

RED BANK REGIONAL HIGH SCHOOL

2019-2020 COURSE OF STUDY

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Ms. Becky Stevenson, Clinician

Mr. Matt Checinski, Clinician

STUDENT ASSISTANCE COUNSELOR

Mrs. Lori Todd

HISTORY OF RED BANK REGIONAL HIGH SCHOOL DISTRICT

The Red Bank Regional High School District was formed on November 25, 1969, by the voters in Little Silver, Red Bank, and Shrewsbury. They also approved the purchase of 53.4 acres of land in Little Silver on which to build the new high school. On December 16, 1971, voters of the district approved the plans for a new high school to be built at a cost of \$9,478,000. Groundbreaking was during the fall of 1972. The first students attended the new facilities during the 1975-76 school year.

From November 25, 1969, to occupancy of the new high school, the Red Bank Regional School District paid rent to the Red Bank Public Schools District for students from Little Silver, Red Bank, and Shrewsbury to go to high school in buildings owned by the local Red Bank school district. Prior to November 25, 1969, high school students from Little Silver, Shrewsbury and Holmdel attended Red Bank High School, along with Red Bank students, in a special arrangement with the Red Bank Board of Education known as a sending-receiving district agreement. The arrangement was discontinued with the formation of the Red Bank Regional High School District in 1969.

On February 27, 1984, the New Jersey General Assembly recognized the school as one of the seven across the state commended for their solid academic curricula and applauded the ingenuity of the staff to make the pursuit of excellence a reality for their students. On June 27, 1994, The New Jersey Commissioner of Education congratulated the school for being recognized in the School Match “What Parents Want” program, which ranked the district in the top 9 percent of the nation’s 15,625 public school districts.

In 2000-2001, the Academies of Information Technology and Finance were created and were quickly established as premier specialized programs alongside the acclaimed Academy of Visual and Performing Arts and Early Childhood Education Academy. In 2007, the Freshman Academy was developed, adding an organized 9th grade transition program. Since 2008, Red Bank Regional has thrice been named as one of *Newsweek Magazine’s* “America’s Top High Schools.”

In Spring 2009, RBRHS was approved by the International Baccalaureate North American Division as an IB school and offers the prestigious IB diploma. That same year, Red Bank Regional High School was named a NJ Model School for the Arts by the New Jersey Arts Education Partnership and, in 2011, named a High Performing District by the New Jersey Department of Education.

More recently, the *Washington Post* recognized RBR as one of the most challenging schools in the United States and Niche.com identified Red Bank Regional as one of the best high schools in New Jersey. In Fall 2018, *NJ Monthly Magazine* ranked RBR number 39 out of 350 public high schools ranked in the state and 2nd in Monmouth County. On December 11th, the three sending districts of RBR overwhelmingly approved a bond referendum to upgrade the facility, build future-ready learning spaces, and ensure RBR remains one of the finest high schools in the state.

RBR MISSION STATEMENT

The Mission of Red Bank Regional High School is to ensure the academic success and personal growth of all students while developing a passion for learning.

OUR BELIEFS

We believe the educational process succeeds when parents, staff, students and the surrounding communities are active in their support for academic success.

We believe children learn best in a safe environment which embraces diversity, values creativity, and challenges all students to reach their full potential.

We believe an effective education prepares each and every student to master the curriculum and to achieve future aspirations while aspiring continual learning, critical thinking, and a positive social environment.

AFFIRMATIVE ACTION POLICY

It is the policy of the Red Bank Regional High School District not to discriminate on the basis of race, color, creed, religion, sex, handicap, ancestry, age, national origin, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, N.J.A.C. 6:1.1 et. seq., Public Law 101-336, The Americans with Disabilities Act of 1990. Inquiries regarding compliance may be directed to Mrs. Whitney Ooms, Affirmative Action Officer, Red Bank Regional High School, 101 Ridge Road, Little Silver, NJ 07739, (732) 842-8000

HARASSMENT, INTIMIDATION AND BULLYING PROGRAM

Red Bank Regional has a comprehensive program to address harassment, intimidation and bullying including but not limited to involvement of the Administrative team and Mrs. Lori Todd, the Anti-Bullying Specialist. In addition, there is regular follow-up with multiple educational resources such as conflict resolution and counselors in the Guidance Department and The Source.

RED BANK REGIONAL HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

To earn a Red Bank Regional High School diploma, students must earn 140 credits and complete the graduation requirements established by the State of New Jersey and the Board of Education which include the areas listed on the chart below:

LANGUAGE ARTS LITERACY	20 credits assigned to grade 9 through grade 12 standards
MATHEMATICS	15 credits including algebra I and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
SCIENCE	15 credits including at least five credits in laboratory biology/life science or the content equivalent*; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
SOCIAL STUDIES	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings
FINANCIAL, ECONOMIC BUSINESS, AND ENTREPRENEURIAL LITERACY	2.5 credits
HEALTH, SAFETY, AND PHYSICAL EDUCATION	3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8
VISUAL AND PERFORMING ARTS	5 credits
WORLD LANGUAGES	5 credits or student demonstration of proficiency
TECHNOLOGICAL LITERACY	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum
21ST CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION	5 credits
NJDOE Testing	As indicated in the chart under “Student Assessments for Graduation”

*“Content equivalent” means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.

STUDENT ASSESSMENTS FOR GRADUATION

All New Jersey public school students must take statewide standardized testing as part of their high school requirement. The chart below provides important information regarding current state requirements on ELA and Math Assessment Requirements for the Class of 2020. Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements.

<u>Three Pathways</u>	<u>English Language Arts</u>	<u>Mathematics</u>
<u>First Pathway</u>	PARCC ELA Grade 10 \geq 750 (Level 4)	PARCC Algebra I \geq 750 (Level 4)
<p style="text-align: center;"><u>Second Pathway:</u></p> <p>Take and Pass one of the Alternative Assessments</p> <p><i>2nd and 3rd Pathway are only available if a student takes all PARCC tests associated with the high-school level courses for which they were eligible and receive valid scores*</i></p>	PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i>	PARCC Geometry \geq 725 (Level 3) <i>or</i>
	PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i>	PARCC Algebra II \geq 725 (Level 3) <i>or</i>
	SAT Reading Test <i>or</i>	SAT Math Test <i>or</i>
	ACT Reading or ACT PLAN Reading <i>or</i>	ACT or ACT PLAN Math <i>or</i>
	Accuplacer Write Placer <i>or</i>	Accuplacer Elementary Algebra <i>or</i>
	Accuplacer Write Placer ESL <i>or</i>	
	PSAT10 Reading or PSAT/NMSQT Reading <i>or</i>	PSAT 10 Math or PSAT/NMSQT Math <i>or</i>
	ACT Aspire Reading <i>or</i>	ACT Aspire Math <i>or</i>
ASVAB-AFQT Composite <i>or</i>	ASVAB-AFQT Composite <i>or</i>	
<u>Third Pathway</u>	Meet the Criteria of the NJDOE Portfolio Appeal for ELA	Meet the Criteria of the NJDOE Portfolio Appeal for Math

