

***DAVID BREARLEY  
HIGH SCHOOL***



***PROGRAM OF STUDIES  
2014-2015***

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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:

- Class of 2015 and beyond 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

- Pass the New Jersey high school assessment tests

<b>New Jersey Biology Competency Test (NJBCT)</b>	Students enrolled in Biology
<b>High School Proficiency Assessment (HSPA)</b>	All juniors
<b>Alternative High School Assessment (AHSA)</b>	Seniors who did not pass the HSPA

### NJ High School Proficiency Testing

High School Proficiency Assessment (HSPA)

All students must pass the HSPA in Language Arts and Mathematics. The HSPA will be administered during the spring of their junior year.

NJ Biology Competency Test

All students taking first level Biology courses are required to take this test at the end of the year. First level biology courses include: Biology, Biology Honors, and Biology RC.

### Computer Skill Requirement

Computer and information literacy, which supports skills in information gathering, information organizing and problem solving, has become critical of 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:

- Class of 2015 and beyond 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.

## 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. Teacher recommendation or minimum grade may also be prerequisites. 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 must be scheduled for 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.

### **State Assessment Preparation**

Seniors who have failed the HSPA or have moved into the district and have not taken the HSPA must be scheduled for the Alternative High School Assessment course. Placement into AHSA will have a direct effect on student scheduling and may conflict with their request for an abbreviated schedule.

### **Course Differentiation**

- Regular courses –
  - meet the general expectations for a specific grade level or course.
- Honors courses -
  - are taught at an advanced level;
  - are expected to complete more independent work in greater depth than in the regular curriculum;
- Academy course –
  - are taught at an advanced level;
  - are expected to complete more independent work;
  - are expected to complete special projects and summer assignments;
  - go more in-depth into broader themes;
  - are academically one year ahead of traditional curriculum (regular and honors levels)
- 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 Advanced Placement courses based on multiple measures. The following rubric outlines specific criteria need for placement.

#### Entering Grade 9

Component	Possible Points	Points Earned
<b>NJ ASK</b> (For students enter Grade 7 – use grade 5 scores) <ul style="list-style-type: none"> <li>• Superior score (275 or greater)</li> <li>• Advanced proficient score (250 to 274)</li> <li>• Proficient score (235 – 249)</li> <li>• Proficient score (220 – 234)</li> </ul>	4 points 3 points 2 points 1 point	
<b>Midterm Exam</b> <ul style="list-style-type: none"> <li>• Superior score (95% or higher)</li> <li>• Very strong score (90% - 94%)</li> <li>• Strong score (85% - 89%)</li> </ul>	3 points 2 points 1 point	
<b>Grades</b> <ul style="list-style-type: none"> <li>• 95% - 100%</li> </ul>	3 points	

<ul style="list-style-type: none"> <li>• 90% - 94%</li> <li>• 85% - 89%</li> </ul>	2 points 1 point	
<b>Teacher Recommendation</b> <ul style="list-style-type: none"> <li>• The teacher believes that the given student has the ability to succeed in an honors-level course.</li> </ul>	1 point	
<b>Total points needed for placement (out of 11 possible)</b>	<b>9 points</b>	
<b>Total points earned</b>	points	
<b>Student Placed</b>	<b>YES</b>	<b>NO</b>

#### Entering Grade 10-12

Component	Possible Points	Points Earned
<b>Midterm Exam</b> <ul style="list-style-type: none"> <li>• Superior score (95% or higher)</li> <li>• Very strong score (90% - 94%)</li> <li>• Strong score (85% - 89%)</li> </ul>	3 points 2 points 1 point	
<b>Grades</b> <ul style="list-style-type: none"> <li>• 95% - 100%</li> <li>• 90% - 94%</li> <li>• 85% - 89%</li> </ul>	3 points 2 points 1 point	
<b>Teacher Recommendation</b> <ul style="list-style-type: none"> <li>• The teacher believes that the given student has the ability to succeed in an honors-level course.</li> </ul>	1 point	
<b>Total points needed for placement (out of 7 possible)</b>	<b>6 points</b>	
<b>Total points earned</b>	points	
<b>Student Placed</b>	<b>YES</b>	<b>NO</b>

### **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 between mid-May and the first week of June to all AP students who do not fall under the senior exemption policy. 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 which are then forwarded to the colleges they have applied.

### **Course Failures**

Students in grades 9, 10, 11 who fail a required sequential course may not "double up" by taking the next level with the failed course in the following school year, i.e., a student who fails English 1 may not take two levels (English 1 and English 2) in the following or a subsequent school year. Students may "double up" during their senior year only. Attending an approved summer school 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. 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 not be included in the G.P.A. The original grade remains on the transcript and is also included.
  - C. It is the student's responsibility to have appropriate grade reports forwarded to the Guidance 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 not 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 Guidance 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 Guidance 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. 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 have not taken or have taken and not passed the HSPA, must enroll in the AHSA course which is offered only during opportunity period.

