:

1. All student or parent requests to drop an academic course will require a letter from either a parent or guardian explaining the reason for the change.
2. Students who wish to drop a course and replace it with an entirely different course will be required to complete a *Waiver to Drop a Course Form*.

3. Minimum and maximum class sizes will be determining factors when processing schedule changes.
4. Student requests to drop a course will not be considered after the seventh day of school.

Administrative approval is needed for students who drop a course after the allotted schedule change window. Students who withdraw after Oct. 15<sup>th</sup> will receive either a Withdraw Passing (WP) or a Withdraw Failing (WF) on their transcript and no credit will be awarded.

### **ATHLETIC ELIGIBILITY**

To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10<sup>th</sup> grade or higher, or the second year of attendance in the secondary school or beyond, a pupil must have passed 25% of the credits (30) beginning with the Class of 2014 required by the State of New Jersey for graduation (120) beginning with the Class of 2014, during the immediately preceding academic year.

To be eligible for athletic competition during the second semester (February 1 to June 30) of the 9<sup>th</sup> grade or higher, a pupil must have passed the equivalent of 12 1/2% of the credits 15 beginning with the Class of 2014 required by New Jersey for graduation 120 beginning with the Class of 2014 at the close of the preceding semester (January 31). Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester

### **PREPARATION FOR EDUCATIONAL AND TRAINING OPPORTUNITIES AFTER HIGH SCHOOL GRADUATION**

In our modern work world, most high school graduates find it essential to continue their education and training beyond high school. The average annual income for individuals with an associate's degree is almost twice what someone with just a high school diploma can earn. The earnings for a bachelor's degree can be three times more. Post high school education and training may be attained in a variety of forms. Some students find that they can best meet their goals by attending a four-year college. Others feel that a college program is not appropriate for their needs upon graduation. Regardless of your future goals, planning is essential. The following information should be considered as students select courses:

#### **Full Time Employment / Military**

Students who plan to enter the job market as full-time employees after graduation need to have researched the skills required for entry level positions, and have a realistic expectation of the salaries, benefits, and opportunities for advancement that are available with these positions.

Since employment-bound students will need specific job skills, it is critical to take courses that prepare them accordingly. However, it is just as critical to build a solid background of skills in reading, writing, science, and mathematics.

Students who are considering the post high school goal of full-time employment should look into Union County's Vocational-Technical High School system. Vo-Tech schools provide intensive training in a variety of fields supported by study in related academic areas. Information about Vo-Tech schools can be obtained in the Pupil Personnel Services department.

Students interested in joining the Military should seek information about each branch of the services, discuss options with their counselors and meet with recruiters who come into the school. Taking the ASVAB, an aptitude test, is an integral part of the decision-making process when various training opportunities within the service are considered.

#### **Vocational Education / Technical Training**

Many high school graduates enroll in trade, vocational, technical and business schools for one or two years before seeking employment. Others may go directly to work but continue their training as they work by enrolling in apprentice programs, business college courses, university extension courses, and public school community education courses available in the area.

Just as it is not wise to choose a college without counseling with people who know colleges, it is not wise to choose business or trade schools without complete information about them. The standing of the school with employers, a clear understanding of its costs and its programs, and the placement and follow-up services - all are factors in making an intelligent choice. Students interested in the above opportunities should consult with their counselors in developing plans for their future

### **COLLEGE**

#### **Community / Junior College**

Some students find that their plans to attend college are better fulfilled at a Community/Junior College. Community and Junior Colleges fall into two categories:

- colleges which generally do not provide housing (Community Colleges)
- colleges that usually have dormitory facilities (Junior Colleges)

Study at a Community/Junior College can lead to a certificate or an Associate's Degree in a specific career field, or it can be used as a stepping-stone to a four-year college. Careful selection of and success in courses at the Community/Junior College allow students to transfer into four-year colleges as juniors, so that a Bachelor's degree can be earned after four years of study. Many

Community/Junior Colleges have articulation agreements with four-year colleges so that students can transfer easily. Union County College has articulation agreements with four-year colleges such as Rutgers, Penn State, and New Jersey Institute of Technology.

Generally, Community/Junior Colleges do not require 16 academic units, nor do they require college admission tests. Depending upon the program of study, there may be specific course work required at the high school level, or special entrance tests for particular programs.

At many schools a Minimum Basic Skills Test is required for placement into college level courses. It is recommended that students research schools and programs of interest to them and consult with their counselors.

### **Four-Year College**

Students planning to apply to four-year colleges will want to develop the strongest possible academic record. There is not one program that is right for everyone, but you should keep the following information in mind:

Admission to college is based on a picture of the applicant obtained from the examination of:

- The scholastic record (rigor of courses taken, final grades earned, grade point average and number of Carnegie units accrued)
- Results on college admissions tests, such as the ACT, SAT, and SAT II (Subject Area Tests)
- Recommendations written on behalf of the student
- The quality, not quantity of participation in extra-curricular school and community activities
- Personal interviews
- Content and presentation of the written application, including any required essays

As part of the high school record, colleges look for courses that are COLLEGE PREPARATORY in content and level of work required. Such courses are considered CARNEGIE UNITS. A total of sixteen units taken from grades 9-12 are generally the minimum required for college entrance. While each college prescribes the number and character of the academic units it will accept, the following are the usual requirements for entrance to four-year colleges:

English: 4 units

Mathematics: 3-5 units

Science: 2-5 units (at least 2 lab sciences)

Social Studies: 3-5 units

World Language: 2-5 units (of the same language)

### **Suggested Programs of Study for College Planning**

The following is a chart of suggested patterns of college-preparatory study and can be used to help in developing a four-year plan of courses. The content areas outlined are those in which colleges are looking for specific preparation. Colleges considered to be most competitive generally look for students to take several Advanced Placement courses. It is recommended that students select from the wide array of offerings in the Art, Business, Family and Consumer Sciences, and Performing Arts areas. These courses will provide a well-rounded background for possible career and vocational interests.

**Number of Years Recommended<sup>1</sup>**

	Community Colleges / Junior Colleges	Less Competitive Colleges	Competitive Colleges	Highly and Very Competitive Colleges	Most Competitive Colleges
ENGLISH	4	4	4	4	5-6
SOCIAL STUDIES	3	3	3	3-5	5-6
MATHEMATICS	2-4	3-4	3-4	4-5	5-6
LAB SCIENCE	2	2-3	2-3	3-4	4-5
WORLD LANGUAGE	0-2	1-2	2-4	3-4	4-5
CARNEGIE UNITS	12-15	16	16-18	17-20	18-22

### **Carnegie Units**

Student's post-secondary school plans will determine to a great extent which courses they will take in high school. Students who are planning to go to a four-year college should accrue a minimum of sixteen Carnegie units before graduation. A Carnegie unit is earned for completion of study in a year-long college preparatory course. Students will want to present as strong an academic record as possible to prospective colleges. To help with planning, the courses, which are generally accepted by colleges as Carnegie units, are indicated by a ‡.

### **Suggested Course Sequences**

The following sample course sequences are offered as a guideline for course selection. A student's ability level, interests and goals may alter these sequences. Students are encouraged to consult with their counselor to select elective courses that offer a challenging learning experience and are aligned to the students' post-graduation plans.

<b>Most Competitive Colleges</b>			
<u>Admission criteria generally fall into the following categories:</u> Top 10% of graduating class; A to B+ GPA; Average 1310 - 1600 SAT (Critical Reading and Math Only); 29+ ACT (Composite); 18-22 Carnegie Units			
<u>Colleges include:</u> Boston College, Brown University, Bucknell University, Colgate University, The College of New Jersey, Columbia University, Dartmouth College, Harvard University, New York University, Princeton University, Stanford University, Tulane University and Yale University.			
<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
English 1 Honors	English 2 Honors	English 3 Honors	AP English Literature
Biology Honors	AP English Language	AP Biology OR AP Chemistry OR AP Environmental	AP Biology OR AP Chemistry OR AP Environmental OR AP Physics
Geometry Honors	Chemistry Honors	Physics Honors	Academic Elective *
Algebra 2 Trigonometry Honors	Pre-Calculus Honors	AP Calculus AB	AP Statistics OR AP Micro/Macro Economics OR Equivalent Math Elective
AP US History Part 1	AP US History Part 2	AP World History	AP Government and Politics OR AP Psychology
Spanish 2 OR Italian 2	Spanish 3 Honors OR Italian 3 Honors	Spanish 4 Honors OR Italian 4 Honors	AP Spanish Language OR Italian 5 Honors
Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health
PSLP	PSLP	PSLP	PSLP
Information Processing AND Personal Finance	AP Music Theory OR AP Art History OR Equivalent Fine and Performing Art Elective	AP Computer Science OR Equivalent 21 <sup>st</sup> Century Life & Career Elective	Carnegie Unit Electives*

<b>Highly Competitive Colleges</b>			
<u>Admission criteria generally fall into the following categories:</u> Top 20% of graduating class; B+ to B GPA; Average 1240 - 1308 SAT (Critical Reading and Math Only); 27-28 ACT (Composite); 17-20 Carnegie Units			
<u>Colleges include:</u> Boston University, Cornell College, Fordham University, Ramapo College of New Jersey, Rutgers (New Brunswick), Stevens Institute of Technology, University of Maryland			
<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
English 1 Honors	English 2 Honors	English 3 Honors OR AP English Language	AP English Literature
Environmental Science Honors	Biology Honors	Chemistry Honors	Physics Honors OR AP Biology, AP Chemistry, AP Environmental
Geometry Honors	Algebra 2 Trigonometry Honors	Pre-Calculus Honors	AP Calculus
US History 1 Honors	US History 2 Honors	Global Studies Honors	AP Elective (World, Government and Politics, Micro/Macro Economics)
Spanish 2 OR Italian 2	Spanish 3 Honors OR Italian 3 Honors	Spanish 4 Honors OR Italian 4 Honors	AP Spanish Language OR Italian 5 Honors
Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health
PSLP	PSLP	PSLP	PSLP
Information Processing AND Personal Finance	21 <sup>st</sup> Century Life & Careers Elective	Carnegie Unit Electives*	Carnegie Unit Electives*
Fine OR Performing Art Elective	Carnegie Unit Electives*	Carnegie Unit Electives*	Carnegie Unit Electives*

<b>Very Competitive Colleges</b>			
<u>Admission criteria generally fall into the following categories:</u> Top 35% of graduating class; B GPA; Average 1140 - 1238 SAT (Critical Reading and Math Only); 24-26 ACT (Composite); 17-20 Carnegie Units			
<u>Colleges include:</u> Drew University, Drexel University, Michigan State, Monmouth University, NJIT, Penn State (College Park), Purdue University, Richard Stockton College of New Jersey, Rowan University, Rutgers (Camden), Rutgers (Newark), Temple University, Towson University, University of Delaware			
<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
English 1 Honors	English 2 Honors	English 3 Honors OR AP English Language	AP English Literature
Environmental Science Honors	Biology Honors	Chemistry Honors	Physics Honors OR AP Biology, AP Chemistry, AP Environmental
Geometry Honors	Algebra 2 Trigonometry Honors	Pre-Calculus Honors	AP Calculus
US History 1 Honors	US History 2 Honors	Global Studies Honors	AP Elective (World, Government and Politics, Micro/Macro Economics)
Spanish 2 OR Italian 2	Spanish 3 Honors OR Italian 3 Honors	Spanish 4 Honors OR Italian 4 Honors	AP Spanish Language OR Italian 5 Honors
Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health
PSLP	PSLP	PSLP	PSLP
Information Processing AND Personal Finance	21 <sup>st</sup> Century Life & Careers Elective	Carnegie Unit Electives*	Carnegie Unit Electives*
Fine OR Performing Art Elective	Carnegie Unit Electives*	Carnegie Unit Electives*	Carnegie Unit Electives*