During Fall 2018, the NJ Dept. of Education has proposed changes to N.J.A.C. 6A:8 *Standards and Assessment* that would impact the chart above including the name, length, and tested grade levels of the state standardized tests. Additionally, the proposals would extend the multiple standardized testing pathways to demonstrate proficiency through the Class of 2025. For more information on the proposed changes and legislation that may take effect after the publication and posting of this Course of Study Guide, please visit <https://www.state.nj.us/education/code/> or contact assessment@doe.nj.gov

GRADING SYSTEM

Students will be graded on a numerical scale. Report cards will be mailed to parents four times each school year. Below is the interpretation for each grade range:

<u>Grade</u>	<u>Interpretation</u>
100-90	Excellent
89-80	Above Average
79-70	Average
69-65	Below Average
64-0	Failing Grade

<u>Grade</u>	<u>Interpretation</u>
PAS	Pass
WP or WF	Withdrew (Pass/Fail)
NC	No Credit
AU	Audit

HONOR ROLL

To be eligible for the various Honor Rolls a student must obtain:

High Honor Roll (Maxima Cum Honore) - All 90s or above.

Honor Roll (Magna Cum Honore) - At least 90 in two subjects and no grade less than 80.

Credit List (Cum Honore) - At least 80 in all subjects.

GRADE POINT AVERAGE & CLASS RANK

Student's grade point average (GPA) is calculated by multiplying the credit value by the final grade. A product for each course is obtained and all of the products are then totaled and divided by the total number of credits attempted to determine the student's grade point average. Pass/Fail, Online, and ILO courses will not be calculated in a student's grade point average.

Class rank is calculated at the conclusion of the junior year. It is recalculated after the 7th semester and a final rank is determined after the 3rd marking period. All 2.5, 5, 6, 10 and 15 credit courses are ranked with the exception of courses graded on a pass/fail basis, courses taken online, or as part of an ILO. Reporting of class rank is optional for all students at Red Bank Regional.

CREDITS FOR GRADE LEVEL PROMOTION

Any student who does not achieve the following credits will be retained in their current grade level and be deemed ineligible for privileges afforded the promotional grade level.

- 30 credits to be considered a sophomore
- 65 credits to be considered a junior
- 100 to be considered a senior

ADVANCED LEVEL COURSES

The district offers a variety of International Baccalaureate (IB), Advanced Placement (AP), Dual Credit and Honors courses for rigorous studies. Placement into these courses is determined by criteria explained in more detail under the course descriptions. Below is a list of all IB, AP & Dual Credit courses anticipated for the 2019-20 school year:

International Baccalaureate	Advanced Placement	Dual Credit Courses
IB Biology SL	AP Art History	BCC Adv. Music Tech
IB Business Mngmt SL	AP Art Studio	FDU Adv. Graphic Novels
IB English Literature HL	AP Biology	FDU Anatomy & Physiology
IB Enviro Sys & Societies SL	AP Calculus AB	FDU Creative Writing 4
IB French HL	AP Calculus BC	FDU Drama 4
IB French SL	AP Chemistry	FDU Sports Administration
IB Italian HL	AP Computer Science A	FDU Tomorrow's Teachers
IB Italian SL	AP Computer Science Prin.	GCU Found. of Exercise Sci.
IB History of Americas HL	AP Microeconomics	GCU Nutrition & Wellness
IB Mathematical Studies SL	AP English 3 Lang & Comp	RU Dynamics of Healthcare in Society
IB Mathematics SL	AP English 4 Lit and Comp	RU Medical Terminology
IB Psychology SL	AP European History	SUPA Cybersecurity
IB Psychology HL	AP French	SUPA Forensic Science
IB Spanish HL	AP Human Geography	SUPA Multivariable Calculus
IB Theory of Knowledge	AP Music Theory	
IB Visual Arts HL	AP Physics 1/2	
	AP Physics C	
	AP Spanish	
	AP Statistics	
	AP US History	

All International Baccalaureate (IB), Advanced Placement (AP), Dual Credit and Honors courses are weighted for the purpose of calculating class rank. IB HL, AP, and Syracuse courses will receive 10 additional points and Rutgers, Brookdale, FDU, GCU, IB SL and honors courses will receive 5 additional points. All students enrolled in AP and IB courses are required to take the examinations for the course to earn the weighted credit. Weighting and credits are awarded upon course completion.

Cost and Fees: Students and parents/guardians will be responsible for the costs of enrollment in IB and Dual Credit courses and AP exams. Specific amounts for each are available by contacting the RBR Guidance Department. Letters and correspondence regarding the costs, timelines to submit payment, and information on the process for students and parents/guardians to request fee assistance from the district will be provided during the 19/20 school year.

COLLEGE ENTRANCE REQUIREMENTS

District graduation requirements may not fulfill all college entrance requirements. It is imperative that each student review the specific entrance requirements for the colleges on their personal application list. Students planning to attend college after graduation should work closely with their school counselor in selecting courses each year.

Most colleges review the following criteria to determine admission to their school:

1. The high school transcript
2. SAT or ACT Scores
3. Personal statement or essay
4. Extracurricular participation and/or special talents
5. Teacher and counselor recommendations

It is recommended that all college-bound students select the following courses as a minimum for college admission:

- 4 years of college prep English
- 4 years of Mathematics (including Algebra 1 & 2 and Geometry)
- 4 years of Social Studies
- 4 years of Science (including Biology and Chemistry)
- 3 years of World Languages

NCAA ELIGIBILITY REQUIREMENTS

Division I:

1. Graduate from high school;
2. Complete a minimum of 16 core courses
3. Present the required grade-point average (GPA) and SAT or ACT (sliding scale)
4. Complete the amateurism questionnaire and request final amateurism certification.

Division II

1. Graduate from high school;
2. Complete a minimum of 16 core courses
3. Present the required grade-point average (GPA) and SAT or ACT (sliding scale)
4. Complete the amateurism questionnaire and request final amateurism certification.

Eligibility is determined by an initial eligibility index - see the NCAA website <https://web1.ncaa.org/eligibilitycenter/common/> for more details. All student athletes are encouraged to register with the NCAA during their junior year in order for the Clearinghouse to review their transcript for initial eligibility.

FRESHMAN ACADEMY PROGRAM

MISSION

The mission of the Freshman Academy is to transition our incoming freshmen and provide them with academic and social skills to successfully navigate the RBR curriculum.