#### **APPLICATION DEADLINE 2014-2015**

<b>Your letter is due on:</b>
March 3, 2014

### SCHOLARS ACADEMY

The David Brearley Scholars' Academy will work collaboratively to ensure the success of each student by placing the highest priority on academic achievement through a rigorous program of studies and unique external learning opportunities. Students enrolled in this academy are 21<sup>st</sup> century thinkers and learners that have a global perspective and possess a social conscience. Their global awareness and social conscience will be evident in their involvement in activities and events that promote ingenuity.

#### **Admission Criteria**

Criteria	Description	Minimum Score	Total Points
Class Grades	Minimum Cumulative Average Subjects Included: Mathematics, Language Arts, Social Studies, and Foreign Language	90%	20 Points
NJASK	Highly Proficient Students Minimum Score 225 per section	LA – 225+ Math – 225+	20 Points
MAP	High Achievement Levels	Top 20%	20 Points
Writing Sample	Open ended essay	5+	20 Points
Panel Review Score	6 <sup>th</sup> Grade, Academy teachers and Administrators review: -Attendance -Motivation -Character -Discipline	10	20 Points
Recommendation letters (CHOICE ONLY)	Two positive recommendations from previous core subject teachers	2 letters	20 Points

### Grade requirements

Academy students must maintain a 90% per regular or Academy course in order to remain in the program. Any Academy students in an AP course must maintain an 85% in the class in order to remain in the program. This will be evaluated on a semester by semester basis.

### Ingenuity, Stewardship and Enterprise (ISE)

As members of a global community, the Academy students will engage in activities that touch the lives of others while helping to develop a deeper social conscious. They will focus on addressing community needs through projects that involve needs assessment, planning and creation of vision and goals and planning and implementation of improvement projects. All Academy students have an ISE requirement of 20 hours per year. The students keep a log of their experiences and are monitored through the TAT individualized sessions with their Academy administrator.

### Course Sequence

Subject	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	English 7 Honors Academy	English 8 Honors Academy	English I Honors Academy	AP English Language	AP Literature	STRAND
History	World History Honors Academy	American History Honors Academy	AP US History I	AP US History II	STRAND	STRAND
Math	Pre-Algebra Honors Academy	-Algebra 1 Honors Academy -Geometry Honors Academy	Algebra II/ Trigonometry Honors Academy	Pre-Calculus Honors Academy	AP Calculus	STRAND
Science	Science 7 Honors Academy	Science 8 Honors Academy	-AP Environmental -Academy Chemistry	AP Biology	-AP Chemistry -Physics Honors Academy	-Robotics Honors Academy -STRAND
World Language	Cycle	Cycle	WL of choice and Latin	WL of choice and Latin	WL of choice	STRAND
PSLP	Academy PSLP 7 ISE	Academy PSLP 8 ISE	Academy PSLP 9 ISE	Academy PSLP 10 ISE	Academy PSLP 11 ISE	Academy PSLP 12 ISE

## 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 not 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.
- Grade is not 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).

### 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.

#### Application Process

Students who plan on pursuing credits outside the traditional DBHS program must submit the Option II Application to the Supervisor of Guidance. Application forms may be obtained from the school counselors or online at the Counseling Department's home page at [www.kenilworthschools.com](http://www.kenilworthschools.com). The Credit Committee will review the application and make a decision based on the student's rationale and the criteria outlined.

#### DEADLINE 2014-2015

<b>If your proposed course work will take place in:</b>	<b>Your application is due on:</b>
School Year 2014-2015	April 4, 2014

#### 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 Supervisor of Guidance.
3. The Supervisor of Guidance 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 Supervisor of Guidance 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 Supervisor of Guidance 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.

## **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/Core Curriculum Content Standards 2009 [www.state.nj.us/njded.cccs](http://www.state.nj.us/njded.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 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 do 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 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 fourth day of school.

Administrative approval is needed for students who drop a course after the allotted schedule change window. Students will receive 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 10th 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 9th grade or higher, a pupil must have passed the equivalent of 121/2% 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 guidance department.

Students interested in joining the Military should seek information about each branch of the service, 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 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. Middlesex 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>			
Admission criteria generally fall into the following categories: 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 Colleges include: 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*

### Highly Competitive Colleges

Admission criteria generally fall into the following categories:

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  
Colleges include:

Boston University, Cornell College, Fordham University, Ramapo College of New Jersey, Rutgers (New Brunswick), Stevens Institute of Technology, University of Maryland

Freshman	Sophomore	Junior	Senior
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*

### Very Competitive Colleges

Admission criteria generally fall into the following categories:

Top 35% of graduating class; B GPA; Average 1140 - 1238 SAT (Critical Reading and Math Only); 24-26 ACT (Composite); 17-20 Carnegie Units  
Colleges include:

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

Freshman	Sophomore	Junior	Senior
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.