Competitive Colleges			
Admission criteria generally fall into the following categories: Top 50% of graduating class; B- to C+ GPA; Average 1000 - 1144 SAT (Critical Reading and Math Only); 21-23 ACT (Composite); 16-18 Carnegie Units			
Colleges include: Bloomfield College, East Stroudsburg University, Fairleigh Dickinson University, Felician College, Johnson and Wales University, Kean University, Kutztown University, Montclair State University, New Jersey City University, Rider University, Seton Hall University, St. John's University, University of Hartford, University of Rhode Island, West Virginia University, William Paterson University			
Freshman	Sophomore	Junior	Senior
English 1 (Regular or Honors)	English 2 (Regular or Honors)	English 3 (Regular or Honors)	English 4 (Regular or Honors)
Environmental Science (Regular or Honors)	Biology (Regular or Honors)	Chemistry (Regular or Honors)	Physics (Regular or Honors)
Algebra 1 (Regular or Honors)	Geometry (Regular or Honors)	Algebra 2 Trigonometry (Regular or Honors)	Pre-Calculus (Regular or Honors)
US History 1 (Regular or Honors)	US History 2 (Regular or Honors)	Global Studies (Regular or Honors)	Carnegie Unit Electives* (History)
Spanish 1 OR Italian 1	Spanish 2 OR Italian 2	Spanish 3 Honors OR Italian 3 Honors	Elective
Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health
PSLP	PSLP	PSLP	PSLP
Information Processing AND Personal Finance	21 <sup>st</sup> Century Life & Career Elective	Elective	Elective
Fine OR Performing Art Elective	Elective	Elective	Elective

Less Competitive Colleges			
Admission criteria generally fall into the following categories: Top 65% of graduating class; C or lower GPA; Average 1000 SAT (Critical Reading and Math Only); 20 ACT (Composite); 16 Carnegie Units			
Colleges include: Berkley College of New Jersey, Caldwell College, Centenary College, College of St. Elizabeth, DeVry University, Georgian Court University, Lock Haven University, St. Peter's College of New Jersey, Slippery Rock University			
Freshman	Sophomore	Junior	Senior
English 1	English 2	English 3	English 4
Environmental	Biology	Chemistry	Advanced Earth
Algebra 1	Geometry	Algebra 2 OR Algebra 2 Trigonometry	Finite OR Statistics OR Pre-Calculus
US History 1	US History 2	Global Studies	Carnegie Unit Electives* (History)
Spanish 1 OR Italian 1	Spanish 2 OR Italian 2	Elective	Elective
Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health
Information Processing AND Personal Finance	21 <sup>st</sup> Century Life & Career Elective	Elective	Elective
Fine OR Performing Art Elective	Elective	Elective	Elective

Vocational Careers			
Freshman	Sophomore	Junior	Senior
English 1	English 2	English 3	English 4
Environmental	Biology	Chemistry OR UCVT Science (1/2 year)	UCVT Science (1/2 year)
US History 1	US History 2	Global Studies	Elective
Algebra 1	Geometry	Algebra 2 OR UCVT Math (1/2 year)	Carnegie Unit Electives* (Math) OR UCVT Math (1/2 year)
Spanish 1 OR Italian 1	Spanish 2 OR Italian 2	Elective	Elective
Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health
Information Processing AND Personal Finance	21 <sup>st</sup> Century Life & Career Elective	Elective	Elective
Fine OR Performing Art Elective	Elective	Elective	Elective

**Carnegie Unit Electives\*:** Accounting 1, Accounting 2, Business Management/Entrepreneurship, AP Computer Science, AP English Language, Finite, Statistics, AP Art History, Introduction to Criminal Justice/Military History of the United States, Holocaust/Genocide, Psychology/Sociology, AP Psychology, AP Micro/Macro Economics, AP Government and Politics, AP World History, AP Calculus BC, Statistics, AP Music Theory, AP Biology, AP Chemistry, AP Physics B, AP Environmental

## **NCAA Initial Eligibility Requirements**

All perspective student-athletes who want to play NCAA Division 1 or 2 intercollegiate athletics must be certified by the NCAA Clearinghouse to be eligible to play. Students should check with their counselors for NCAA information or go to [NCAAClearinghouse.net](http://NCAAClearinghouse.net) to see which courses are authorized core courses. In addition, perspective athletes must meet GPA and SAT/ACT score requirements. The NCAA uses a sliding scale in regard to GPA and SAT scores.

<p style="text-align: center;"><b>Division I</b> 16 Core Courses Rule</p> <p>16 Core Courses: 4 years of English 3 years of Math (Algebra 1 and higher) 2 years of natural / physical science (1 year of lab if offered by high school) 1 year of additional English, math, or natural / physical science 2 years of social science 4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy)</p>
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<p style="text-align: center;"><b>Division II</b> 16 Core Courses Rule (2013 and after)</p> <p>16 Core Courses: 3 years of English 2 years of Math (Algebra 1 and higher) 2 years of natural / physical science (1 year of lab if offered by high school) 3 years of additional English, math, or natural / physical science 2 years of social science 3 years of additional courses (from any area above, foreign language, or comparative religion/philosophy)</p>
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## **College Admission Testing Information**

### PSAT 8-9

This exam is given once a year in October. ALL students in grades 7-9 take this test. This practice test helps to identify what students need to work on in order to ensure readiness to take the SAT's and to go to college.

### PSAT

This exam is given once a year in October. ALL students in grades 10-11 take this test. This is a practice SAT I exam to acclimate the students to the SAT and to provide predictive information for SAT performance. It is also used by the National Merit Corporation to identify highly qualified juniors for recognition.

### SAT

This test is divided into two sections: Evidence-Based Reading/Writing and Math with an optional essay. The scores range from 200-800 in Evidence-Based Reading/Writing and Math and 2 to 8 on each of three dimensions for the optional Essay It is recommended that students take the exam in June of their junior year and again in October of their senior year.

### ACT

This test is an alternative to the SAT. It can be taken during a student's junior and/or senior years. The ACT is divided into four parts: Math, English, Science Reasoning, Reading, and an optional Writing section. The student will receive a composite score from 1-36. Students with a solid course background and good grades are encouraged to take the ACT test as an alternative to or in addition to the SAT.

### SAT II (Subject Tests)

Students applying to selective schools are required to take the SAT II subject area tests (usually three exams). Each test is one hour long so students can take one, two or three at one administration. Each subject score ranges from 200-800. Students taking advanced coursework in math or science in their freshman or sophomore years may wish to take the related exam; ask your counselor for more information (ex: a student taking AP Physics B in grade 9 or Honors Chemistry in grade 10 may wish to take the SAT II in that subject area). Most students take the SAT II subject tests at the end of their junior year or beginning of their senior year.

## GRADE POINT AVERAGE

The system of calculating grade point average (GPA) used by David Brearley High School is consistent with the procedure most often recommended by the National Association of Secondary School Principals and most frequently used by local high schools. The procedure includes all courses and weights Academy/Honors and AP courses by one full grade value.

A GPA is calculated at the end of each year and is recorded on students' transcripts. A cumulative GPA is generated and given to seniors at the beginning of grade twelve; this GPA is used by college admissions officers for college acceptance. In February, all colleges will receive a mid-year report, which will include an updated GPA based on the grades of the first semester.

Rank in class (RIC) is calculated, but a specific class rank will not appear on any documents sent by David Brearley High School to college admission offices except as required by military academies and for scholarship applications.

### Weighted Grade Equivalent Scale

Numerical Grade	General Courses	Honors/Academy Courses	AP Courses
100-98	4.0	4.5	5.0
97-94	3.75	4.25	4.75
93-90	3.5	4.0	4.5
89-86	3.25	3.75	4.25
85-83	3.0	3.5	4.0
82-80	2.75	3.25	3.75
79-76	2.5	3.0	3.5
75-73	2.25	2.75	3.25
72-70	2.0	2.5	3.0
69-67	1.75	2.25	2.75
66-65	1.5	2.0	2.5
64-0	0	0	0

### Calculation of GPA

To calculate the Weighted Core Grade Point Average (GPA), the weighted grade equivalent is multiplied by the number of credits for the course to obtain the total calculated quality points for each course. The total calculated quality points are then added together and divided by the total credits **attempted** to obtain the Weighted Core GPA.

The following is an example of a sample schedule and the calculation of the Weighted GPA.

PERIOD	COURSE	FINAL GRADE	WEIGHTED GRADE EQUIVALENT	COURSE CREDITS	TOTAL CALCULATED QUALITY POINTS
1	Creative Writing	91 →	3.5	5 =	17.50
2	U.S. History 2 HONORS	87 →	3.75	5 =	18.75
3	Health/PE	98 →	4.0	5 =	20.00
4	Geometry	85 →	3.00	5 =	15.00
5	LUNCH/PSLP	P →	-	1.25 =	-
6	Chemistry HONORS	94 →	4.25	5 =	21.25
7	English 2	83 →	3.00	5 =	15.00
8	Spanish 2	80 →	2.75	5 =	13.75
9	Drawing	92 →	3.5	5 =	17.50
			<b>Totals</b>	42.5	138.75
			<b>Weighted GPA</b>		<b>3.26*</b>

Total Calculated Quality Points divided by Total Attempted Credits equals the GPA:  $138.75/42.5=3.26$

\* The Weighted GPA is rounded to the second decimal place and recorded as such on the student's transcript.

## NAVIANCE / FAMILY CONNECTION

Naviance is a web-based system that supports course, career, and college planning. David Brearley Middle High School has the following components that provide career and college counseling for our students:

### Career Planner:


- Career exploration
- The Career Key Assessment
- Do What You Are Personality Assessment
- Myers Briggs and Holland's Career Interest Profiler
- Search for careers, read about skills, requirements, wages, etc., view nearly 600 popular careers, link directly to colleges offering related majors

### Counselor's Office:

- Secure, web-based system that collects and organizes post-secondary plans
- Schedule college visits and on-site decision days
- Produce scatter grams and charts based on individual student data and historical data
- Track applications and analyze historical data
- Publish scholarship information and match students with awards
- Store teacher letters of recommendation
- Submit all credentials (SSR, MYR, teacher recommendations, transcripts, profiles) to the Common Application and nearly 800 college and universities

## 21<sup>st</sup> CENTURY LIFE AND CAREER

Every facet of daily life is influenced by the rapid changes taking place in technology. It is advantageous for the student to experience and apply new technology in as many areas of study as possible. The Technology Department provides the student an opportunity to explore and evaluate these changes within its course offering. All courses within the Technology Department provide the student with an opportunity to learn and apply those skills unique to that area of study. Integration of previously learned skills is encouraged if students enter another area of study. Students are encouraged to use individual creativity and design ideas when working toward project completion. Courses in this area offer the students opportunities to develop an understanding and appreciation of past, present, and future technologies. Courses in this section may be used to fulfill the New Jersey Practical Arts graduation requirement and/or in a few cases the Fine and Performing Arts graduation requirement.

No specific course taken in the Technology Department is required for graduation; however, any course taken in the department will count toward satisfying the Practical Arts requirement; courses that fulfill this graduation requirement are marked .

### Creative Writing

Grade 9, 10, 11, 12

2.5 credits

Students will learn the basics of creative writing through daily writing exercises and critiques of their work. Students will be given exposure to creating poetry, short fiction and drama. Creation of a portfolio of original works is required. Students taking this course should have interest in writing and a willingness to share and discuss their work.

### Computer Programming Literacy A-Z

Grade 9, 10, 11, 12

5 credits

This course is an entry level course in creating computer applications. This course will develop computer knowledge, mathematical sense and analytical problem solving skills. Topics include mathematical notation, input and output statements, decision statements, loops, nested loops, random numbers, procedures, functions, and arrays. In addition, emphasis will be placed on good programming style. Current technologies and languages will be utilized as much as possible.