ACADEMY FEATURES

- Incoming freshmen are assigned to a House of approximately one hundred students
- Each House consists of cross-curricular teams of English, Math, Science, and Social Studies teachers with one member serving as a team coordinator (Lead teacher)
- Each House has a common planning period for staff and school counselor to meet
- Engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skills to address real world projects and problems
- Students may participate in required and elective classes outside their house, as well as other activities such as clubs and sports
- Careful monitoring of student performance and attendance
- Frequent contact between school and parents
- Literacy infusion into all content areas
- Ongoing recognition of accomplishments

BENEFITS TO STUDENTS:

- Academically rigorous education that maintains high expectations for each student
- Increased academic achievement, student attendance, supporting positive attitudes
- Develop student awareness of academic/career options
- Stronger student-teacher relationships
- Integration of academic and technical skills
- Increased extracurricular participation rate

ENGLISH LANGUAGE LEARNERS PROGRAM

Red Bank Regional offers a high intensity ELL program designed to improve the skills of English Language Learners. High quality instruction extends throughout the curriculum, and most core content area courses are taught with the assistance of a bilingual paraprofessional. Students are mainstreamed in these courses. The department features a cross-content teaching team, and assessments are done using a portfolio approach. Curriculum is both culturally relevant and reflective of the contemporary multicultural adolescent experience. Tutoring is available in English and Spanish for all ELL students during lunch hours and after school. Parent involvement and student advocacy are also integral to the program. Seniors are eligible for the *Puente al Futuro* program (*Bridge to the Future*) a Fast Start college program at Brookdale Community College. This program offers ELL seniors the opportunity to take six college credits in their senior year of high school. Students successful in the program may then apply for a full scholarship upon graduation from Red Bank Regional and continue their college education at Brookdale Community College. Students are placed in ELL classes according to their scores on standardized tests, classroom performance, and portfolio assessment.

SPECIAL EDUCATION PROGRAMS

The special education programs for classified students are offered through the Office of Special Services. Student programs are selected in collaboration with the student, parents, and the child study team.

Special Education students must meet all state and local high school graduation requirements in order to receive a state endorsed high school diploma unless exempted in their Individualized Education Program (IEP). A description of a rationale for exemptions from the regular educational program must be included in their IEP. These students must participate in statewide assessments.

The district program offerings include:

Pull-out Resource (POR) Program: The Pull-Out Resource Program is offered to students who experience difficulty with the rigor, pace and/or structure of mainstream academic subjects: English, mathematics, social studies and science. Small group instruction is provided by highly qualified teachers who modify the general curriculum to meet the individual needs of students. Efforts are made to transition students into mainstream classes by teaching compensatory skills and strategies.

In-Class Resource (ICR) Program: The In-Class Resource Program is designed to provide support services to classified students in the general education setting in the content areas of English, mathematics, science, and social studies. Two teachers, a certified special education teacher and a content area general education teacher, work collaboratively to instruct and assist students within the classroom environment. All students are expected to meet general education curricular requirements with individualized instructional strategies and modifications.

Cognitive Mild Program: The Cognitive Mild Program focuses on enhancing skills in the academic areas while incorporating the development of social skills and functional life skills required for post-secondary success. Community Based Instruction is available for students to promote independence and learn functional life skills in a supervised community environment with certified teachers. As students' progress, they are provided with vocational opportunities to acquire job related skills through the district's Structured Learning Experience (SLE) and the Monmouth County Vocational School, as appropriate. Opportunities for mainstreaming are encouraged on an individual basis.

Academic Sequences for Core Content Areas

Content Area	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English Language Arts	English 9	English 10	English 11	English 12
Social Studies	Global Studies CP	US History 1	U.S. History II	History or Social Sciences Elective
Mathematics	Algebra I <i>Geometry</i> Algebra II	Geometry <i>Algebra II</i> Pre-Calculus	Algebra II <i>Pre-Calculus</i> Calculus or other math elective	Pre-Calculus or Statistics <i>Calculus or other math elective</i> Math elective
Science	Exploratory Science <i>Biology</i>	Biology <i>Chemistry</i>	Chemistry <i>Physics or other science elective</i>	Physics or other science elective <i>Science Elective</i>
World Languages	World Language 1 <i>World Language 2</i>	World Language 2 <i>World Language 3</i>	World Language 3 <i>World Language 4</i>	World Language 4 <i>AP/IB Language</i>

INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate (IB) Diploma Programme is a rigorous and comprehensive pre-university course of studies designed to expose motivated high school students to a challenging, innovative, and well-balanced academic program. The IB program encourages academic and personal achievement and promotes international mindedness and intercultural understanding and respect. IB courses are open to all juniors and seniors and are meant to appeal to students who strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

IB Diploma students take IB courses in 6 subject areas: English, World Language, Social Studies (History, Psychology), Science, Math, and the Arts. IB Diploma students can choose to forgo the Arts class and take a second World Language, Social Studies, or Science course instead. Students take three or four courses at the Higher Level (HL) and two or three courses at the Standard Level (SL) for a total of 6 courses. All IB Diploma students must complete three compulsory components as well over 2 years: an interdisciplinary Theory of Knowledge (TOK) course, a Creativity-Activity-Service (CAS) piece, and an independent Extended Essay (EE) on a topic of their choice. Students who do not take all 6 IB courses and who do not participate in the 3 core components needed for the IB Diploma can earn an IB Certificate instead.

The benefits of being an IB Diploma student are numerous. Such benefits include improved time-management skills, increased experience with oral presentations, and opportunities to apply college-level research and writing skills. IB Diploma students also gain an edge for college admission and can potentially earn college credit for individual courses and/or for earning an IB Diploma. For more information please contact the IB Coordinators Mrs. Lisa Boyle (lboyle@rbrhs.org) or Mrs. Rose Powers (rpowers@rbrhs.org).