#### Division I

16 Core Course Rule  
As of August 1, 2008

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 non-doctrinal religion/philosophy)

#### Division II

16 Core Course Rule  
2005 and after

14 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 year 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 non-doctrinal religion/philosophy)

### College Admission Testing Information

PSAT

This exam is given once a year in October. ALL students in grades 9-11 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 is a three and one-half hour test, divided into three sections: Critical Reading, Writing and Mathematics. The scores range from 200-800 in each section. 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 honors and AP courses by one full grade value.

A GPA is calculated at the end of each year and is recorded on student's 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.

### Course Levels

Courses with a higher level will receive more weight when calculating a student's GPA. The highest level a course can receive is a five. Courses will be weighted based on the chart listed below.

Advanced Placement	5
Honors / Academy Courses	4
College Prep	3
Elective Courses	2
Physical Education /Health & Opportunity Period	1

### Calculation of GPA

Calculation for GPA is cumulative, incorporating all individual marking period and exam grades in all courses taken in grades 9 through 12. Final course averages are determined by doubling each marking period grade, then exam grades are added and the sum is then divided by ten to determine the final average for a full year course. For seniors who are exempt from finals, only the midterm exam is included in the sum and the sum is divided by nine.

Calculation for grade point average is determined by multiplying the grade weight by the credit value of the course. Total credits are then divided into total quality points attempted to generate the GPA.

Course Level	Numeric Grades Earned							
	100-95	94-90	89-85	84-80	79-75	74-70	69-65	64-0 WF, WP, NC
5	5.0	4.4	3.8	3.2	2.6	2.0	1.4	0
4	4.75	4.15	3.55	2.95	2.35	1.75	1.15	0
3	4.5	3.9	3.3	2.7	2.1	1.5	.9	0
2	4.25	3.65	3.05	2.45	1.85	1.25	.65	0
1	4.0	3.4	2.8	2.2	1.6	1.0	.4	0



## 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 view register students
- 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 letter 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 .

<b>Creative Writing </b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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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.

<b>Computer Programming Literacy A-Z </b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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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.

<b>Computer TIA A+ Literacy </b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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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 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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>5 credits</b>	<b>Level 2</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 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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The yearbook portion acquaints students with the practical problems 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. This course may be taken for credit more than once.

<b>Technology Development </b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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 2014-2015 school year.)**

<b>Web Design </b>	<b>Grade 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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 and CSS. 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>	<b>Level 2</b>
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This course will introduce the use of technology and computer graphics into fine arts. Students will work with various mediums while applying existing software capabilities (Word, Adobe Photoshop, and Internet Access) and digital cameras to manipulate images based on ideas of design. 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. Students will also be challenged in the area of fine arts by combining 2 – dimensional drawing and design, 3 – dimensional design, collage work, art history, and art criticism and technology. 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>	<b>Level 2</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.

<b>Imaging and Photography II</b> 	<b>Grade 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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Prerequisite: Successful completion of Imaging and Photography I

This college level 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 such as a portable flash, photo filters, and tripods, along with advanced techniques that will be learned through demonstration, study, and practice.

<b>Academy Robotics (lab)</b> ‡	<b>Grade 9, 10</b>	<b>5 credits</b>	<b>Level 3</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.

## 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</b>	<b>2.5 credits</b>	<b>Level 2</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</b>	<b>2.5 credits</b>	<b>Level 2</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>	<b>Level 2</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.

<b>Advanced Computer Applications</b> 	<b>Grade 10, 11, 12</b>	<b>5 credits</b>	<b>Level 3</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.

<b>Business Management</b> 	<b>Grade 11, 12</b>	<b>2.5 credits</b>	<b>Level 2</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>	<b>Level 2</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.

<b>Accounting I</b> 	<b>Grade 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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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.

<b>Accounting II</b> 	<b>Grade 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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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 four periods a day. Programs are usually two years. 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 from David Brearley High School.

Eligibility: Any junior or senior 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

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.
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### 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>	<b>Level 3</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 2014-2015 school year.)**

<b>Introduction to Java</b>	<b>Grade 11, 12</b>	<b>5 credits</b>	<b>Level 3</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 2014-2015 school year.)**

<b>Advanced Placement Computer Science A</b>	<b>Grade 11, 12</b>	<b>10 credits</b>	<b>Level 3</b>
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**Prerequisite:** VHS course: summer training required; 6 points or higher on rubric; AP exam required

Advanced Placement Computer Science is designed to prepare you for the AP Computer Science Exam A. The course is a project-oriented study of computer science using the Java programming language. In this course you can look forward to developing algorithms, mastering a subset of the Java language, exploring object-oriented design, and being exposed to GUI and applet development. Each student should be prepared to function as a logical thinker with a willingness to devote ample time to developing solutions to complex challenges. Projects in the course demand a thoughtful and organized approach to problem solving as well as a strong attention to precise detail and the time necessary to experiment with possible solutions. But, more than that, it should be noted that this is a serious hands-on programming course. It is designed to present you with the volume, pace and complexity of material required to prepare you for the AP Computer Science Exam in the spring. It is the equivalent of an honors level course. Projects involve terminology and a way of organizing thoughts that are peculiar to coding. And those same projects require the mastery of the intricacies of object-oriented programming, including such concepts as data typing and structuring, string manipulation, conditional predicate logic, recursion, parameter passing, array sorting, and inheritance. **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. (Not offered for 2013-2014 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>	<b>Level 3</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. A research paper on careers is required.