### Computer TIA A+ Literacy

Grade 9, 10, 11, 12

5 credits

This course is designed for the students that are focusing on vocational education training for the following job titles: PC repair technician, desktop administrator, and technical support technician. Upon completion of this intensive course of study, each student will be prepared to take and pass both of the certification exams in order to receive the Comp TIA A+ Certification.

<b>Journalism</b> 📄	<b>Grade 9, 10, 11, 12</b>	<b>2.5 credits</b>
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The class is designed to develop all the requisite skills required for the production of a newspaper. Students are taught the fundamentals of feature writing, interviewing, and layout and design, along with other issue specific elements, such as editorial writing and sports journalism. In addition, media literacy skills are developed in order to make the student a savvy consumer of what is presented on the internet, in movies and television.

<b>Public Speaking</b> 📄	<b>Grade 9, 10, 11, 12</b>	<b>2.5 credits</b>
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This course focuses on the aspects of Public Speaking in both traditional and non-traditional aspects. From a traditional aspect students will learn how to use appropriate verbal and non-verbal techniques in presenting a speech. In addition, they will learn how to write a variety of different speeches. From a non-traditional aspect, the course will explore public speaking through performances and presentations in such areas as; improvisational acting, standup comedy and debate.

<b>Yearbook</b> 📄	<b>Grade 12</b>	<b>5 credits</b>
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The yearbook portion acquaints students with the practical skills involved in the production of a school yearbook. The principles of staff organization, printing procedures, copy preparation and the graphic arts are dealt with in some detail as the school yearbook is produced.

<b>Technology Development</b> 📄	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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(Formerly called Introduction to Technology) This course will allow students to explore the ever changing world of technology within our culture as well as other cultures around the world. The history of technology will be studied while students try their hand at inventing tools and materials. Technology will be broken down into various categories that will allow students to understand how and why advances have been made in the field. Technology ethics will be addressed during each lesson for students to maintain a complete understanding of necessity versus luxury. **(Not offered for 2017-2018 school year.)**

<b>Web Design</b> 📄	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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The aim of this course is to teach students the tools necessary to create and maintain fully functioning web pages and interactive web-sites using HTML techniques. Students will focus on planning, analyzing, designing and testing web sites that they will develop through various hands-on lessons. Principles of design will be used to teach students how to build and organize web sites while reinforcing other artistic elements. Topics such as the history of the internet, internet safety, color theory, digital design, layout schemes and marketing will be addressed through this progressive course.

<b>Graphic Design</b> 📄	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course will introduce the use of technology and computer graphics into fine arts. Students will work with existing software capabilities (Word, Adobe Photoshop, and Internet Access). Projects will be centered on consumer and business needs and ideas. Students will make real world connections, gain confidence in creative risk taking skills, and become familiar with up-to-date technology necessary for future career success. Over the period of the course, projects will advance in difficulty of skills and expectations.

<b>Imaging and Photography I</b> 📄	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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In this full year course, students will learn to take a well-composed photograph through the study of traditional photography methods with a digital twist. Utilizing today's technology, such as digital cameras and computer software, students will produce a coherent digital image. Students will integrate digital technology with the traditional elements of photography such as aesthetic composition, manual cropping and light source control. Initial projects will be based on learning to understand the functions of a digital camera. Later assignments will involve manipulation of the student's own images through the use of computer software Adobe Photoshop.

<b>Imaging and Photography II</b> 📄	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Successful completion of Imaging and Photography I  
 This course will reinforce the Imaging and Photography I curriculum and add advanced techniques and technologies. Students taking this course will possess the necessary skills to take and create a coherent photograph using digital cameras and digital software. In Imaging and Photography II, students will take what they know about photography and apply new technologies along with advanced techniques that will be learned through demonstration, study, and practice.

<b>Academy Robotics (lab)</b> ‡	<b>Grade 9-12</b>	<b>5 credits</b>
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Prerequisite: Acceptance into the Kenilworth Scholars Academy

This is a course designed to offer students an introduction to the basis upon which scientists make mathematical descriptions of systems as they appear in nature. Laboratory work and problem-solving techniques are stressed. The methods and theorems of algebra and geometry are used in problem solving. Some topics, which will be investigated, include but are not limited to motion, velocity and acceleration, Newton's laws, fluid and wave mechanics, sound, color and light, reflection, refraction, electricity and magnetism, and selected topics in nuclear physics **(Not offered for 2017-2018 school year)**.

## BUSINESS EDUCATION

The study of business and its many facets is a lifelong process, and the Business Department is only the first step in this process. Students become aware of the business world around them and how it affects not only their professional, but also their personal lives.

The department seeks to reach all students who are interested in gaining the knowledge and skills that can be developed for future success in the business world. The scope of the subjects studied is broad so that students can develop a general knowledge of business on a global as well as national level. The knowledge and skills learned on a personal level are also of particular importance in the overall curriculum of study. Computer skills are taught and utilized as students develop research projects and complete other tasks requiring knowledge of several kinds of software.

All students must complete one (1) semester of Information Processing and one (1) semester of Personal Finance to satisfy local state requirements and the Personal Finance requirement.

<b>Information Processing ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>2.5 credits</b>
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The course reviews proper keyboarding skills and techniques. Students will learn basic knowledge of Microsoft Office suite that includes Word, Excel, and PowerPoint. Emphasis is placed on correct formatting of letters, reports, tables, mail merge, spreadsheets, and PowerPoint presentations.

<b>Personal Finance ‡</b>	<b>Grade 9,10,11,12</b>	<b>2.5 credits</b>
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This course will educate high school students about sound money management skills. In our ever-changing global marketplace teenagers need to know how to make informed decisions pertaining to spending, saving, borrowing, and investing. Basic fundamentals of financial planning and money management will be developed.

<b>Introduction to Business ☞</b>	<b>Grade 9, 10</b>	<b>5 credits</b>
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This course introduces the student to the world of business and helps them for the economic roles of consumer, worker and citizen. Introduction to Business will explore the foundations of business operations while preparing students for future educational opportunities and employment. This course serves as a foundation for other business courses, such as Accounting and Business Management/Entrepreneurship. **(Not offered for 2017-2018 school year.)**

<b>Advanced Computer Applications ☞</b>	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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This course focuses on several concentrations in technology and covers computer concepts in greater detail. Students will learn advanced skills in word processing, spreadsheet, database applications, desktop publishing and multimedia. Students will become proficient with Microsoft Office tools including Word, Excel, Access, PowerPoint and Publisher. This course will enable the student to receive an MOS (Microsoft Office Specialist) certification in these areas if interested. The student must pay for the test. **(Not offered for 2017-2018 school year.)**

<b>Business Management ☞</b>	<b>Grade 11, 12</b>	<b>2.5 credits</b>
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This course is a study of our American business system. Such topics as our American business environment, the management of financial, human, and physical resources, management control and use of information, management skills, and stock market are studied. Current business topics are covered relating to the economy and business practices.

<b>Entrepreneurship ☞</b>	<b>Grade 11, 12</b>	<b>2.5 credits</b>
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This course is designed to teach students what is needed to start and maintain a small business. Knowing how business works will be of great value in any future career path taken. Learning the principles of entrepreneurship will teach students more than just business and money. Basic business skills will be developed and may be applied in personal life as well.

**Accounting I****Grade 10, 11, 12****5 credits**

This course is designed to develop an understanding of the basic accounting principles involved in a service business formed as a sole proprietorship and a merchandising business organized as a corporation. Accounting is an essential aspect of every business and organization. Financial records will be maintained while learning proper accounting procedures.

**Accounting II****Grade 11, 12****5 credits**

Prerequisite: Successful completion of Accounting I

Accounting II would continue where Accounting I ended. The curriculum would include Accounting for a Merchandising Business Organized as a Corporation—Adjustments and Valuation and Additional Accounting Procedures. The course would incorporate the use of online working papers which ensures immediate student understanding of the material. An automated simulation would give students a hands-on, real-world experience in accounting practices and procedures.

### **CAREER / VOCATIONAL EDUCATION**

Union County Vocational-Technical School provides high quality, high-tech resources, innovative teaching methods, and a support system that rewards commitment and hard work. Students can take classes part time at Union County Vocational-Technical School as a junior and/or senior for most programs and as a freshman/sophomore for some programs for four periods a day. Most programs are two years, while some programs are three years in length. Usually, first year students attend Union County Vocational-Technical School in the morning and second year students attend in the afternoon. Transportation is provided to and from Union County Vocational-Technical School.

**Eligibility:** Students in the grade appropriate to the desired program may apply to the counseling department in the spring for the participation in these programs the following September. Final selection is determined by the Vocational Center staff that uses the following information in making the selection: 1. Transcript information 2. Record of previous school attendance or absenteeism 3. Interview results where applicable 4. Teacher or counselor recommendations by request.

No specific course taken in the Career Education is required for graduation; however, any course taken in the department will count toward satisfying the 21<sup>st</sup> Century Life and Career requirement.

#### Programs

- Allied Health
- Automotive Technology
- Building Trades Technology
- Carpentry/Construction
- Child Development
- Commercial Arts
- Conceptual Design
- Cosmetology
- Criminal Justice
- Culinary Arts
- Digital Media Design
- Electrical Technology
- Horticulture / Agriscience
- Information Technology

#### Special Education Programs

- Automotive Collision
- Automotive Technology Fundamentals
- Baking
- Building Services
- CNA / HHA
- Commercial Arts
- Culinary Arts
- Graphic Design
- Horticulture
- Masonry
- Office Occupations
- Supermarket Technology
- Welding Technology

### **COMPUTER SCIENCE**

The computer science department at David Brearley High School provides a strong foundation for study at the college and university level. Students interested in advanced and higher level knowledge in computers can achieve their goals through the Virtual High School offerings.

No specific course taken in the Computer Science Department is required for graduation; however, any course taken in the department will count toward satisfying the 21 Century Life and Career requirement.

<b>Visual Basic</b> 📄	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Students will use the Visual Basic programming language as a vehicle for learning to write well structured programs. The emphasis will be on learning good coding techniques, using appropriate, efficient algorithms, and writing clear logical code. Program structures such as looping, subroutines, I/O, and use of standard objects will be covered. Some standard algorithms such as sorting algorithms will be included. **(Not offered for 2017-2018 school year.)**

<b>Introduction to Java</b> 📄	<b>Grade 11, 12</b>	<b>5 credits</b>
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In this course the Java language is utilized to enable the student to understand and write structured programs. The student will learn how to write programs that are well documented and reader-friendly. Topics will include input/output statements, variables and assignments, standard data types, the three repetition statements, single and multi-way branching, functions and procedures. **(Not offered for 2017-2018 school year.)**

## ENGLISH

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of David Brearley High School seeks to develop students' facility with language arts through reading, writing, speaking, listening, and viewing experiences that incorporate critical thinking, problem solving, writing process, personal and creative expression, cooperative learning and research and technology skills.

The department emphasizes learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. In addition, language skills are taught within the context of authentic reading, writing, speaking, listening and viewing experiences in order to emphasize the value of verbal and written communication in an increasingly technological world.

All students must complete the core program of four years of required English courses for graduation. The core program consists of English 1 or English 1 Honors freshman year; English 2 or English 2 Honors sophomore year; English 3 or English 3 Honors junior year; and English 4, English 4 Honors or AP English Literature senior year.

<b>English 1</b> ‡	<b>Grade 9</b>	<b>5 credits</b>
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Prerequisite: successful completion of Language Arts 8

Students in English 1 will work on improving their reading and writing skills through the study of various genres of literature including short stories, novels, poetry, non-fiction, drama and mythology. In addition, students will work on strengthening their vocabulary and developing their speaking and listening skills.

<b>English 1 Honors/Academy</b> ‡	<b>Grade 9</b>	<b>5 credits</b>
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Prerequisite: 90 or higher in previous year's general English course OR 85 or higher in previous year's honors English course OR acceptance into the Scholars Academy; summer reading required

Students will be required to read, discuss, analyze and draw conclusions about various genres of literature including short stories, novels, poetry, non-fiction, drama and mythology. Students will also work on strengthening their vocabulary and developing their speaking and listening skills. The workload and expectations of this course are designed for advanced, highly motivated students.