Academic Sequences for IB Program

	Pre IB Grade 9	Pre IB Grade 10	IB Year 1 Grade 11	IB Year 2 Grade 12
Group 1-- Language	English 1	Honors English 2 English 2 CP	IB English Lit HL 1	IB English Lit HL 2
Group 2-- Second Language	Spanish/French/Italian 1	Spanish/French/Italian 2	Spanish/French/Italian 3	IB Spanish/French/Italian SL
	Spanish/French/Italian 1	Accelerated Spanish/French/Italian 2/3	IB Spanish/French/Italian HL 1	IB Spanish/French/Italian HL 2
	Spanish/French/Italian 2 & 2 Honors	Spanish/French/Italian 3 & 3 Honors		
Group 3— Individuals and Societies	Global Studies	Honors US History 1 US History 1 CP	IB History of the Americas HL 1	IB History of the Americas HL 2
			IB Psychology HL 1	IB Psychology HL 2
			IB Psychology SL (1 year)	IB Psychology SL (1 year)
			IB Bus Mngmt SL (1 year)	IB Bus Mngmt SL (1 year)
Group 4— Experimental Sciences	Biology	Honors Chemistry	IB Environmental Systems and Society SL (1 year), IB Physics SL (1 year) or IB Biology SL (1 year)	IB Environmental Systems and Society SL (1 year), IB Physics SL (1 year) or IB Biology SL (1 year)
	Exploratory Science	Chemistry CP		
		Biology		
Group 5— Mathematics	Algebra 1	Geometry	Algebra 2	IB Math Studies SL (1 year)
	Algebra 1	Algebra 2	Honors Algebra 2	IB Math SL (1 year)
	Geometry	Honors Algebra 2	Pre-Calculus	AP Calculus BC
	Algebra 2	Pre-Calculus	Honors Pre-Calculus	AP Statistics
		Honors Pre-Calculus	IB Math SL (1 year)	
Group 6—The Arts			IB Visual Arts HL 1	IB Visual Arts HL 2
Core IB course for Diploma Students			IB Theory of Knowledge	IB Theory of Knowledge

ACADEMY OF ENGINEERING PROGRAM

The Academy of Engineering (AOE) was developed with leaders from industry and education and is aligned with Project Lead the Way, a national high school engineering curriculum. The program provides an excellent education where every student explores real world applications that are challenging and grounded in engineering principles. The academy promotes effective learning through the use of technology, effective teaching, creativity, and competitions that prepare our students for the next stages of their life while developing a passion for learning. Students enrolled in this academy can participate in the Technology Student Association (TSA), which offers students the opportunity to compete in engineering and technology related activities. RBR students have placed 1st in State Competitions, nine out of the past ten years, and qualified and competed nationally seven out of ten years. Students may receive college credit through above average performance in the course and on the final exam. The college credit may be articulated through a variety of approved four year colleges.

Academic Sequence for Academy of Engineering

9	10	11	12
Intro to Engineering Design	Digital Electronics	Honors Principles of Engineering	Honors Engineering Design and Development
AP Computer Science Principles	Honors Computer Integrated Manufacturing or Honors Civil Engineering and Architecture or Honors Aerospace Engineering or Honors Environmental Sustainability *	Honors Computer Integrated Manufacturing or Honors Civil Engineering and Architecture or Honors Aerospace Engineering or Honors Environmental Sustainability*	Honors Computer Integrated Manufacturing or Honors Civil Engineering and Architecture or Honors Aerospace Engineering or Honors Environmental Sustainability*

*Biology is a prerequisite for this course

ACADEMY OF VISUAL AND PERFORMING ARTS PROGRAM

Red Bank Regional’s NJ state certified Career Technical Education Visual and Performing Arts Academy offers fourteen four-year majors in: Studio Art, Photography, Creative Writing, Dance, Drama, Interactive Media, Instrumental Music: Brass, Percussion, Woodwinds, Strings, Guitar, Harp, Piano, and Vocal Music. Through rigorous daily practice along with numerous performance and exhibition opportunities, students develop as individual artists in preparation for further study at the college level and as professionals. In 2010, the VPA Academy was named a NJ Model School for the Arts by the NJ Arts Education Partnership and has been commended as the #1 Arts program in Monmouth and Ocean County by the Asbury Park Press.

Academic Sequence for VPA: Brass, Percussion, Woodwind and Vocal

9	10	11	12
Instrument Lvl 1/ Vocal Lvl 1	Instrument Lvl 2/ Vocal Lvl 2	Instrument Lvl 3/ Vocal Lvl 3	Instrument Lvl 4/ Vocal Lvl 3
VPA Music Theory	VPA Musicianship	AP Music Theory	VPA Advanced Music Technology
Band/Orchestra/ Concert Choir	Band/Orchestra/ Concert Choir	Band/Orchestra/ Concert Choir	Band/Orchestra/ Concert Choir

Note: In order to complete all requirements for this VPA programs, students must take Mod PE in lieu of study hall

Academic Sequence for VPA: Piano, Harp, Guitar

9	10	11	12
Instrument Level 1	Instrument Level 2	Instrument Level 3	Instrument Level 4
VPA Music Theory	VPA Musicianship	AP Music Theory	Adv MusicTechnology

Academic Sequence for VPA: Drama, Creative Writing, Dance, Commercial Photography, Interactive Media, Studio Art

9	10	11	12
Level 1	Level 2	Level 3	Level 4
Level 1	Level 2	Level 3	Level 4

ACADEMY OF FINANCE PROGRAM

Red Bank Regional's NJ state certified Career and Technical Education Academy of Finance partners with the National Academy Foundation to provide career-oriented class work in corporate and financial industry areas. NAF designs industry-related curricula to enrich the experiences and opportunities available to our students. Through a wide variety of classes and electives, students can explore the fields of Economics, Accounting, Management and Financial Planning to better prepare them for college-level study in these areas. Students complete an internship between Junior and Senior year for real-world work experience prior to college. For more information, visit: www.naf.org

Academic Sequence for Academy of Finance

9	10	11	12
AOF Principles of Financial Success	Accounting 1	IB Business Management SL	AOF Financial Planning, Investment and Insurance
Ethics in Business/ Business Software Solutions	Business Economics	Honors Accounting 2 or AP Microeconomics or AP Macroeconomics	Honors Accounting 2 or AP Microeconomics or AP Macroeconomics

ACADEMY OF INFORMATION TECHNOLOGY PROGRAM

The Academy of Information Technology (AOIT) focuses on providing a top-notch education that integrates higher level computing skills with real-world applications. The academy ensures that students develop the knowledge and expertise needed to become computing professionals. This program fosters an environment that excites students about the opportunities available across all aspects of the technology industry. Students follow two concentrations within AOIT: Computer Science and Networking/Cybersecurity. All courses within the program are college preparatory with many students continuing on to a post-secondary education. Students within the academy will take 2 AP Computer Science courses as well a SUPA (Syracuse University Project Advance) course for college credit. Students enrolled in this academy have competed and placed in many Information Technology competitions. These honors include placing within the top 5 in NJ for FBLA computing competitions and being named national finalists in the CyberPatriot competitions.

Academic Sequence for Information Technology: Computer Science

9	10	11	12
AP Computer Science Principles	Honors Computer Science 2	AP Computer Science A	Web and Mobile Application Development
Introduction to Computer Systems	Honors Networking	Honors CyberSecurity or AOIT/AOE elective	Honors Digital Forensics or AOIT/AOE elective

Academic Sequence for Information Technology: Networking

9	10	11	12
Introduction to Computer Systems	Honors Networking	Honors CyberSecurity	Honors Digital Forensics
AP Computer Science Principles	Honors Computer Science 2	AP Computer Science A or AOIT/AOE elective	Web and Mobile Application Development or AOIT/AOE elective

ACADEMY OF EARLY CHILDHOOD EDUCATION PROGRAM

Red Bank Regional's NJ state certified Career and technical Education Academy of Early Childhood Education is designed to prepare students to enter careers in Education, Students receive training in child development and lesson planning, allowing them to become the teachers at Red Bank Regional's active pre-school. By Senior year, students are enrolled in Tomorrow's Teachers, pairing students with professional educators at partner schools.