<b>English 1 Honors</b>	<b>Grade 9</b>	<b>5 credits</b>	<b>Level 4</b>
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**Prerequisite:** teacher recommendations, 9 points or higher on rubric; 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. A research paper on careers is required.

<b>English 1 Academy ‡</b>	<b>Grade 9</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: acceptance into the Kenilworth Scholars Academy; summer reading required

This course is a higher level foundation course for the transition year into high school. The course is reading intensive in order to best prepare the students for future honors and advanced placement work in the language arts. However, an emphasis will be placed on nonfiction works in order to utilize the students' strengths in the areas of science and mathematics. Although many writing modes will be assigned, the writing emphasis will be on guiding the students through the construction of properly written analytical and argumentative essays. Throughout the course, elements of the HSPA, SAT, & A.P. Exams will be reviewed.

<b>English 2 ‡</b>	<b>Grade 10</b>	<b>5 credits</b>	<b>Level 3</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 ‡</b>	<b>Grade 10</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: teacher recommendations, 6 points or higher on rubric; 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 10, 11</b>	<b>5 credits</b>	<b>Level 5</b>
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Prerequisite: acceptance into the Kenilworth Scholars' Academy OR Non-Academy students need: teacher recommendation AND 6 points or higher on rubric; 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>	<b>Level 3</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>	<b>Level 4</b>
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Prerequisite: teacher recommendations, 6 points or higher on rubric; 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>	<b>Level 3</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>	<b>Level 4</b>
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Prerequisite: teacher recommendations, 6 points or higher on rubric; 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>	<b>Level 5</b>
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Prerequisite: teacher recommendations, 6 points or higher on rubric; 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 Basic</b>	<b>Grade 9, 10, 11, 12</b>	<b>10 credits</b>	<b>Level 3</b>
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Placement determined by multiple criteria stated above

<b>ESL</b>	<b>Grade 9, 10, 11, 12</b>	<b>10 credits</b>	<b>Level 3</b>
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Placement determined by multiple criteria stated above

<b>ESL Advanced</b>	<b>Grade 9, 10, 11, 12</b>	<b>10 credits</b>	<b>Level 3</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 and Color through 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 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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. 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 the mediums of pencil, colored pencil and paint in their exploration of balance, contour and proportion.

<b>Cultural Crafts 🎵</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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 jewelry design will be included within this course to expose students to various world cultures through a creative and unique approach.

<b>Painting</b> 🎵	<b>Grade 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</b>
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Prerequisite: Successful completion of Drawing

This is an elective course offered to students who have taken Drawing and Color. Printmaking covers techniques of collograph, linoleum block, monoprinting, silk screen and etching. Ceramics works 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 11, 12</b>	<b>5 credits</b>	<b>Level 2</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 6 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>	<b>Level 2</b>
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Prerequisite: Successful completion Drawing; 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>Advanced Placement Art History</b> 🎵	<b>Grade 11, 12</b>	<b>10 credits</b>	<b>Level 5</b>
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Prerequisite: Teacher recommendation; 6 points or higher on rubric; VHS course: summer training required; AP exam required

Students will acquire a comprehensive knowledge of historically significant artists, movements, aesthetic theories and practices, ranging from the prehistoric times to the significant contributions in the 21st Century. Art production of all cultures will be studied in relative proportion to their representation on the Art History Advanced Placement Exam. Students will see the development of trends, movements and events in art, how they reflected and affected the times in which they occurred, gaining insight into typically misunderstood topics pertaining to the visual arts. Students will research and write knowledgeably on a number of art history topics, reflecting and synthesizing their own theories on the many works they will see in virtual museums and collections. They will be expected through carefully structured assignments, to exhibit an extensive scholarship in conjunction with these experiences. **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.**

## 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>	<b>Level 1</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>	<b>Level 1</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>	<b>Level 1</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>	<b>Level 1</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.

### HSPA REMEDIAL INSTRUCTION

All students pass the NJ High School Proficiency Assessment. Students who do not meet this graduation requirement, will be required to take the Alternative High School Assessment class. During this course, students will work to complete a portfolio of student work that will be submitted to the New Jersey Department of Education as an alternative to passing the HSPA.

Only students who do not pass the NJ High School Proficiency Assessment are required to take this course.

<b>Alternative High School Assessment – Language Arts</b>	<b>Grade 12</b>	<b>1.25/2.5 credits</b>	<b>Level 1</b>
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Required: for all seniors who have failed or not taken the HSPA

This semester/full year, required course is offered to those students in grades 12 who have not passed the Language Arts or Writing section of the HSPA. The Alternative High School Assessment (AHSAs) process is the designated alternate assessment for the HSPA. The process used for the development of the AHSAs is designed to ensure that the AHSAs are fair, reliable and comparable for all AHSAs candidates, including students from special populations. The AHSAs process consists of Performance Assessment Tasks that are administered to individual students.