<b>English 2</b> ‡	<b>Grade 10</b>	<b>5 credits</b>
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Prerequisite: successful completion of English 1

Students in English 2 will work on further developing their reading and writing skills through the thematic study of various works of literature. Students will be encouraged to interpret what they read on a critical level and express their ideas in writing. In addition, students will work on strengthening their vocabulary and further developing their speaking and listening skills. A research paper is required.

<b>English 2 Honors/Academy</b> ‡	<b>Grade 10</b>	<b>5 credits</b>
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Prerequisite: 90 or higher in previous year's general English course OR 85 or higher in previous year's honors English course OR acceptance into the Scholars Academy; summer reading required

Students will be required to read, discuss, analyze and draw conclusions about works of literature through the study of thematic units. Students will be encouraged to interpret what they read on a critical level and express their ideas in writing. Students will be introduced to reading and understanding literary criticism. Students will also work on strengthening their vocabulary and honing



their speaking and listening skills. The workload and expectations of this course are designed for advanced, highly motivated students. A research paper is required.

<b>AP English Language and Composition ‡</b>	<b>Grade 11</b>	<b>5 credits</b>
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Prerequisite: acceptance into the Scholars Academy OR 90 or higher in previous year's general English course OR 85 or higher in previous year's Honors English course OR 80 or higher in the previous year's AP English course; summer reading required; AP exam required

The AP English Language and Composition course is devoted to the study of argument and persuasion or what has traditionally been called rhetoric. The course is intended to help students become effective readers and writers. The goal is to understand how messages are conveyed and arguments are structured. Because most media is at some level rhetorical, that is it has a point of view the reader, viewer, or listener is expected to accept, it is important to recognize how our view of the world is being shaped by what we read, view, or hear. It is also important that as writers we understand how best to communicate our own point of view in a way that others will find reasonable even if they do not agree. The purpose of this course is to allow students to explore how to express reasonable points of view and to communicate views effectively. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

<b>English 3 ‡</b>	<b>Grade 11</b>	<b>5 credits</b>
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Prerequisite: successful completion of English 2

Students will further develop their analytical reading and writing skills through a comprehensive study of American Literature. Students will read and write about a variety of American works and how these works were impacted by history and by the personal experiences of the authors. Students will complete further work on expressing their ideas and literary interpretations through writing. Advanced work on vocabulary development, listening and speaking skills will also be completed. Several full length essays are required.

<b>English 3 Honors ‡</b>	<b>Grade 11</b>	<b>5 credits</b>
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Prerequisite: 90 or higher in previous year's general English course OR 85 or higher in previous year's honors English course, summer reading required

Advanced students will further develop their analytical reading and writing skills through a comprehensive study of American Literature. Students will read and write about a variety of American works and how these works were impacted by history and by the personal experiences of the authors. Students will complete further work on expressing their ideas and literary interpretations through writing and through frequent use of literary criticism. Advanced work on vocabulary development, listening and speaking skills will also be completed. The workload and expectations of this course are designed for advanced, highly motivated students. Several full length essays are required.

<b>English 4 ‡</b>	<b>Grade 12</b>	<b>5 credits</b>
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Prerequisite: successful completion of English 3

This course provides for further development of oral and written language skills. Improvement of reading, writing, listening and public speaking is emphasized, and vocabulary building, expository writing, including research writing, will be required. In addition to preparation for post-secondary education, students will become familiar with methods and procedures for finding jobs; will write resumes, letters of introduction, acceptance, and refusal. Skill will be developed in conversation, following oral and written directions, filling out common forms and writing business letters. Selected works of English and world literature will be studied.

<b>English 4 Honors‡</b>	<b>Grade 12</b>	<b>5 credits</b>
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Prerequisite: 90 or higher in previous year's general English course OR 85 or higher in previous year's honors English course, summer reading required

This course examines literature and composition at a very advanced level. Students are expected to exhibit a high degree of awareness as well as strong academic discipline and self-motivation. Besides studying the staples of the English curriculum, students will find an additional focus on close textual analysis, persuasive writing, critical theory, and thinking skills. Throughout the course, students will read a variety of texts, including a sampling of classic and modern literature from many countries, in order to compare and contrast them to our national literature. Overall, this advanced course will teach students to develop a critical sensitivity to the techniques used in literature and allow them to express their original ideas about the literature in clear, insightful, and coherent writing.

<b>AP English Literature ‡</b>	<b>Grade 12</b>	<b>5 credits</b>
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**Prerequisite:** acceptance into the Scholars Academy OR 90 or higher in previous year's general English course OR 85 or higher in previous year's Honors English course OR 80 or higher in the previous year's AP English course; summer reading required; AP exam required

This college level course emphasizes further development of oral and written language skills, concentrating on reading, vocabulary building, expository writing and public speaking. Techniques of research writing are reviewed; students are required to complete a major research paper. The course introduces students to the literature of various cultures in order to increase their sensitivity to universal human concerns. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

### ENGLISH AS A SECOND LANGUAGE

This state-mandated program provides support and instruction for Limited English Proficient (LEP) students. Placement in ESL courses and exit from the ESL program are both based on multiple criteria which include results on the Maculaitis Assessment of Competencies (MAC II), ACCESS for ELLs standardized tests, reading level, teacher recommendation and classroom performance. There are three levels of ESL instruction: Beginner, Intermediate, and Advanced. All instruction is conducted by a certified ESL teacher.

The curriculum is designed for students who have not mastered the basics of English vocabulary and grammar. Students work to develop proficiency in English in order to succeed in other academic areas. Our goals include using English in social settings, using English to achieve academically in all content areas, and using English in socially and culturally accepted ways. ESL instruction includes language used in other content areas, including science, social studies, and math.

<b>ESL Content</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Placement determined by multiple criteria stated above

<b>ESL Language</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Placement determined by multiple criteria stated above

### FINE ARTS

Art education provides an opportunity for students to increase their awareness and perception of their visual environment through the production and appreciation of art. Students participating in the program will be exposed to a variety of media and techniques from introductory to advanced study. The Fine Arts strand is a sequential program from Drawing through Advanced Art/Open Studio and Art History. One of the goals of the art program is to prepare students to utilize the vocabulary of the elements and principles of art to express themselves in response to their work and work of others.

No specific course taken in the Fine Arts Department is required for graduation; however, any course taken in the department will count toward satisfying the Fine Arts 🎵 requirement.

<b>Drawing 🎵</b>	<b>Grade 8 with teacher approval, Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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The purpose of this course is to provide students with a solid basis of drawing skill, without which no artistic medium can be fully mastered. The method used is based on the text: *Drawing on the Right Side of the Brain* by Betty Edwards. In this full year course, students are taught to see with the eyes of an artist. Once this is accomplished, they can draw the objects, people, and surroundings in their daily lives convincingly. They will utilize various mediums in their exploration of balance, contour and proportion.

<b>Cultural Crafts 🎵</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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From the beginning of time art has been used within culture as a method of expressing values, ideas, traditions, as a form of communication, and as a method for historical documentation. Students involved in this course will explore diverse cultures of the world by performing artistic tasks that are customary to the community of a specific area. Processes such as surface design, mask making, textile techniques, and book making will be included within this course to expose students to various world cultures through a creative and unique approach.

<b>Painting 🎵</b>	<b>Grade 9,10, 11, 12</b>	<b>5 credits</b>
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**Prerequisite:** Successful completion of Drawing

This is an introductory course designed to enhance and build upon skills learned in the Drawing prerequisite course. The purpose of this course is to expand on students drawing skills, and further explore the use of color and composition through painting. Painting includes a wide range of media including dry, wet, and mixed media, but will focus primarily on acrylic painting techniques. Color theory, a range of techniques, as well as relevant art history will be covered.

<b>Advanced Painting</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, successful completion of Drawing

The purpose of this course is to expand on students drawing skills, and further explore the use of color and composition through painting. Painting includes a wide range of media including dry, wet, and mixed media, but will focus primarily on acrylic painting techniques. Color theory, a range of advanced techniques such as glazing and veiling, as well as relevant art history will be covered. In this full year course, students will study a variety of media and techniques, which will culminate in the production of a self-directed, large scale painting as a thesis.

\**Selection criteria will be based on the following measures: 1. Depth and breadth of art skills (portfolio presentation). 2. Academic record (grades). 3. Teacher recommendation.*

<b>Printmaking and Ceramics</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This is an elective course that is divided into two parts. Printmaking covers techniques of collograph, linoleum block, monoprinting, silk screen and etching. Ceramics deals with clay, focusing predominantly on the techniques of pinch, coil and slab construction. Glazing techniques will be covered as well as background on the history of ceramics throughout the world.

<b>Advanced Art Beyond the Classroom</b> 🎵	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Successful completion Print Making & Ceramics; Lead Teacher recommendation

This course will further expand the art curriculum to include opportunities for advanced students to experience practical applications of artistic processes. They will apply their artistic skills to real world situations through working exclusively on large group projects such as those offered through grants: i.e. the NJ State Council on the Arts Residencies that we have secured for the past 8 years.

Students will be involved in every aspect of these real life projects from designing, to working with clients (if applicable) to execution of finished installations.

<b>Advanced Art Open Studio</b> 🎵	<b>Grade 11, 12</b>	<b>5 credits</b>
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Prerequisite: Successful completion Drawing; Teacher recommendation

Selection criteria will be based on the following measures:

1. Depth and breadth of art skills (portfolio presentation)
2. Academic record (grades)
3. Teacher recommendation

This course is for the student who has a serious interest in art. The emphasis is on individual expression, experimentation, and portfolio building. This is a highly individualized course where the student is encouraged to work independently with the direction of his/her work being decided in cooperation of the student and the teacher. The major emphasis is on development of skills and conceptual thinking, with advanced experimentation in areas decided upon by the student and the teacher. This advanced course is designed to better prepare the student for AP Studio Art or college art classes. With that in mind, art history is covered on this level in conjunction with the work being done. Because of the individualized and independent nature of this course, a student may choose to enroll in it for more than one school year.

<b>AP Studio Art</b> 🎵	<b>Grade 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation

Selection criteria will be based on the following measures:

1. Depth and breadth of art skills (portfolio presentation)
2. Academic record (grades)
3. Teacher recommendation

This college level course is for the student interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit, which involves a fee. **AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

## HEALTH

Students in the ninth through twelfth grades health program will be provided an opportunity to develop a greater understanding and appreciation of the complexity of life and the responsibility for maintaining good basic health practices. The comprehensive Health Education Program includes health, family living, and drug education topics including the effects of emotions on the human body, ways to cope with stress, and body systems. Also covered are the types and causes of sexually transmitted diseases, including HIV/AIDS. Students are encouraged to make the responsible decision to choose abstinence to help prevent the spread of these diseases. Students will continue to learn the uses, abuses, and effects on the body of tobacco, alcohol, and drugs including anabolic steroids. Please note that there are no Physical Education exemptions granted during the marking period a student is assigned to Health and students must be in grade 10 to take Drivers Education.

One year of Health is required for each year of enrollment in order to graduate. Students will automatically be scheduled for Health class.

<b>Exercise, Rest and Nutrition</b>	<b>Grade 9</b>	<b>1.25 credits</b>
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This course addresses the concept that students represent a diverse cultural, ethnic, and socio-economic society. In this course, students will thoroughly examine the development of a person's self-concept and how the physical, intellectual, emotional and social domains affect the development of one's self. The issues of individuality, values, peer pressure, anger management, constructive communication, stress management and substance abuse are covered.