Academic Sequence for Early Childhood Development

9	10	11	12
Child and Personal Development	Preschool Lab	Psychology/Sociology	Tomorrow's Teachers or Preschool Lab
Ethics in Business/ Business Software Solutions	Preschool Lab	Fine and Performing Arts Elective	Social Sciences Elective or Preschool Lab

RED BANK REGIONAL HIGH SCHOOL

2019-2020 COURSE DESCRIPTIONS

When students indicate their courses of interest during the Spring, every effort is made to put the best schedule together for each student. Due to scheduling conflicts and the academic rigor of the individual student's requests, there is no guarantee that all selected courses will fit in a student's schedule. When meeting with School Counselor to discuss course requests, students should list as many alternates as possible in case first choices are not possible. Students that request to waive into a course not recommended must be submitted to Supervisor of Counseling by April 15, 2019 with form completed accurately and both student and parent signatures. No changes to students' selected electives will be made in the fall.

The deadline for student and parent initiated academic level changes is the end of the second week of the school year, based on the availability of the courses and changes based on the academic best interest of the student. The deadline for teacher recommendations on academic level changes is the end of the first marking period, based on the availability of the preferred course and identified utilization of available academic supports. All grades from the initial course will follow the student to the new course.

Only course level changes will be made; no elective changes will occur. Withdrawal from any course after the deadline will result in a withdraw pass (WP) or withdraw fail (WF) on the student's transcript. Any changes after these dates must have administrative approval.

The following pages contain brief descriptions of each course offered at Red Bank Regional High School. All two and a half credit courses are semester-long courses. Most all other courses are full-year courses with the exception of Health (one marking period) and Physical Education (three marking periods).

Please note the following abbreviations:

CR = number of high school credits given for passing the course

YO = the grade level or year in which the course is offered to students

PRE = prerequisite course required with a passing final grade

NCAA= denotes NCAA Eligibility Center approved course at time of publication and posting of this Course of Study Guide

Following the course descriptions, you can find a list of all student elective courses, grade level eligibility for the course, and the graduation requirements for which the course meets.

BUSINESS AND FINANCE COURSES

Accounting 1 (6610) – This is a required course for Academy of Finance sophomores; however, college bound students who plan any business major will find this course to be extremely valuable as a basis for required courses in college. Students engage in a comprehensive study of accounting utilizing the double-entry system for recording, analyzing, and interpreting business operations from a financial standpoint. Students gain a background in business operations and procedures with related business terminology. Both a sole proprietorship service business and a corporation merchandising business are examined. An accounting simulation is the focus of the last marking period reinforcing Generally Accepted Accounting Practices. CR 5, YO 10,11,12. (Required for all AOF Grade 10 students; elective for Grades 10, 11, 12 students)

AOF Principles of Financial Success (6604) – This full year course is designed to give students an overview of the world of finance. Students will develop a comprehensive understanding of financial concepts such as: financial intermediaries, wealth, personal budgeting, banking, credit and debt management, investment banking, different forms of business ownership, and ethics in business. While learning about these important financial concepts, students will comprehend the importance of preparation, study habits, proper interpersonal communication skills, and developing a career plan; which can be used for the remainder of their professional lives. CR 5; YO 9; **Required for all Grade 9 AOF students**

AP Macroeconomics (6639) - AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. CR 5, YO 11,12 **AOF Students are required to take 2 of the following 3 courses: AP Macroeconomics, AP Microeconomics, and Honors Accounting 2.**

AP Microeconomics (6637) – AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. CR 5, YO 11,12 **AOF Students are required to take 2 of the following 3 courses: AP Macroeconomics, AP Microeconomics, and Honors Accounting 2.**

Applied Finance (6623) – Applied Finance delves into the financial concepts introduced in Introduction to Finance. Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today. CR 2.5, YO 11, **With Business in the Global Economy, one of two options for grade 11 AOF students**

Business Economics (6620) – Business Economics introduces students to the key concepts of microeconomics and macroeconomics. This course discusses the American economy and the allocation of the factors that influence the business firm and its products. Additionally, this course analyzes the role of consumers, their behavior and choices, as well as, the role of producers and the role of production and cost within the market setting, through the theory of supply and demand and the circular flow of the economy. Students are introduced to forms of competition and the relationship of labor and business, as well as, a broad overview of the global economy. Students will understand the indicators used to measure the success of an economy, such as CPI, GDP, unemployment and supply and demand. In addition, they will be introduced to the role of government and fiscal policy to analyze its potential impact on the economy. CR 5, YO 11, 12 **Required grade 10 for AOF students or elective for all students 11 & 12 grades**

Business in the Global Economy (6622) –This course provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally. Building on concepts introduced in Principles of Finance, this course broadens students' understanding of how businesses operate, grow, and thrive in our ever-changing world. CR 2.5, YO 11,12 With **Applied Finance, one of two options for grade 11 AOF students.** PRE Principles of Financial Success

Business Software Solutions (6601) – This semester class, using various application-based exercises, introduces students to various computer programs that are necessary for students and professionals to master. Over the course of the year, students will comprehend the importance and uses for Microsoft Office Suite. Using Word, students will create MLA style reports, create cover letters and resumes`, and draw tables. In Excel, students will design spreadsheets to be used in various occupations in the future. Publisher will enable students to create brochures, letterheads, flyers, and other documents related to various industries. PowerPoint encourages students to create and present projects that can be used both in the classroom and in the real world, individually or in a group. CR 2.5; YO 9, 10 **Required grade 9 for AOF/Early Childhood students along with Ethics in Business**

Ethics in Business (6625) – This course introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics; and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of organizational culture. Students also explore ethics as social responsibility, the evolution of ethics in international business, and how the free market and ethics can coexist. CR 2.5, YO 9, 10,11,12 **Required grade 9 for AOF/Early Childhood students along with Business Software Solutions**

Financial Planning, Investment and Insurance (6630) – Financial Planning provides students with an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of investments. Students also examine careers in financial planning. CR 5, YO 11,12

Required grade 12 for AOF students

Honors Accounting 2 (6611) – Reviews the basic theory introduced in Accounting 1 and moves on to payroll, special journals, adjustments, depreciation, inventory, notes payable and receivable, uncollectible accounts, interest, accruals and advanced financial statements. Corporate accounting is emphasized through the inclusion of a project researching the history and backgrounds of major corporations and analyzing their Annual Reports. CR 5, YO 11,12, PRE Accounting 1 **AOF Students are required to take 2 of the following 3 courses: AP Macroeconomics, AP Microeconomics, and Honors Accounting 2.**

IB Business Management SL (6629) - This business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. Covers curriculum previously taught in Marketing and Entrepreneurship. CR 5, YO 11, 12 Required **grade 11 for AOF students.**

Personal Financial Literacy (6603) – This semester course is designed to assist students in understanding the basics of personal finance. Through application based lessons, students develop financial literacy as they learn about the function of finance in society. Topics that are discussed during this class include: finance intermediaries, wealth, personal budgeting, banking, credit and debit management, investment banking, different forms of business ownership and ethics in business. CR 2.5; YO 9, 10, 11 This class fulfills the 9.2 Financial Literacy requirements.