<b>Alternative High School Assessment – Mathematics</b>	<b>Grade 12</b>	<b>1.25/2.5 credits</b>	<b>Level 1</b>
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Required: for all seniors who have failed or not taken the HSPA

This semester/full year, required course is offered to those students in grades 12 who have not passed the Mathematics section of the HSPA. The Alternative High School Assessment (AHSAs) process is the designated alternate assessment for the HSPA. The process used for the development of the AHSAs is designed to ensure that the AHSAs are fair, reliable and comparable for all AHSAs candidates, including students from special populations. The AHSAs process consists of Performance Assessment Tasks that are administered to individual students.

### HUMANITIES

<b>Introduction to Criminal Justice †</b>	<b>Grade 10, 11, 12</b>	<b>2.5 credits</b>	<b>Level 3</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>	<b>Level 3</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>Military History of the United States ‡</b>	<b>Grade 10, 11, 12 2.5 credits Level 3</b>
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This elective course is a one semester course surveying the military history of the United States from 1775 to the present. The course of study includes the major military engagements from all wars over the past 240 years. These will include but not be limited to the tactics utilized, the evolution of the U.S. military and the politics and its influence on events.

<b>Psychology ‡</b>	<b>Grade 10, 11, 12 2.5 credits Level 3</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 2.5 credits Level 3</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 5 credits Level 5</b>
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Prerequisite: Teacher recommendation; 6 points or higher on rubric; 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.**

<b>Advanced Placement Economics ‡</b>	<b>Grade 10, 11, 12 5 credits Level 5</b>
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Prerequisite: Teacher recommendation; 6 points or higher on rubric; VHS course: summer training required; AP exam required

Economics is a social science which addresses how society allocates (distributes) limited resources (e.g. - goods and services). It is a “science” because it is governed by quantifiable laws designed to predict likely outcomes. It is a “social” science, as opposed to a natural science, because its laws are based upon social, as opposed to natural occurrences. This course will prepare the student for both the AP Micro and Macroeconomics exams. Each exam consists of 60 multiple choice questions and three free-response essay questions. More than 2800 colleges and universities give credit for passing the AP exam, enabling the student to move on to more advanced level courses. **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.
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<b>Algebra 1 ‡</b>	<b>Grade 9, 10 5 credits Level 3</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>	<b>Level 4</b>
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Prerequisite: Teacher recommendations; 9 points or higher on rubric;

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>	<b>Level 3</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>	<b>Level 4</b>
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Prerequisite: Teacher recommendations; 9 points or higher on rubric for students entering grade 9 OR 6 points or higher on rubric for students entering grade 10

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>Geometry Honors Academy ‡</b>	<b>Grade 9,</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Acceptance into the Kenilworth Scholars Academy

This course is equivalent to a high school Geometry course. This course emphasizes two and three dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Throughout the year, algebraic skills will be used to explore geometric relationships.

<b>Algebra 2 ‡</b>	<b>Grade 10, 11, 12</b>	<b>5 credits</b>	<b>Level 3</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>	<b>Level 3</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 ‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Teacher recommendations, 6 points or higher on rubric;

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>Algebra 2 Trigonometry Honors (Academy) ‡</b>	<b>Grade 9</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Acceptance into the Kenilworth Scholars' Academy

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>	<b>Level 3</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>	<b>Level 3</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>	<b>Level 3</b>
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Prerequisite: Teacher recommendations, final average of 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 ‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Teacher recommendations; 6 points or higher on rubric;

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>PreCalculus Honors (Academy) ‡</b>	<b>Grade 10</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Acceptance into the Kenilworth Scholars' Academy

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>	<b>Level 3</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-83 graphing calculator is used extensively.

<b>Advanced Placement Calculus AB ‡</b>	<b>Grade 12</b>	<b>10 credits</b>	<b>Level 5</b>
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Prerequisite: Teacher recommendations, 6 points or higher on rubric; 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.**

<b>Advanced Placement Calculus BC ‡</b>	<b>Grade 12</b>	<b>10 credits</b>	<b>Level 5</b>
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Prerequisite: Teacher recommendations, 6 points or higher on rubric; AP exam required

This course is designed for high school students who have completed four years of secondary mathematics courses such as Algebra, Geometry, Advanced Algebra, Trigonometry/Pre-Calculus (which includes some Analytic Geometry and elementary functions). Work is comparable to that required in most college and university Calculus courses. **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 Statistics ‡</b>	<b>Grade 11, 12</b>	<b>10 credits</b>	<b>Level 5</b>
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**Prerequisite:** Teacher recommendations, 6 points or higher on rubric; VHS course: summer training required; AP exam required  
This course will introduce students to the concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four themes: Exploring data: students observe patterns in data, conjecture about relationships of variables. Planning a study: students develop a plan to identify variables related to a conjecture and devise a means to measure them. Anticipating patterns: students will develop mathematics models and simulations. Statistical inference: students will use the models to draw conclusions from data and express confidence in the modeling process. Students need to have access to a calculator (preferably a TI-83) and a spreadsheet software package (preferably Excel). They will be provided with a book and a software package. **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.
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<b>Music Appreciation 🎵</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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>	<b>Level 2</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 7, 8, 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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>Chorale 🎵</b>	<b>Grade 7, 8, 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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>	<b>Level 2</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.