<b>Driver Education</b>	<b>Grade 10</b>	<b>1.25 credits</b>
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Prerequisite: Successful completion of Health 1

This course is designed for students to acquire and develop sound driving principles and practices in order that they become safe and successful drivers. This course will cover a range of topics from purchasing and insuring an automobile to understanding the penalties for "Driving Under the Influence". In addition students will prepare to take the written driving examination.

<b>CPR, AED, and First Aid</b>	<b>Grade 11</b>	<b>1.25 credits</b>
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Prerequisite: Successful completion of Health 2

This course deals with mastering the procedures for the various protocols for cardio-pulmonary resuscitation (CPR) and the use of the external automated defibrillator (AED). Additionally, students learn how to deal with a choking victim who may be either conscious or unconscious. Heart function is explained in the context of normal and abnormal functionality. The students gain an understanding of the causes of ventricular fibrillation (VF) and the proper steps to take should someone fall victim to it. Hands on instruction is accomplished through use of CPR manikins.

<b>Family Living</b>	<b>Grade 12</b>	<b>1.25 credits</b>
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Prerequisite: Successful completion of Health 3

This course helps students examine family living and human sexuality. This course emphasizes the importance of positive self-image and good communication. Pregnancy, the birthing process and parenting are major topics examined in detail.

## HUMANITIES

<b>Peer Advisory</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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This course enriches students' educational experience by assisting them with learning the inner workings of being a teacher, while also incorporating guidance initiatives. Students prepare lessons and activities geared towards middle school students based on specific themes. Peer advisors work towards executing lessons independently, under the supervision of the classroom teacher, to convey the ideas of how to be a successful learner to the middle school students assigned to their class.

<b>Introduction to Criminal Justice ‡</b>	<b>Grade 10, 11, 12</b>	<b>2.5 credits</b>
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This course will introduce and define the American legal process in relationship to the student's rights and responsibilities as a worker and citizen in today's society. Strong emphasis will be placed on criminal law, law of torts, federal and state courts, the operation and procedures of our judicial system and particularly the juvenile justice system, the students will also be made aware of the many career opportunities available to them. Attorneys, police officers and other experts are invited as guest speakers. Students will participate in a mock trial experience, acting as lawyers, judges, witnesses, and jurors.

<b>Holocaust / Genocide‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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This course is a comprehensive study of the nature of human behavior and the historical incidents of genocide in modern world history. A particular concentration is focused on the "Jewish Program" during World War II and includes the rise of Nazism, resistance, intervention, and the issues of conscience and moral responsibility. This course is project based and will require students to engage in extensive independent research.

<b>Introduction to Mock Trial ‡</b>	<b>Grade 10, 11, 12</b>	<b>2.5 credits</b>
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Prerequisite: Introduction to Criminal Justice

This course will build on what students learned in Introduction to Criminal Justice. Throughout *Introduction to Mock Trial*, students will model the roles of attorneys, plaintiffs, defendants, witnesses, jury members, and other roles inside the courtroom. They will actively prepare and present their cases both informally and formally. This course will help students develop strong public speaking skills, sharpen their reasoning skills, and build their self confidence by participating as both an individual and as a team member.

<b>Psychology ‡</b>	<b>Grade 10, 11, 12</b>	<b>2.5 credits</b>
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This course is an introduction to the study of human behavior. Students examine behavior and its determinants from various viewpoints. The course focuses on the following: Identity and Personality, Human Development, Learning and Motivation, Mental Processes, Abnormal Psychology, and the Structure of the Brain. Whenever possible students are directly involved in activities that provide real world applications of psychological theory, such as personality testing, conditioning demonstrations and experiments involving creativity and perception. Students will learn about how research is conducted by creating and carrying out their own psychological experiment.

<b>Sociology ‡</b>	<b>Grade 10, 11, 12</b>	<b>2.5 credits</b>
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This course serves as an introduction to the study of the social interactions of humans. It involves students in a systematic investigation of the basic concepts and principles of sociology with emphasis on culture, social relationships, groups and institutions and social structure. Emphasis is placed on student involvement in field exercises in the community as well as classroom demonstrations and experiments. Group interaction is a primary focus in this course. Students will learn about sociology from a research-based perspective.

<b>Advanced Placement Psychology ‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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**Prerequisite:** 90 or higher in the previous year's History course OR 85 or higher in the previous year's Honors History course OR 80 or higher in the previous year's AP History course; AP exam required

This course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the major "schools" of psychology. Topics include the biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, psychological testing, abnormal behavior, treatment of psychological disorders and social psychology. It is designed to prepare students to take the Advanced Placement Psychology exam. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

## MATHEMATICS

The secondary math curriculum affords students the opportunity to construct and understand fundamental mathematical concepts and processes, use technology as a tool and a resource, and develop the analytic and critical thinking skills that will aid them in future academic and personal endeavors. Our instructional framework is based on current research in mathematics education and pedagogy, with the goal of producing mathematically literate students who can demonstrate their ability to solve problems and apply their knowledge in both theoretical and real-world situations.

All students must complete the core program of three years of required mathematics courses for graduation. The traditional program consists of Algebra 1, Geometry, Algebra 2 or Algebra 2 Trigonometry. The core program for honors students consists of Geometry Honors, Algebra 2 Trigonometry Honors and PreCalculus Honors and either Calculus or AP Calculus. Math elective are offered for students whose anticipated college programs require additional math. Electives include Finite, Statistics or PreCalculus.

<b>Algebra 1‡</b>	<b>Grade 9, 10</b>	<b>5 credits</b>
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**Prerequisite:** Teacher recommendation, successful completion of Math 8

The fundamental idea of algebra, variable, is explored in theory and application. Generalizations of numbers lead to successively inclusive number systems, which themselves possess fundamental properties. Algebra and Geometry are in the visual expression of algebraic concepts in graphing. The conceptual base for dealing with polynomials and other rational expressions, and with radical expressions, is carefully developed. Linear equations and inequalities are studied extensively. Algebra I culminates with the study of radical expressions, and their applications to the solution of quadratic equations using the quadratic formula and to problems involving the Pythagorean Theorem.

<b>Algebra 1 Honors ‡</b>	<b>Grade 9</b>	<b>5 credits</b>
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**Prerequisite:** 90 or higher in general Math 8 course OR 85 or higher in Math 8 honors course

The fundamental idea of algebra, variable, is explored in theory and application. Generalizations of numbers lead to successively inclusive number systems, which themselves possess fundamental properties. Algebra and Geometry are in the visual expression of algebraic concepts in graphing. The conceptual base for dealing with polynomials and other rational expressions, and with radical expressions, is carefully developed. Linear equations and inequalities are studied extensively. Algebra I culminates with the study of radical expressions, and their applications to the solution of quadratic equations using the quadratic formula and to problems involving the Pythagorean Theorem.

<b>Geometry‡</b>	<b>Grade 9, 10, 11</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, successful completion of Algebra 1

Geometry presents a logical development of the basic concepts and understanding of Euclidean geometry and coordinate geometry. Concepts and skills involve deductive reasoning taught through the use of direct and indirect proofs, angles, parallel lines, triangles, proving triangles congruent, special right triangles, the Pythagorean Theorem, polygons, circles, area, volume, coordinate geometry, constructions and transformations.

<b>Geometry Honors ‡</b>	<b>Grade 9, 10</b>	<b>5 credits</b>
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Prerequisite: 90 or higher in general Algebra 1 course OR 85 or higher in Math 8 honors or Algebra 1 honors course

This course covers the same core syllabus as Geometry but provides students with a more rigorous treatment of the standard topics and at a faster pace. Extended topics include coordinate geometry, construction and transformational geometry. Skills in algebra and trigonometry are developed and strengthened. This course is designed for students who plan to take Honors Algebra 2 and Trigonometry, Honors PreCalculus and AP Calculus.

<b>Algebra 2 ‡</b>	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, successful completion of Geometry

Algebra 2 builds upon the concepts presented in Algebra 1 and Geometry. New context is introduced as an extension of material previously mastered in the above-mentioned courses. Continued study of math concepts including linear and quadratic equations, inequalities, relations, functions, radicals, imaginary and complex number are studied. Students are expected to use a graphics calculator for use in the classroom and on tests.

<b>Algebra 2 Trigonometry‡</b>	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendations, final average of 80 or higher in Geometry Honors OR final average of 90 or higher in Geometry AND final average of 90 or higher in Algebra 1 OR final average of 85 or higher in Math 8 Honors

This course is designed for students who have a good knowledge of Algebra and Geometry. Concepts presented in earlier coursework are reviewed and expanded. Continued study of math concepts including linear and quadratic equations, inequalities, relations, functions, radicals, imaginary and complex number are studied. Emphasis is placed upon development of math skills through study of exponential and logarithmic functions, probability, statistics and elements of trigonometry. Students are prepared to begin their study of PreCalculus.

<b>Algebra 2 Trigonometry Honors/Academy‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Acceptance into the Scholars Academy OR 90 or higher in general Geometry course AND 85 or higher in Math 8 honors course OR 90 or higher in general Algebra 1 course OR 85 or higher in Geometry Honors course

Honors Algebra 2 and Trigonometry is an accelerated course that designed for students who have an excellent knowledge of algebra and geometry. Honors Algebra 2 and Trigonometry briefly reviews concepts presented in earlier coursework and then rigorously expands and applies them to other areas of mathematics including selected topics from pre-calculus. In trigonometry, the student studies circular and periodic functions and rotational velocity. The ideas presented in this course prepare students to take Honors PreCalculus.

<b>Finite ‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, completion of Algebra 2

This elective is for those students who have completed Algebra 2 or for those students in PreCalculus who would like to take another elective other than AP Calculus. This course emphasizes mathematical modeling and decision making in the fields of business, economics, social science, and non-physical sciences. Topics include the mathematics of finance, matrices, linear programming, probability, data description and probability distributions.

<b>Statistics‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, successful completion of Algebra 2

Statistics are essential elements of quantitative literacy in today's society. This course is designed to enable students to conduct a statistical analysis on a set of data. This course is designed to extend the students' use of the power of statistical and probabilistic thinking to make quantitative decision making, use probability distributions, data analysis and statistical tests.

<b>PreCalculus ‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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Prerequisite: 80 or higher in Algebra 1 AND final average of 80 or higher in Geometry or Geometry Honors AND final average of 80 or higher in Algebra 2 / Trigonometry

PreCalculus is designed as a college-prep course to follow successful completion of Algebra I, Geometry and Algebra II and to provide the necessary prerequisites for college mathematics. It includes a study of polynomial functions, theory of equations, matrices, conic sections and exponential and logarithmic functions. The trigonometry portion begins with the study of the properties,

graphs and applications of the trigonometric functions. It also includes the study of right and oblique triangle, identities, equations and complex numbers. It terminates with a study of sequences, series and introductory calculus topics.

<b>PreCalculus Honors/Academy ‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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Prerequisite: Acceptance into the Scholars Academy OR 90 or higher in general Algebra 2 Trigonometry course AND 85 or higher in Geometry honors course or 90 or higher in general Geometry course OR 85 or higher OR 85 or higher in Algebra 2/Trigonometry honors course

Honors PreCalculus is an in-depth study of PreCalculus topics. It includes a more advanced study of quadratic equations, coordinate geometry, polynomial algebra, theory of equations, inequalities, functions, exponents, logarithms and natural logarithms. Honors PreCalculus develops analytical skills to incorporate these concepts. Trigonometry and its applications include trigonometric functions, triangle trigonometry, addition formulas, identities and graphs. Other topics are polar graphing, complex numbers, conic sections, vectors, determinants, sequences, series, probability and introductory calculus. The course requires mastery or the time to master a graphing calculator. The intensity and pace of this course is consistent with the previous honors course.