ENGLISH COURSES

English 1 CP (1101) – This course uses a problem-based learning approach to stress those literary skills essential to success: reading, writing, speaking, listening and viewing. Study skills, vocabulary skills and critical thinking are infused into the curriculum to help students make the transition from elementary to secondary school. Literary selections are organized by genre. Students keep a writing folder, which is a record of their major composition work. NCAA

Honors English 2 (1108) – This is a course for students whose achievement is highest at the grade level. Literature is organized by genre and includes works which reflect major figures in America's diverse cultural and literary heritage. This literature strengthens students' critical reading and writing skills. In addition, students work on a number of independent projects. CR 5, YO 10, PRE English 1 CP NCAA

English 2 CP (1104) – This course uses a problem-based learning approach to explore the history and development of American literature through a variety of genres: the novel, drama, nonfiction, short story and poetry. The course spans early American to 21st Century literature. Composition process and revision, SAT/PARCC preparation, contextual vocabulary skills and methods of debate are also incorporated. CR 5, YO 10, PRE English 1 NCAA

AP English 1 Language and Composition (1114) – This is a course for students whose achievement is highest at the grade level. This course focuses primarily on critical analysis of rhetorical strategies found in nonfiction European and American literature. Some fiction from the English 3 CP curriculum is also included in coursework. The course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and to become skilled writers who can compose for a variety of purposes. Emphasis is placed on the emerging character and distinctive qualities of European and American thought through sermons, journals, essays, short stories, drama and the novel. Research papers are required. This course prepares students to take the AP Language and Composition exam and provides the foundation for AP English 2 Literature and Composition. Students who receive a 3 or better on the AP exam may be eligible for college credits. CR 5, YO 11,12 Suggested PRE Honors English 2 or 90 or better in English 2 CP, or a teacher recommendation. NCAA

IB English Literature HL 1 (1121) – The first year of the two-year curriculum focuses on close reading of three works, examining how authors create meaning through literary techniques. Students begin the year analyzing summer texts and additional 20th and 21st century readings; study culminates in an Individual Oral Presentation of 10-15 minutes based on one of these works. Students then explore four works in translation, exploring the global context of each work through research, discussion and writing. By the end of the year, students will have created a four-stage written analysis of one of the translated works. CR 5, YO 11, PRE English 2 NCAA

English 3 CP (1109) – This course focuses on a survey of the rich heritage of English literature emphasizing the chronological development of the English language as revealed in celebrated literary works from Europe and around the globe. Students study drama, short stories, poetry and novels. Course requirements include a research paper. PARCC and SAT preparation includes intensive vocabulary study and practice exams. CR 5, YO 11, PRE English 2 NCAA

AP English 2 Literature and Composition (1120) – With an intense focus on reading, writing, and literary analysis, Advanced Placement English Literature and Composition develops students' critical thinking skills and encourages their academic independence. Conceived as a college-level introduction to literature course, AP English covers a complete range of literature and demands much of each student. This course requires close reading of texts, and students will practice analytical and critical writing to heighten their critical and rhetorical abilities. Students will complete numerous timed writings and review previously administered exams in preparation for the AP Lit and Comp exam in May. Students who receive a 3 or better on the AP exam may be eligible for college credit. Two research papers are required in this class. It is recommended that students who enter AP English Lit from AP English Language receive a score of 3 or better on the AP Language and Composition exam. CR 5, YO 12, Suggested PRE AP English 1 (85 average or higher) NCAA

IB English Literature HL 2 (1122) – The second year of the IB English curriculum involves two parts. First, the class conducts detailed study of works of various genres. Students are assessed through an extensive oral evaluation which includes a formal oral commentary of poetry and a student-teacher discussion of a work of another genre. The second half of the year is spent reading and analyzing texts of a specific literary genre; students complete two year-end external written exams on at least two works studied. CR 5, YO 12, PRE IB English HL1 NCAA

Creative Writing 1 (1150) – Fall – This course follows the premise that to write well, one must know good writing. Creative Writing 1 requires students to study major works of European and American prose, poetry, and drama in an effort to assess each writer's style and creative strategy. Students then incorporate what they learn into their own original works. CR 2.5, YO 9,10,11,12 NCAA

Creative Writing 2 (1151) – Spring – This course is a workshop class for those students who enjoyed Creative Writing 1 and who wish to continue writing poetry, short stories and plays. Students will become more sensitive to themselves and to life through the process of writing. They will learn and become familiar with literary techniques and practice their use, and gain critical insight into what makes good writing by reading and evaluating pieces written for the class. CR 2.5, YO 9,10,11,12 NCAA

Film Studies (1152) – This elective course is an introduction to the art of film. The students will learn about film terminology, tools and techniques, different modes and models of criticism, interpretation and film theory, as well as the history of film and the film industry. The students will utilize Stephen Prince's Movies and Meaning as their textbook. CR 2.5, YO 11,12

Introduction to Philosophy (1159) - This course is an introduction to the examination of the “big questions” geared toward helping students learn to articulate their worldview and take a stand on the meaning of life. Through current topics, it introduces students to the overarching issues explored by philosophers and lets them explore some of the more famous thinkers while critiquing their positions. Students will read, write about and discuss the works, but they will also directly respond to and develop their own positions. CR 2.5, YO 10 NCAA

Advanced Graphic Novels and Visual Literacy (1155) - In this rigorous full-year course, students will explore the connection between the visual and literary arts by learning about the long history behind today’s graphic novels from around the world. Students will investigate how graphic novels must carefully balance between narratives told through images and words, and how line, color, composition, visual pacing and tone contribute a text’s meaning. Student will also explore topics such as censorship, translations between different media, heroic archetypes, the art of storytelling, and much more. Students should have an interest in literature or the visual arts, but specific prior knowledge of graphic novels is not required. Class activities will include reading graphic novels and graphic-narrative theory and scholarship, discussion of various texts, and creative and analytical writing. **This course will be a concurrent enrollment course offered through Fairleigh Dickinson University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.** CR 5, YO 11,12