<b>Concert Choir 🎵</b>	<b>Grade 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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 2014-2015 school year.)**

<b>Theater Appreciation</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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>Drama</b> 🎵	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 2</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>2.5 credits</b>	<b>Level 1</b>
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Personalized student learning plans are intended to actively engage students and their families 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, collect evidence of their progress in a portfolio, and present their results in student-led conferences.

<b>Personalized Student Learning Plans 10</b>	<b>Grade 10</b>	<b>2.5 credits</b>	<b>Level 1</b>
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Personalized student learning plans are intended to actively engage students and their families 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, collect evidence of their progress in a portfolio, and present their results in student-led conferences.

<b>Personalized Student Learning Plans 11</b>	<b>Grade 11</b>	<b>2.5 credits</b>	<b>Level 1</b>
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Personalized student learning plans are intended to actively engage students and their families 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, collect evidence of their progress in a portfolio, and present their results in student-led conferences.

<b>Personalized Student Learning Plans 12</b>	<b>Grade 12</b>	<b>2.5 credits</b>	<b>Level 1</b>
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Personalized student learning plans are intended to actively engage students and their families 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, collect evidence of their progress in a portfolio, and present their results in student-led conferences.

<b>Transition</b>	<b>Grade 12</b>	<b>2.5 credits</b>	<b>Level 1</b>
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This course focuses on self-advocacy, learning styles and negotiating the educational system to seek out support staff as needed. Students meet and interview their Case Managers, review their I.E.P. and are introduced to skills that will enable them to participate in their planning meetings. Initial exposure to post-secondary goals begins in this course. Modified exposure to the primes aspects of the PSLP course are included during the year.

## 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.
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<b>Physical Education 9</b>	<b>Grade 9</b>	<b>3.75 credits</b>	<b>Level 1</b>
Required: all students in grade 9			
<b>Physical Education 10</b>	<b>Grade 10</b>	<b>3.75 credits</b>	<b>Level 1</b>
<u>Prerequisite:</u> Successful completion of Physical Education 9			
<b>Physical Education 11</b>	<b>Grade 11</b>	<b>3.75 credits</b>	<b>Level 1</b>
<u>Prerequisite:</u> Successful completion of Physical Education 10			
<b>Physical Education 12</b>	<b>Grade 12</b>	<b>3.75 credits</b>	<b>Level 1</b>
<u>Prerequisite:</u> 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 the core program of three years of required science courses for graduation. The core program consists of Earth Science freshman year; Biology sophomore year, and Chemistry junior year. The core program for honors students consists of Biology Honors freshman year, Chemistry Honors sophomore year, and Physics Honors junior year. Environmental science does not meet the criteria for graduation. All students enrolled in biology must take and pass the End of Course Biology exam required by the State of NJ.

<b>Environmental ‡</b>	<b>Grade 9</b>	<b>5 credits</b>	<b>Level 3</b>
<u>Prerequisite:</u> Teacher recommendation, successful completion of Science 8			
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 mandatory pre-requisite to Biology.			
<b>Environmental Honors (lab) ‡</b>	<b>Grade 9</b>	<b>5 credits</b>	<b>Level 3</b>
<u>Prerequisite:</u> Teacher recommendation, 9 points or higher on rubric;			
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 mandatory pre-requisite to Biology.			
<b>Biology ‡</b>	<b>Grade 10</b>	<b>5 credits</b>	<b>Level 3</b>
<u>Prerequisite:</u> Teacher recommendation, successful completion of Environmental Chemistry or Environmental			
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 (lab) ‡</b>	<b>Grade, 10</b>	<b>5 credits</b>	<b>Level 4</b>
<u>Prerequisite:</u> Teacher recommendation, 6 points or higher on rubric;			
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‡</b>	<b>Grade 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 5</b>
<u>Prerequisite:</u> Acceptance into the Kenilworth Scholars' Academy OR Non-Academy students need: teacher recommendation AND 6 points or higher on rubric AND successful completion of Chemistry AND Algebra 2 or equivalent; 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 11, 12</b>	<b>5 credits</b>	<b>Level 3</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 (lab) ‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Teacher recommendation, 6 points or higher on rubric;

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 board 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>Advanced Placement Chemistry ‡</b>	<b>Grade 11, 12</b>	<b>5 or 10 credits</b>	<b>Level 5</b>
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Prerequisite: teacher recommendation AND 6 points or higher on rubric AND successful completion of Pre-Calculus; may be a VHS course: summer training required; AP exam required