<b>Calculus ‡</b>	<b>Grade 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendations, final average of 80 or higher in Pre-Calculus AND successful completion of Algebra 1, Geometry and Algebra 2/Trigonometry

This course deals with the mathematics of change – velocities and accelerations. It is also the mathematics of tangent lines, slopes, area, volumes, curvatures, and a variety of other concepts that model real life solutions. This class introduces students to the concepts and practical applications of calculus. Students will develop an understanding of derivatives and integrals, as well as, the process to find them numerically, algebraically, and graphically. The TI-84 graphing calculator is used extensively.

<b>Advanced Placement Calculus AB ‡</b>	<b>Grade 12</b>	<b>10 credits</b>
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Prerequisite: acceptance into the Scholars Academy OR 90 or higher in general Pre-calculus course OR 85 or higher in Pre-calculus honors course; AP exam required

This is a one year course. AP Calculus presents the topics covered in two semesters of college calculus and enables students to complete the AP Calculus exam either the AB or BC level. The major units of study include a limit foundation of derivatives and integrals, rules of derivatives, models of integration, applications and analytic geometry. The course is aligned with the College Board curriculum to prepare the student for the Advanced Placement exam, which is strongly recommended. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

## PERFORMING ARTS

The Performing Arts Department consists of Music, Theater, and Drama. The primary purpose of the Fine Arts Department is to provide a continuous program of education that makes an important contribution toward developing cultural and aesthetic values of all students. Courses are designed to meet the diverse needs of all learners. From the student who simply enjoys playing, singing, creating, or acting, to the student who will go on to major in the arts, there is a suitable course available. Each student is given the opportunity to understand and appreciate the arts as an essential ingredient toward specified educational objectives, and to develop as well-rounded individuals.

No specific course taken in the Fine Arts Department is required for graduation; however, any course taken in the department will count toward satisfying the Visual and Performing Arts 🎵 requirement.

<b>Music Appreciation 🎵</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course combines an overview of western music along with exercises designed to develop the ability to analytically listen to and appreciate a wide variety of music. Students will be encouraged to sample music from different eras and styles as well as understand the background and development of the music they listen to most often.

<b>Band 🎵</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course provides an opportunity to study instrumental music. Sound practice and rehearsal techniques and procedures are an ongoing process that leads to the individual development of each student's performance and general musical knowledge. The repertoire is varied and standard literature is studied and performed. The emphasis will be good tone production, balance, technical facility and musicianship. The student in this class is a member of the Concert and Marching/Pep Bands and requirements include participation in holiday and spring concerts, and events.

<b>Instrumental Lessons</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course provides an opportunity to study instrumental music. Sound practice and rehearsal techniques and procedures are an ongoing process that leads to the individual development of each student's performance and general musical knowledge. The repertoire is varied and standard literature is studied and performed. The emphasis will be good tone production, balance, technical facility and musicianship. The student in this class is a member of the Concert and Marching/Pep Bands and requirements include participation in holiday and spring concerts, and events. **(Not offered for 2017-2018 school year.)**

<b>Chorale</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course provides students the opportunity of participating in the school's Choir Program. Students will focus on the development of vocal skills and learn basic musicianship understanding through ear training and notational skills. Students will be required to apply these skills through the preparation and performance of repertoire for both the school and the community. No prior experience is necessary. Course requirements demand students to perform concerts outside of school time. Due to the individualized and independent nature of this course, a student may choose to enroll in it more than once.

<b>Chorale II</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Chorale

This course builds upon skills and techniques students have learned in Chorale. Students perform from a varied repertoire of choral literature in music performances for both the school and community. Performance is a course requirement, which demands students to attend rehearsals and perform concerts outside of school time. Due to the individualized and independent nature of this course, a student may choose to enroll in it more than once. **(Not offered for 2017-2018 school year.)**

<b>Concert Choir</b> 🎵	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Chorale and Teacher recommendations

This course is designed to offer a more challenging vocal experience for the student who has successfully completed at least one year of Chorale and auditioned for the vocal music teacher. Each Concert Choir member must demonstrate and maintain excellent vocal technique and musicianship to participate in this select ensemble. Students perform from a varied repertoire of choral literature in music performances for both the school and community. Performance is a course requirement, which demands students to attend rehearsals and perform concerts outside of school time. Due to the individualized and independent nature of this course, a student may choose to enroll in it more than once. **(Not offered for 2017-2018 school year.)**

<b>Theater Appreciation 1</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course is designed to give students a general knowledge and appreciation of the theatre as an art form. It will include a study of the elements of play structure, types of dramas and musicals, a theatre vocabulary, historical development, the contributions to the theatrical experience of the actor, director, designers, playwrights and audience as well as an introduction to acting on stage, with a strong focus on the community created in the theatre classroom.

<b>Theater Appreciation 2</b> 🎵	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Successful completion of Theater Appreciation 1

This is an advanced and more in-depth study of theater. This course build upon the skills learned in the first year of Theater Appreciation. Students will participate in the areas of acting, adaptation, directing, dramaturgy, scene design, light design, costume design and make-up design.

<b>Drama</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>2.5 credits</b>
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This course aims at providing students with knowledge of the essentials of the dramatic art form. In the course, students will be introduced to the major aspects of drama as performance: improvisation, pantomime, acting, characterization, and emotion. Additionally, students will be introduced to the dramatic form itself, gaining an understanding and appreciation of the elements of drama and how these elements come together to form a play. Finally, students will have the opportunity to perform various types of scenes, from monologues to group scenes to short plays. By the end of the course, students will have gained not only an appreciation for the dramatic art form but also the skill to take part in it.

## PERSONALIZED STUDENT LEARNING PLANS

All students are required to take
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<b>Personalized Student Learning Plans 9</b>	<b>Grade 9</b>	<b>1.25 credits</b>
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Personalized student learning plans are intended to actively engage students in their learning experience, and to foster students' personal and academic goals. PSLP are designed to empower students thereby increasing their ownership, motivation and learning. With staff members as their advisors, students identify their personal strengths and interests, set goals, plan for their future.



<b>Personalized Student Learning Plans 10</b>	<b>Grade 10</b>	<b>1.25 credits</b>
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Personalized student learning plans are intended to actively engage students in their learning experience, and to foster students' personal and academic goals. PSLP are designed to empower students thereby increasing their ownership, motivation and learning. With staff members as their advisors, students identify their personal strengths and interests, set goals, plan for their future.

<b>Personalized Student Learning Plans 11</b>	<b>Grade 11</b>	<b>1.25 credits</b>
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Personalized student learning plans are intended to actively engage students in their learning experience, and to foster students' personal and academic goals. PSLP are designed to empower students thereby increasing their ownership, motivation and learning. With staff members as their advisors, students identify their personal strengths and interests, set goals, plan for their future.

<b>Personalized Student Learning Plans 12</b>	<b>Grade 12</b>	<b>1.25 credits</b>
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Personalized student learning plans are intended to actively engage students in their learning experience, and to foster students' personal and academic goals. PSLP are designed to empower students thereby increasing their ownership, motivation and learning. With staff members as their advisors, students identify their personal strengths and interests, set goals, plan for their future.

<b>Transition</b>	<b>Grade 12</b>	<b>2.5 credits</b>
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Prerequisite: Recommendation of IEP Team

This course is a senior course for special education students. In this course, the students will explore post high school options for college and career. They will discuss real life topics that will affect them after high school. Students will learn to play up their strengths and find career options that work with their special needs and abilities

## PHYSICAL EDUCATION

The goal of Physical Education is to develop an active, healthy student capable of using traditional motor skills that offer opportunities for individual and group success. Students engage in activities that are mentally stimulating, physically satisfying and socially sound. This interdisciplinary approach in Physical Education focuses on team building and inclusion of group and individual challenges that develop effective decision making for the enhancement of physical skills and self esteem. The Physical Education course of study (9-12) builds on the foundation of skills developed in the elementary and middle school physical education programs. Principles and elements of fitness, individual and team motor skills and cooperative team challenges are emphasized. Health and skill related concepts of fitness are taught, and career and vocational options related to Physical Education are explored.

One year of Physical Education is required for each year of enrollment in order to graduate. Selection for Physical Education is made automatically.

<b>Physical Education 9</b>	<b>Grade 9</b>	<b>3.75 credits</b>
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Required: all students in grade 9

<b>Physical Education 10</b>	<b>Grade 10</b>	<b>3.75 credits</b>
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Prerequisite: Successful completion of Physical Education 9

<b>Physical Education 11</b>	<b>Grade 11</b>	<b>3.75 credits</b>
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Prerequisite: Successful completion of Physical Education 10

<b>Physical Education 12</b>	<b>Grade 12</b>	<b>3.75 credits</b>
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Prerequisite: Successful completion of Physical Education 11

## SCIENCE

The science program seeks to develop an appreciation of nature's complexity, an understanding of scientific principles, enthusiasm for inquiry and experimentation, and recognition of the role of science in contemporary civilization. To accomplish these goals, students are encouraged to enroll in at least one science course each year. Many students will elect to take two sciences concurrently for one or more of their high school years.

All students must complete three years of required science courses for graduation. The science program consists of Biology freshman year; Chemistry sophomore year, and Physics junior year. The honors science program consists of Biology Honors freshman year, Chemistry Honors sophomore year, and Physics Honors junior year. All students enrolled in any biology course must take and pass the End of Course Biology exam required by the State of NJ.

<b>Environmental ‡</b>	<b>Grade 11,12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation

This course is designed to develop a working level knowledge of the basic principles and concepts of Environmental Science. Students will study fundamental chemistry concepts that include: Matter and its Changes, as well as fundamental environmental concepts including: Tools of Environmental Science, the Dynamic Earth, the Organization of Earth, Aquatic and Land Based Ecosystems, Biomes, Understanding Pollution, Impacts of Human Populations, Biodiversity, Water, Air, Land, Atmosphere and Climate Change, Food and Agriculture, Energy Sources - Renewable and Nonrenewable, Waste, Human Health as a result of Environmental Impacts, and Economics, Policy, and the Future. This course is a suggested pre-requisite for AP Biology.

<b>Environmental Honors ‡</b>	<b>Grade 11,12</b>	<b>5 credits</b>
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Prerequisite: 85 or higher final average in Honors Physics or equivalent OR 90 or higher final average in Physics

This course is designed to develop a higher-level knowledge of the essential principles and concepts of Environmental Science. Students will more rigorously study and investigate fundamental chemistry concepts that include: Matter and its Changes, as well as fundamental environmental concepts including: Tools of Environmental Science, the Dynamic Earth, the Organization of Earth, Aquatic and Land Based Ecosystems, Biomes, Understanding Pollution, Impacts of Human Populations, Biodiversity, Water, Air, Land, Atmosphere and Climate Change, Food and Agriculture, Energy Sources - Renewable and Nonrenewable, Waste, Human Health as a result of Environmental Impacts, and Economics, Policy, and the Future. The chemistry of pollution, climate change, combustion, and agriculture is also studied. This course is a suggested pre-requisite for AP Biology.

<b>Biology ‡</b>	<b>Grade 9</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, successful completion of Science 8

Biology is a laboratory science course that investigates the relationship between the structures and functions of biological molecules as well as cellular structures and the organisms they comprise. The interdependence and interactions of these living organisms and their environment is a theme throughout the course. Students of biology also take an in depth look at the mechanisms that maintain the continuity of an organism's existence and what changes made to those mechanisms lead to a change in a population over time.

<b>Biology Honors/Academy ‡</b>	<b>Grade, 9-12</b>	<b>5 credits</b>
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Prerequisite: Acceptance into the Scholars Academy OR completion of Honors Science 8 with a final average of 85 or higher OR completion of Science 8 with a final average of 90 or higher.

Biology is a laboratory science course that more rigorously investigates the relationship between the structures and functions of biological molecules as well as cellular structures and the organisms they comprise. The interdependence and interactions of these living organisms and their environment is a theme throughout the course. Students of biology also take an in depth look at the mechanisms that maintain the continuity of an organism's existence and what changes made to those mechanisms lead to a change in a population over time.