Honors Philosophy (2200) – This challenging course takes student on a tour of the history of thought, integrating the study of the most influential philosophers with the chance to develop and defend original perspectives. The course progresses from Ancient Greece to modern day, exploring the "big questions" of Being, Knowledge and Action through a broad variety of media examples, thought experiments and project-based assessments. Interested students should be prepared for scholarly discussion and advanced readings and research assignments, but also for an intellectually enriching experience that will expand their horizons of critical thought." CR 5, YO 11,12 NCAA

Multicultural Literature (1158) - This course focuses on literature and folklore by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. This course emphasizes critical and creative thinking and writing. Class assignments and learning activities will be designed to reinforce Common Core skills and provide opportunities for students to express their abilities in a variety of mediums. Various print and non-print texts from many cultures and subcultures will be discussed and analyzed through written, verbal and nonverbal methods. An emphasis will be placed on becoming an active rather than passive consumer of texts. CR 2.5, YO 11, 12

Public Speaking (1154) - This is a basic course for the student with little knowledge of, but a curiosity about, the skills necessary for public speaking. The course is designed to introduce the student to the basic aspects of public speaking by simulating numerous public speaking scenarios. The course involves both written and oral critiques of performances. Preparation for the performance assignments is the major homework component. CR 2.5, YO 10,11,12 NCAA

Honors English 4 Humanities (1119) – This course is a study of the inter-relatedness of literature, painting, sculpture and music. Students study the key themes and images which evolve from the time of the Ancient Greeks, through the Middle Ages and Renaissance, Baroque, the Romantics and Victorians, into the 20th century. This course expands the understanding of what it means to be a human in the modern world. Heavy emphasis is placed on reading and writing at an elevated level in preparation for stringent demands in college. The successful completion of a research paper is required. CR 5, YO 12, Suggested PRE Honors English 3 or 90 or better in English 3 CP, or teacher recommendation. NCAA

English 4 CP Humanities (1115) – This course is a study of the inter-relatedness of literature, painting, sculpture and music. Students study the key themes and images which evolve from the time of the Ancient Greeks, through the Middle Ages and Renaissance, Baroque, the Romantics and Victorians, into the 20th century. This course expands the understanding of what it means to be a human in the modern world. The successful completion of a research paper is required. CR 5, YO 12, PRE English 3 NCAA

Senior Year English College Prep Exploring Options

Beginning in the 18/19 school year, students will have an opportunity to meet the English 4 graduation requirements through the exploration of two of the four new semester core English classes detailed below. These half year classes, if taken, will replace the traditional English 4 CP class. The classes will be a rigorous journey through the genre while analyzing some of the quintessential works within the genre.

English 4 CP: Exploring Bestseller Literary Fiction (1124) - This 1 semester core English class will examine contemporary novels and short stories appearing on the New York Times' bestseller list within the past ten years. Focus will be on appreciation of literary features, as well as discussion and written analysis of texts. During the first semester, students will also write a research paper that fulfills RBR's graduation requirement. CR 2.5, YO12

English 4 CP: Exploring Mystery Fiction (1125) - This 1 semester core English class will utilize famous mystery novels and short stories across decades and literary movements to track patterns and techniques found throughout literature. Students will work with some Sherlock Holmes shorts, Dan Brown's *Angels and Demons*, Agatha Christie's *And Then There Were None*, and Truman Capote's *In Cold Blood*, along with other selections, to apply and develop a variety of analysis, discussion, and writing techniques. CR 2.5, YO12

English 4 CP: Exploring Speculative Fiction Literature (1126) - This 1 semester core English class explores the field of speculative fiction through selections from its greatest writers, from "golden age" authors like Isaac Asimov and Arthur C. Clarke to "new wave" innovators including Octavia Butler and Ursula K. Leguin. It concludes with a survey of rising star Ted Chiang's cutting-edge short stories and the film *Arrival* based on his work. The goal is to use these visions of possible futures as a window to examining our present and its technological, sociopolitical and cosmological issues. CR 2.5, YO12

English 4 CP: Exploring Sports and Literature (1156) - This 1 semester core English class is designed to explore the world of sports, and how writers attempt to convey it to their reader. This class is where sports and literature converge to create a setting which often captivates and moves the readers. Students will be introduced to a wide variety of genres throughout the semester to help illustrate the various ways in which sports writers illustrate the impact that sports reading literature has on the world in which we live. The course is broken down into 5 major themes: The Inspiration, Generations and Locations, The Comeback, Social Impact, and The Dark Side of Sports. Along the way, students will analyze heroic traits and how they apply to our sports' figures. Students will critically read the text in order to discuss the purpose and audience of the works being studied. They will explore how the works influence our emotions and our views of ourselves and our surroundings. Students will also evaluate the unique style of writing that is used in sports' literature. Furthermore, students will investigate the importance of sports in their own lives, and how it helps form one's current identity. CR 2.5, YO12

ENGLISH LANGUAGE LEARNER COURSES

ELL 1 (1200) – Using a four-skills (reading, writing, listening, speaking) approach, students gain a solid foundation in essential skills and strategies through authentic literature and informational readings. This course is designed for newcomer students as a means of building academic skills to be further developed in subsequent English Language Learner courses. The course focuses on the following:

- Reading Practice that includes Content Area Readings in social studies, science, math, literature, and history.
- Functional Language.
- Basic grammatical concepts.
- Vocabulary development.
- Learning strategies.
- Cultural aspects of formal and informal settings in the U.S.
- Critical/close reading skills
- Incorporating the use of textual evidence
- identifying primary and secondary resources
- technology skills and use of academic databases

These classes meet for a full block both A & B days. CR 10, YO 9,10,11,12

ELL 2 (1201) – In this course students continue to develop academic content-area vocabulary. Students develop proficiency in using their understanding of grammatical structures, cultural knowledge and language arts skills in context. Students read a wide variety of thematically linked selections, including literature and informational texts. Each selection helps students develop their understanding of the academic language necessary for school as well as the viewing, listening, speaking, and writing skills they need to begin to transition into the mainstream curriculum. These classes meet for a full block both A & B days. CR 10, YO 9,10,11,12

ELL 3 (1203) – The third in the series, this class is for more advanced ELL students. This class refines student writing skills, development of grammar and literary elements. Students will explore in depth literary analysis skills. The class will support the student endeavors in the general education classes which may include public speaking skills, analytical writing support, as well providing additional support for developing PARCC related skills. CR 5, YO 9,10,11,12

ELL 4 (1204) – This is a supplemental ELL course for the highest level ELL student. The third in the series, this class is for more advanced ELL students. This class refines student writing skills, development of grammar and literary elements. Students will explore in depth literary analysis skills. The class will support the student endeavors in the general education classes which may include public speaking skills, analytical writing support, as well providing additional support for developing PARCC related skills. CR 5, YO 9,10,11,12