This laboratory course that meets every day is designed for students who wish to pursue a rigorous, college-level course in chemistry. The course requires extensive knowledge of mathematics, and students will be required to use problem solving skills and logic in their approach. The program is designed to prepare students to take the AP Chemistry Examination. **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>Physics ‡</b>	<b>Grade 12</b>	<b>5 credits</b>	<b>Level 3</b>
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Prerequisite: Teacher recommendation, successful completion of Chemistry

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 (lab) ‡</b>	<b>Grade 12</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Teacher recommendation; 6 points or higher on rubric AND Algebra II or equivalent.

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 Placement Physics B ‡</b>	<b>Grade 12</b>	<b>10 credits</b>	<b>Level 5</b>
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Prerequisite: Acceptance into the Kenilworth Scholars' Academy OR Non-Academy students need: teacher recommendation AND 6 points or higher on rubric AND successful completion of Geometry; VHS course: summer training required; AP exam required

This course is designed to prepare students to participate in the Advanced Placement Physics (AP) test administered in May. There are two AP tests. "C" requires the use of calculus and only covers mechanics and electricity and magnetism. "B" is the approximate equivalent of a two-semester course in non-calculus based physics. Topics will range over the entire spectrum of physics including mechanics, properties of matter, thermodynamics, acoustics, optics, electricity, magnetism and modern physics. Students will be required to participate in small group discussions, home laboratory experiments, a few virtual field trips and an extensive array of tests and quizzes. **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 Physics C ‡</b>	<b>Grade 11, 12</b>	<b>10 Credits</b>	<b>Level 5</b>
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Prerequisite: Acceptance into the Kenilworth Scholars' Academy OR Non-Academy students need: teacher recommendation AND 6 points or higher on rubric AND successful completion of Geometry; VHS course: summer training required; AP exam required

This course provides a systematic introduction to the main principles of Mechanics, Electricity and Magnetism, that will form a foundation for college studies of other sciences, engineering and technology. This algebra, geometry, and calculus based course



emphasizes several components - knowledge of the basic laws of nature, the ability to apply that knowledge to the particular phenomenon and the ability to achieve its complete experimental and theoretical explanation. Great attention is given to the connectivity between the sciences. In addition to this interdisciplinary approach, modern technology is used to increase the level of study, which includes a multimedia approach to reports and projects. The sequence of topics is traditional and relies on the College Board requirements. Theory, discussion, labs and problem solving are the major tools for the students' education. **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 Earth (lab) ‡</b>	<b>Grade 12</b>	<b>5 credits</b>	<b>Level 3</b>
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Earth Science is the scientific study of Earth and the universe around it. In this course we will investigate the scientific concepts, rules and principles which are associated with planet Earth as well as other celestial bodies. 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‡</b>	<b>Grade 11, 12</b>	<b>5 credits</b>	<b>Level 5</b>
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**Prerequisite:** Teacher recommendation; 6 points or higher on rubric; 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. If you have successfully completed both high school level biology and chemistry, if you are interested in the environment and, if you are looking for a challenge, this course might be for you! Because this is a college level course, be ready to commit time to your study. This course will cover concepts in ecology, geology, sociology, biology and chemistry that will further your understanding of Earth and the life on it. Integrated in the course is a laboratory component which will improve your observational skills, allow you to develop and conduct will-designed experiments, and have you interpret and share your results and conclusions with your classmates. You will also become involved in 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>	<b>Level 3</b>
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**Prerequisite:** Teacher recommendation, successful completion of United States History (grade 8)  
 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.

<b>United States History 1 Honors‡</b>	<b>Grade 9</b>	<b>5 credits</b>	<b>Level 4</b>
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**Prerequisite:** Teacher recommendation; 9 points or higher on rubric  
 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.

<b>United States History 2 ‡</b>	<b>Grade 10</b>	<b>5 credits</b>	<b>Level 3</b>
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**Prerequisite:** Teacher recommendation AND Successful completion of US History 1

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.

**United States History 2 Honors ‡**

**Grade 10 5 credits Level 4**

Prerequisite: Teacher recommendation; 6 points or higher on rubric

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.

**Global Studies ‡**

**Grade 11 5 credits Level 3**

Prerequisite: Teacher recommendation, successful completion of United States 2 History

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.

**Global Studies Honors ‡**

**Grade 11 5 credits Level 4**

Prerequisite: Teacher recommendation; 6 points or higher on rubric

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.