<b>Advanced Placement Biology with Lab ‡</b>	<b>Grade 10, 11, 12</b>	<b>6 credits</b>
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Prerequisite: Acceptance into the Scholars Academy OR 85 or higher in Biology Honors OR 90 or higher in Biology AND successful completion of Chemistry AND Algebra 1 or taking Chemistry concurrently in the 10 grade; summer assignment required; may be a VHS course: summer training required; AP exam required

The Advanced Placement Biology course is a lab based course designed to be the equivalent of a college introductory biology course. This course emphasizes the integration of all scientific disciplines as they apply to biology. Topics discussed in depth include: biochemistry, cell energetics, cell composition, molecular genetics, and the systematics, physiology, and ecology of organisms including humans. The course is also designed to promote an understanding and appreciation of scientific research. Students will develop, practice and refine critical thinking through extensive laboratory work and independent activities. In addition to completing the requirements of the course, students participating in AP Biology are expected to take the AP exam as provided by the College Board. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

<b>Chemistry ‡</b>	<b>Grade 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, successful completion of Biology

This lab based comprehensive course in chemistry includes a study of matter - its composition, properties, and interactions as described by modern chemical theories, and a discussion of how these principles apply to contemporary issues. While primarily intended for the non-science college bound student, the treatment is sufficiently theoretical and mathematical to meet the needs of students who later choose to enter a science career. Laboratory work, in which the student handles chemical materials and scientific instruments, supplemented by teacher lecture-demonstrations, constitutes an important part of this course.

<b>Chemistry Honors/Academy ‡</b>	<b>Grade 10, 11, 12</b>	<b>6 credits</b>
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Prerequisite: Acceptance into the Scholars Academy OR completion of Honors Biology with an 85 or higher final average OR Biology with a final average of 90 or higher

This is a lab based course in chemistry for the science-oriented college-bound student. It includes a more rigorous study of the

composition of matter, its properties, and how matter undergoes change and interacts with other kinds of matter. The unifying principles of the subject are developed in a logical way with extensive laboratory work, during which the student will handle various chemical materials and scientific instruments. This course also stresses higher-order thinking skills and excellent reading comprehension. This course will employ a mathematical approach to broad areas of the course. The student should feel reasonably comfortable in solving word problems and exhibit a strong proficiency with Algebra. Comprehensive lab reports will be required for laboratory activities.

<b>Physics ‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation, successful completion of Chemistry, Algebra I or equivalent and Geometry  
 This is a course designed to offer students an introduction to the basis upon which scientists make mathematical descriptions of systems as they appear in nature. Laboratory work and problem-solving techniques are stressed. The methods and theorems of algebra and geometry are used in problem solving. Some topics, which will be investigated, include but are not limited to motion, velocity and acceleration, Newton's laws, fluid and wave mechanics, sound, color and light, reflection, refraction, electricity and magnetism, and selected topics in nuclear physics.

<b>Physics Honors/Academy ‡</b>	<b>Grade 11,12</b>	<b>6 credits</b>
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Prerequisite: Acceptance into the Scholars Academy OR 85 or higher in Honors Chemistry and Algebra I or equivalent OR 90 or higher in Chemistry, Algebra I or equivalent and Geometry.  
 This course is geared for the student who plans to study science or a science-related field at the college level. The methods and theorems of algebra and geometry are used in problem solving. The behavior of matter and energy will be studied through laboratory investigations and through the use of theoretical concepts. Other topics include measurement, heat, and mechanics, wave phenomena, light, magnetism and nuclear physics. These topics are studied at an advanced level.

<b>Advanced Earth ‡</b>	<b>Grade 12</b>	<b>5 credits</b>
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Earth Science is the scientific study of Earth and the universe around it. In this course scientific concepts, rules and principles, which are associated with planet Earth as well as other celestial bodies will be investigated. Major units of study include; Layers of the Earth, Composition of the Earth, History of the Earth, Plate Tectonics, Earthquakes & Volcanoes, Weathering and Erosion, Atmospheric Forces, Oceans, and Space.

<b>Advanced Placement Environmental Science with Lab‡</b>	<b>Grade 11, 12</b>	<b>6 credits</b>
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Prerequisite: Acceptance into the Scholars Academy OR 85 or higher in Biology Honors OR 90 or higher in Biology AND 85 or higher in Chemistry Honors OR 90 or higher in Chemistry; VHS course: summer training required; AP exam required  
 This full year AP environmental science class is equivalent to an introductory, one semester, college level, environmental science class. Students who have successfully completed both high school level biology and chemistry, are interested in the environment and are looking for a challenge will find this course is excellent! This is a college level course that will cover concepts in ecology, geology, sociology, biology and chemistry that will further the understanding of Earth and the life on it. Integrated in the course is a laboratory component, which will assist students in improving observational skills, developing and conducting well-designed experiments, and interpreting and sharing results and conclusions. There will be a Personal Research Project, which is an ongoing project that culminates in a PowerPoint presentation at the end of the course. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

## SOCIAL STUDIES

The Social Studies Program provides students with opportunities to acquire knowledge about human societies and relationships. The Social Studies program aims to help students become active citizens who think critically and make informed choices about global, national, local and personal issues in an increasingly diverse and interdependent world.

In addition to the required three-year core program, the Social Studies Department presents a range of electives in history, political science, economics, and the behavioral sciences. Each of these electives is designed to provide students with the opportunity to pursue further knowledge and skills in more specialized social studies fields and/or to provide students with the opportunity to study social studies subjects at the college level.

**All students must complete the core program of three years of required social studies courses for graduation. The core program consists of United States History 1 Core, United States History 1 or United States History 1 Honors that must be taken in freshman year. The second year of the core program includes United State History 2 Core, United States History 2 or United States History 2 Honors. And the third year consists of Global Studies or Global Studies Honors.**

<b>United States History 1 ‡</b>	<b>Grade 9</b>	<b>5 credits</b>
<p><u>Prerequisite:</u> Teacher recommendation, successful completion of United States History (grade 8)</p> <p>United States History is the study of American history from 1877-1939. The course follows chronological lines but is selective in content. Certain themes are emphasized including the multicultural character of the United States, geography as a factor in historical development and the role of the U.S. in the world. Certain learning skills are taught and reinforced including information gathering and analysis, individual and group participation in critical thinking skills such as decision-making. The skills of research are part of the course and each student will be required to complete one or more research papers. This course will emphasize reading, analyzing and evaluating primary source materials.</p>		
<b>United States History 1 Honors‡</b>	<b>Grade 9</b>	<b>5 credits</b>
<p><u>Prerequisite:</u> successful completion of United States History (grade 8) AND final average of 85 or higher in Honors United States History (grade 8) OR final average of 90 or higher in United States History (grade 8)</p> <p>United States History is the study of American history from 1877-1939. The course follows chronological lines but is selective in content. Certain themes are emphasized including the multicultural character of the United States, geography as a factor in historical development and the role of the U.S. in the world. Certain learning skills are taught and reinforced including information gathering and analysis, individual and group participation in critical thinking skills such as decision-making. The skills of research are part of the course and each student will be required to complete one or more research projects. At the Honors level students will read supplementary materials on a regular basis in addition to the textbook and they will read, analyze and evaluate primary sources. They will be expected to use critical thinking processes learned in previous courses and will do extensive research resulting in written and oral reports.</p>		
<b>United States History 2 ‡</b>	<b>Grade 10</b>	<b>5 credits</b>
<p><u>Prerequisite:</u> Teacher recommendation AND Successful completion of US History 1</p> <p>In this course students study the time period from 1941 to the present. The course emphasizes important themes and issues of the latter part of the twentieth century. Students maintain and extend skills previously learned, improve abilities to work cooperatively in groups and focus upon more complex thinking skills, such as developing concepts and principles, generating meaning and doing independent research. This course will emphasize reading, analyzing and evaluating primary source materials.</p>		
<b>United States History 2 Honors‡</b>	<b>Grade 10</b>	<b>5 credits</b>
<p><u>Prerequisite:</u> final average of 85 or higher in US History 1 Honors OR final average of 90 or higher in US History 1</p> <p>In this course students study the time period from 1941 to the present. The course emphasizes important themes and issues of the latter part of the twentieth century. Students maintain and extend skills previously learned, improve abilities to work cooperatively in groups and focus upon more complex thinking skills, such as developing concepts and principles, generating meaning and doing independent research. At the Honors level, students will be expected to use critical thinking processes learned in previous courses, read supplementary materials on a regular basis in addition to the textbook, read, analyze, and evaluate primary sources as well as other types of printed and non-printed materials. They will also be expected to do extensive out-of-class scholarly research, resulting in written and oral reports and to complete a project, which relates research to real life experiences and uses critical thinking skills.</p>		
<b>Global Studies ‡</b>	<b>Grade 11</b>	<b>5 credits</b>
<p><u>Prerequisite:</u> Teacher recommendation, successful completion of United States 2 History</p> <p>This course is designed to teach students the connections between historical events and modern global problems. This course will allow students to use their knowledge and skills learned in studying American history culminating in an evaluation of America's place in the global world. Students will learn through a hands-on interactive approach utilizing various research techniques for the Twenty-First century learner. Technology such as iPads will be heavily utilized and allow the students control over their learning experience. This is a required course for graduation. This course will emphasize reading, analyzing and evaluating primary source materials.</p>		
<b>Global Studies Honors ‡</b>	<b>Grade 11</b>	<b>5 credits</b>
<p><u>Prerequisite:</u> final average of 85 or higher in United States History 2 Honors OR final average of 90 or higher in United States History 2</p> <p>This course is designed to teach students the connections between historical events and modern global problems. This course will allow students to use their knowledge and skills learned in studying American history culminating in an evaluation of America's place in the global world. Students will learn through a hands-on interactive approach utilizing various research techniques for the Twenty-First century learner. Technology such as iPads will be heavily utilized and allow the students control over their learning experience. This is a required course for graduation. This course will emphasize reading, analyzing and evaluating primary source materials.</p>		
<b>Advanced Placement World History ‡</b>	<b>Grade 11, 12</b>	<b>10 credits</b>
<p><u>Prerequisite:</u> final average of 85 or higher in US History 8 Honors; VHS course: summer training required; AP exam required</p>		

This is a college level history course designed to meet the needs of highly motivated students who have a strong interest and ability in history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The student is expected to read and analyze both primary and secondary source materials and to demonstrate ability to interpret and evaluate these sources in essay form. Students will take the Advanced Placement World History exam in May, as preparation for this exam is a major goal of this course. Therefore, the course is content driven with heavy emphasis on written critical analysis. Extensive reading writing and class discussions are integral components of the program. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

<b>Advanced Placement United States History Part 1 ‡</b>	<b>Grade 9</b>	<b>5 credits</b>
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**Prerequisite:** Acceptance into the Kenilworth Scholars Academy. Non-Academy students need a final average of 85 or higher in 8<sup>th</sup> grade history AND a final average of 90 or higher in 8<sup>th</sup> grade language arts.

This is a college level course. It is designed to be part one of a two-part course. This course satisfies the first of the two years required of American history for graduation. Outstanding events and trends in our national history from the Pre-Columbian Era through 1900 are studied in depth by using a college level textbook and monographic material. Historical interpretation and wide knowledge of historiography are stressed along with a solid factual foundation. A further feature of the course is the writing of a number of short research essays and a documented term paper that is discussed and critiqued by members of the class. It is designed to prepare students to take the Advanced Placement United States History examination, which they MUST take at the end of the completion of Part 2 of this course. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT. THIS WILL HAPPEN AFER TAKING PART 2 DURING THEIR SOPHOMORE YEAR.**

<b>Advanced Placement United States History Part 2 ‡</b>	<b>Grade 10</b>	<b>5 credits</b>
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**Prerequisite:** Successful completion of Advanced Placement United States History Part 1 AND Acceptance into the Kenilworth Scholars Academy OR Non-Academy students need a final average of 90 of higher in 8<sup>th</sup> grade history AND a final average of 90 or higher in 8<sup>th</sup> grade language arts.