**Advanced Placement World History ‡**

**Grade 10, 11, 12 10 credits Level 5**

Prerequisite: Teacher recommendation; 6 points or higher on rubric; AP exam required

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.**

**Advanced Placement Government and Politics: US ‡**

**Grade 11 10 credits Level 5**

Prerequisite: Teacher recommendation; 6 points or higher on rubric; AP exam required

AP Government and Politics: United States is a college level course designed for highly motivated students who have a strong interest in the area of American government. The course approaches government and politics in the United States from an analytical perspective, and involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Students should expect assignment of significant required reading each week, as well required participation in many group discussions and activities as we analyze the Constitution as a document and investigate its use as the foundation of our government. Students will interpret and evaluate documents related to American government and be expected to write well-structured essays. **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.**

**Advanced Placement United States History Part 1 ‡**

**Grade 9 5 credits Level 5**

Prerequisite: Acceptance into the Kenilworth Scholars Academy OR Non-Academy students need: teacher recommendation; 6 points or higher on rubric

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 AFTER TAKING PART 2 DURING THEIR SOPHOMORE YEAR.**

<b>Advanced Placement United States History Part 2 ‡</b>	<b>Grade 10 5 credits Level 5</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: teacher recommendation; 6 points or higher on rubric

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, 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 include resource center replacement classes, in-class support classes, and specialized course offers as described. 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 Support

ICS is a program of instruction where the regular and special education teachers are collaboratively involved in planning and implementing specific strategies, techniques, methods and materials to address learning problems of pupils with educational disabilities participating in the regular classroom lesson. The responsibility for the curriculum and class lesson remains that of the regular class teacher; the special education teacher provides assistance to pupils and may instruct.

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 modifications in the methods of instruction and materials to meet the pupil's curriculum goals. The regular subject teacher and the resource center teacher grade each student jointly. In-class support options vary from year-to-year according to the student population, district needs, and availability of staff resources.

3. Resource Center Program

Instruction is provided to classified students by a content area certified teacher, Teacher of the Handicapped, or Teacher of Students with Disabilities certificated professional. This instruction may be provided in the pupil's regular class as described below or in an approved separate resource center.

In the separate resource center, two types of instructional services are offered.

- Instruction, which REPLACES that which would be provided in the regular class.
- Instruction which SUPPORTS or SUPPLEMENTS instruction initially provided by the regular class teacher.

The student's I.E.P. will designate which form of resource room instruction is necessary; group limits as per New Jersey Administrative Code are maintained.

4. 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 Core Curriculum Content Standards, balanced with remedial programming, and practical application in the community setting. These skills include but are not limited to structured learning experiences in various locations; office, cafeteria, library, cooking, environmental science, grounds keeping, athletic, shopping, dining, banking, and recreational settings. Weekly

schedules include instruction in speech/language, social skills, and mobility specialists. Students are recommended to this program by the IEP Team.

The student's I.E.P. will designate which form of resource room instruction is necessary; group limits as per New Jersey Administrative Code are maintained.

<b>Transition</b>	<b>Grade 12 5 credits Level 1</b>
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This course focuses on self-advocacy, learning styles and negotiating the educational system to seek out support staff as needed. Students meet and interview their Case Managers, review their I.E.P. and are introduced to skills that will enable them to participate in their planning meetings. Initial exposure to post-secondary goals begins in this course. Modified exposure to the primes aspects of the PSLP course are included during the year.

<b>Pre-Vocational / Life Skills</b>	<b>Grade 9, 10, 11, 12 2.5 credits Level 1</b>
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**Prerequisite:** IEP Team recommendation only.

Programming in these areas are provided to high school students based upon their IEP team recommendations. The curriculum includes a continuum of skills based upon individual needs. It is aligned with the NJ Core Curriculum Content Standards, balanced with remedial programming, and practical application in the community setting. These skills include but are not limited to structured learning experiences in various locations; office, cafeteria, library, cooking, environmental science, grounds keeping, athletic, shopping, dining, banking, and recreational settings. Weekly schedules include instruction in speech/language, social skills, and mobility specialists.

### **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 can not 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 .5 credits Level 1</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 2.5 credits Level 1</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. Although reading is introduced at the first level, students are introduced to serious literature at the third level. 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 years of a consecutive world language.

**Italian 1 ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 3**

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.

**Italian 2 ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 3**

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.

**Italian 3 ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 3**

Prerequisite: Teacher recommendation and successful completion of 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.

**Italian 4 Honors ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 4**

Prerequisite: Teacher recommendation and final average of 90 or higher in Italian 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 descriptive writing and style analysis. A wide variety of cultural readings are part of this course.

**Italian 5 Honors ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 4**

Prerequisite: Teacher recommendation and final average of 90 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.

**Spanish 1 ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 3**

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.

**Spanish 2 ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 3**

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.

**Spanish 2 Honors ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 4**

Prerequisite: Teacher recommendation; 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.

**Spanish 3 ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 3**

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.

**Spanish 3 Honors ‡** **Grades 9, 10, 11, 12** **5 credits** **Level 4**

Prerequisite: Teacher recommendation; 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>Grades 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 4</b>
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Prerequisite: Teacher recommendation and 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>Grades 9, 10, 11, 12</b>	<b>5 credits</b>	<b>Level 5</b>
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Prerequisite: Teacher recommendation AND final average of 88 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.**