This is a college level course. It is designed to be part two of a two-part course. This course satisfies the second of the two years required of American history for graduation. Outstanding events and trends in our national history from 1900 through the modern era are studied in depth by using a college level textbook and monographic material. Historical interpretation and wide knowledge of historiography are stressed along with a solid factual foundation. A further feature of the course is the writing of a number of short research essays and a documented term paper that is discussed and critiqued by members of the class. It is designed to prepare students to take the Advanced Placement United States History examination, which they MUST take at the end of the completion of Part 2 of this course. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**

### SPECIAL EDUCATION

The special education program at David Brearley High School is designed to provide students with a number of scheduling options to promote success in attaining requirements for a high school diploma. The student's individualized education plan (IEP), which is developed collaboratively by the teacher, parents, and child study team, remains the foundation for developing a schedule that best suits and accommodates the student's needs. Options for programming are listed and described below. Students are provided with the least restricted environment by law. Exemptions from local and/or state requirements are considered on an individual basis.

1. **General Course Offerings**  
Students are encouraged to work directly with case managers, teachers, guidance counselors and parents to select courses in academic and elective areas within the Program of Studies.
2. **In-Class Resource (ICR)**  
ICR is a model of instruction in which the general and special education teachers are collaboratively involved in planning and implementing specific strategies, techniques, methods and materials to address learning difficulties of pupils with educational disabilities participating in the general education classroom. Through co-teaching at David Brearley, the responsibility for the curriculum and class lesson is a shared responsibility of the general education and the special education teachers. ICR options vary from year to year according to the student population and their specific, IEP-driven needs.
3. **In-Class Support (ICS)**  
ICS is a model of instruction in which an instructional aide provides supplementary support to a student or students with educational disabilities participating in the general education classroom to address their specific learning difficulties. The responsibility for the curriculum and class lesson lies with the general education teacher. ICS options vary from year to year according to the student population and their specific, IEP-driven needs.

4. Resource Center Program

Instruction is provided to classified students by a professional holding a Teacher of the Handicapped or Teacher of Students with Disabilities certificate. In addition, the teacher is knowledgeable in the content area being taught. This instruction may be provided in the pupil's regular class according to the ICR model described above, or in an approved separate resource center, in which the instruction replaces that which would be provided in the general education class.

The student is expected to meet the curriculum requirements for the grade or subject being taught. The expectation is that the resource center pupil has the same educational objectives as the other students in the class. With the assistance of the resource center teacher, the student is expected to accomplish those objectives. A student is assisted by the resource center teacher, through accommodations and modifications, as identified in his or her IEP, in the methods of instruction and materials to meet the pupil's curriculum goals.

5. Self-Contained Classroom

Programming is available for those students who require a specialized approach in their academic programming. The curriculum includes a continuum of skills based upon individual needs. It is aligned with the NJ Student Learning Standards, balanced with remedial programming, and practical application. Students are recommended to this program by the IEP Team.

<b>Life Skills</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: IEP Team recommendation only

This course offers instruction on activities of daily living, including cooking, basic money management, and self-care. The course includes instruction on self-advocacy, learning styles and negotiating the educational system to seek out support staff as needed. Initial exposure to post-secondary goals begins in this course.

<b>Pre-Vocational/ Structured Learning Experience</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: IEP Team recommendation only

Students will begin to explore post high school options for college and career. They will discuss real life topics that will affect them after high school. Students will learn to identify their strengths and begin to discuss career options that work with their special needs and abilities. Practical application of skills in community settings are made available. These skills include but are not limited to structured learning experiences in various locations, such as office, cafeteria, library, cooking, grounds keeping, shopping, dining, banking, and recreational settings.

<b>Transition</b>	<b>Grade 12</b>	<b>2.5 credits</b>
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Prerequisite: Recommendation of IEP Team

This course is a senior course for special education students. In this course, the students will explore post high school options for college and career. They will discuss real life topics that will affect them after high school. Students will learn to play up their strengths and find career options that work with their special needs and abilities

### VIRTUAL HIGH SCHOOL

The Virtual High School Consortium (VHS) expands the number and variety of Advanced Placement courses available to David Brearley students in the areas of Fine Arts, English Language Arts, Mathematics, Science, Social Studies and Technology. Students select from the list of available Advanced Placement course offerings in the spring of the previous year. Students who successfully complete a VHS AP course in their junior year are eligible to take further VHS courses – including non-Advanced Placement courses – in their senior year. These courses can be for broadening experience or for more intense exploration of potential further education and career pursuits. All courses and descriptions can be found at [www.vhs.org](http://www.vhs.org).

Virtual High School courses are not required for graduation. They enhance the curricula provided by David Brearley High School and provide enrichment that the district otherwise cannot offer students.
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<b>VHS Internship / Learning</b>
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Virtual High School courses follow an accelerated schedule that differs from the Kenilworth School District Calendar. A mandatory orientation session precedes the start of the school year and the VHS courses may start as much as a week earlier than the local courses. In addition, breaks and holidays are less frequent and weather related closings do not apply to the VHS course progress. Students are expected to complete their VHS coursework at this accelerated pace. As a result VHS students are able to complete their full course, and earn full course credit, in time for the AP exams in early May. Students are placed into this course until a determination can be made as to whether they will be taking part of VHS Guided Learning or VHS Senior Experience. Juniors are only eligible for VHS Guided Learning.

<b>VHS Guided Learning</b>	<b>Grade 9, 10, 11, 12</b>	<b>.5 credits</b>
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Following the AP exams, VHS students that are not participating in the full-time Senior Experience are enrolled in one of the VHS Independent Learning Opportunity mini-courses for the duration of the school year. The students select one short course from the suite of courses designed by VHS. Prior students have selected topics in literature, music and economics. The most popular selection has been the mini-course on time management for students. Students take and complete their five-week course during their daily assigned VHS periods and submit their work and final projects directly to the local site-coordinator faculty member for grading.

<b>VHS Senior Experience</b>	<b>Grade 12</b>	<b>2.5 credits</b>
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Students who successfully complete a VHS Advanced Placement course are considered for participation in the VHS Senior Experience at the end of their senior year. This program permits students to participate in a full-time unpaid professional internship for the last month of their senior year. Students complete eighty-four hours with their sponsor, maintain a daily journal, and present a summary of their experience at the end of the Senior Project. Previous students have worked in the areas of Art Instruction, Dietetics, Environmental Engineering, and Architecture.

To participate the student needs to: earn a 90 or greater in their VHS course; have taken the Advanced Placement exam (earning a 3 or higher on the exam if taken prior to the senior year); have a 90 or greater in all – or all but one – of their academic courses; is eager to participate; has successfully identified a sponsor; and has parental permission.

## WORLD LANGUAGES

The Department of World Languages offers sequential study in Italian and Spanish as they prepare students to explore and discover rich vibrant cultures. Proficiency in these languages enables students to appreciate another culture, either modern or ancient. Moreover, the study of a world language prepares students for careers in a variety of fields. Since our world is increasingly connected economically, politically and culturally, the ability to communicate in a world language and to understand people from other cultures is crucial. The study of a world language provides students with the essential skills and knowledge for verbal expression and for understanding the cultural and literary achievements of another culture. In the modern language classroom, oral communication is continually emphasized beginning in the first level. Reading is introduced at the first level and level appropriate readings are incorporated throughout all levels. At the advanced levels, students are expected to use the world language to acquire knowledge of the history, civilization, culture, and literature as they refine their writing skills.

One year of World Language is required for graduation. Any of the departmental course offerings will satisfy the World Language requirement. Students planning to attend a two or four year college should take a minimum of two consecutive years of the same world language.

<b>Italian 1 ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course focuses on the essentials of conversation and grammar. The concentration is on elementary vocabulary and on the formation of simple sentences. The aim is to provide a foundation for pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course.

<b>Italian 2 ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation and successful completion of Italian 1  
 In this course grammar learned in Italian I will be reviewed and new constructions will be presented. The aim is to develop fluency in the spoken language, to continue to stimulate the student's interest in the civilization and culture of the countries studied, and to increase his/her ability to communicate with native speakers.

<b>Italian 3 Honors ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: final average of 90 or higher in Italian 2  
 Emphasis will continue on the mastering of the speaking skill through reading and discussion of short selections of Italian life, customs, and literature. Short compositions, oral presentations and grammar will be included.

<b>Italian 4 Honors ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: final average of 85 or higher in Italian 3 Honors  
 The teaching of all skills is emphasized. Grammar review and active conversation based on individual oral presentation, class discussions, forums and debates are undertaken in addition to descriptive writing and style analysis. A wide variety of cultural readings are part of this course.

<b>Italian 5 Honors ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: final average of 85 or higher in Italian 4 Honors

This college level course emphasizes oral skills, composition and grammar. In addition, students are exposed to novels, plays, poetry and short stories of modern Italian.

<b>Spanish 1 ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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This course focuses on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation for pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course.

<b>Spanish 2 ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation and successful completion of Spanish 1

In this course grammar learned in Spanish I will be reviewed and new constructions will be presented. The aim is to develop fluency in the spoken language, to continue to stimulate the student's interest in the civilization and culture of the countries studied, and to increase his/her ability to communicate with native speakers.

<b>Spanish 2 Honors‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: final average 90 or higher in Spanish 1

In this course grammar learned in Spanish I will be reviewed and new constructions will be presented at an accelerated pace. In addition, a more in-depth study of vocabulary and grammar will be covered. The aim is to develop fluency in the spoken language and written language, to continue to stimulate the student's interest in the civilization and culture of the countries studied, and to increase his/her ability to communicate with native speakers. This course is specifically designed to adequately prepare students for higher level of Spanish. Students should be eager to communicate orally and in writing.

<b>Spanish 3‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: Teacher recommendation and successful completion of Spanish 2

Emphasis will continue on the mastery of the speaking, reading writing and listening skills. Students will read and discuss short selections of Hispanic life, customs, and literature and career opportunities. Short compositions, oral presentations, accelerated vocabulary acquisition and grammar will be included.

<b>Spanish 3 Honors ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: final average of 85 or higher in Spanish 2 Honors or final average of 90 or higher in Spanish 2

In this course grammar learned in Spanish II will be reviewed and new constructions will be presented at an accelerated pace. In addition, we'll take a more in-depth study of vocabulary and grammar. Students should be able to apply and use all new and previous vocabulary and grammar. The aim is to develop fluency in the spoken and written language, to continue to stimulate the students' interest in the civilization and culture of the countries studied, and to increase his/her ability to communicate with native speakers. Students should be able to handle a variety of writing and speaking topics. This course is specifically designed to adequately prepare students for higher levels of Spanish. Students should be eager to communicate orally and in writing.

<b>Spanish 4 Honors ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: final average of 85 or higher in Spanish 3 Honors or final average of 90 or higher in Spanish 3

The teaching of all skills is emphasized. Grammar review and active conversation based on individual oral presentation, class discussions, forums and debates are undertaken in addition to extensive descriptive writing and style analysis. A wide variety of cultural readings are part of this course. The latter part of the course will include selections of authentic Spanish and Hispanic literature.

<b>Advanced Placement Spanish Language ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>
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Prerequisite: final average of 90 or higher Spanish 4; VHS course: summer training required; AP exam required

This college level course emphasizes oral skills, composition and grammar in preparation for the Advanced Placement examination. In addition, students are exposed to outstanding newspaper articles, radio programs, news videos, poetry and short stories of modern Spanish and Spanish-American literature. **THE ADVANCED PLACEMENT EXAM IS REQUIRED FOR THIS COURSE. AN ADDITIONAL COST TO THE PARENT ALSO APPLIES: TESTING FEES ARE DETERMINED BY COLLEGE BOARD, NOT THE KENILWORTH SCHOOL DISTRICT.**