FAMILY, CONSUMER AND LIFE SCIENCE COURSES

Baking Arts (6679) – This course introduces the student to the ingredients, processes, terminology, and equipment of basic baking. The student will prepare a variety of quick breads, yeast breads, cakes, cupcakes, pies, cookies, and special desserts. Information about ingredients, measurement, substitutions, chemical reactions, and nutrition is included. Skills in mixing, kneading, rolling, decorating, and attractive presentation are featured. Each student will collect recipes to make their own cookbook. The students will use their skills and creativity to provide baked goods for school, family, and friends, and the community. CR 5, YO 10, 11,12

Child and Personal Development (6676) – The course begins with the study of children from the prenatal stage through middle childhood. The physical, intellectual, emotional, social, and moral development of each age is covered. Emphasis is placed on useful child care skills and positive methods of behavior management. Projects include children's nutrition, toy analysis, creative story presentation, and an infant simulator experience. The course continues with personal development and independent living skills. Money management, budgeting, bank accounts, check writing, and consumer skills are included. Additional topics of study include nutrition, interior design, and sewing (hand and machine). The class is a prerequisite for Preschool Lab. CR 5, YO 9, 10,11,12

Commercial Foods (6675) – Students will develop recipes, plan menus, and simulate a catering business by preparing and presenting food for large groups of people. Students will also get to see what it takes to run a restaurant through on-site visits to some of the area's food establishments. CR 5, YO 12, PRE Advanced Foods, International Culinary Experience, Teacher Recommendation

Creative American Cuisine (6674) – Students will utilize their knowledge and skill acquired in Foods 1 & 2 and focus on preparing various types of American cuisine while placing a creative influence on the traditional preparations of the food of our country. CR 2.5, YO 11,12, PRE Foods 1; Foods 2

Fashion 1, Art and Design (6670) – This is an introductory semester course on fashion design. Emphasis will be placed on art, design and illustration. Using a variety of materials, students will study the aesthetics and basic principles of design (i.e. color, balance and rhythm). Students will have opportunities to create their own fashion statements. This course may include trips to museums and/or fashion events. CR 5, YO 10,11,12, PRE Art 1

Fashion 2 (6678) – The students will begin with a review of the human anatomy for assessment. The students will begin to understand the development of the child to adulthood, age, size and height. Drawing and design will continue from level 1 but advance to male and child. By MP 2, construction of the student's designs will become the main focus. Students will continue to read and learn about designers and begin to venture into areas outside of design and construction, such as buying/selling, window display and merchandising. Guest artists will be brought into the classroom and fashion internships/college visits will be encouraged. Level 1 and 2 will end with a strong, well rounded body of work required for the college portfolio. CR 5, YO 11, 12 PRE Fashion 1

Foods 1 (6671) – This is a semester course in safety and sanitation in the kitchen. Students will be expected to develop skills in using the correct tool for the right task, basic food preparation, measuring ingredients accurately, planning food shopping for nutritious family meals, mealtime etiquette, budgeting and comparison shopping. Knife Skills and various cooking techniques will be stressed. CR 2.5, YO 10,11,12 **As part of an agreement with Brookdale Community College, students may additionally earn Brookdale credits through Tech Prep Portfolio option.**

Foods 2 (6672) – Foods 2 is a semester course designed to introduce students to the culinary arts as a profession. Students will explore various cooking techniques. Emphasis in this course is given to the development of basic competencies related to the culinary arts profession, food preparation, basic menus and recipes, standardization, and kitchen procedures. CR 2.5, YO 10,11,12 PRE Foods 1 **As part of an agreement with Brookdale Community College, students may additionally earn Brookdale credits through Tech Prep Portfolio option.**

International Culinary Experience (6673) – Travel around the globe by preparing various cuisines that countries have to offer while learning about their traditions and culture through food. Authenticity is stressed in the preparation of food while customs and values of particular countries are explored. CR 2.5, YO 11, 12, PRE Foods 1; Foods 2

Pre-School Lab (6677) – In this full-year laboratory course, students plan and operate a nursery school for preschool children. High school students study child guidance, curriculum planning, and techniques for teaching preschoolers. They prepare lesson plans and act as the teacher of the day. This course offers students an opportunity to interact with children and learn about child development and behavior through a personal experience. This class is an excellent prerequisite for a career related to children as well as for personal enrichment. CR 10, YO 10, 11,12, PRE Child and Personal Development

Tomorrow's Teachers (2255) - The primary goal of this program is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. It includes three themes: Experiencing the Learner; Experiencing the Profession; and Experiencing the Classroom. A variety of hands-on activities and a strong emphasis on observations, and field experiences are provided. **This is a concurrent enrollment course offered through Fairleigh Dickinson University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.** CR 5, YO 12

Global Citizenship for the 21st Century (6669) - In this course, students will be introduced to key aspects of the Red Bank Regional school community. The course is divided into four key sections. In the first session, students will focus on the multiple career opportunities they will be exposed to at RBR. In the second session, students will develop key 21st Century skills including an infusion in current technology such as Google Classroom and Microsoft Office. During the third section, students will develop their interpersonal and communication skills. Finally, students will be exposed to the many aspects of global citizenship as they will eventually journey outside “Buc Nation” and into the world. Throughout the course, students will create a portfolio of their best work that will culminate during the final section of study. CR 5, YO 9

MATHEMATICS COURSES

Foundations of Algebra (1211, 1213) – This course provides students with a strong mathematical foundation in preparation for success in an Algebra 1 course. The main focus is to simultaneously build confidence with mathematical abilities and content literacy skills that will be further developed in subsequent math courses. Course content is determined based upon student aptitude with the goal of strengthening algebraic skills by the end of the course. CR 5, YO 9,10,11

Algebra 1 (3302) – This course develops an understanding and modeling of a variety of real world situations using Algebra. Skills include operations with real numbers, exponents and polynomials, and working with radical expressions and equations. Successful completion of the course builds on prior knowledge of linear functions and includes graphing and finding solutions for linear, quadratic, exponential, piecewise and absolute value functions, systems of equations, and inequalities. In addition, transformations of these functions will be a focus of study. Modeling includes both abstract and concrete forms of representation for a complete understanding of Algebra. CR 5, YO 9,10,11 NCAA

Honors Geometry (3306, 3307)- This course integrates algebraic and geometric concepts to provide both abstract and real-world applications of geometry, and the development of inductive and deductive reasoning, communication skills, and problem-solving techniques. Students will discover relationships between two and three dimensional geometric figures, study transformations and rigid motions, and learn to reason logically in order to solve abstract geometric proofs. Formal geometric constructions will be completed in order to discover and verify relationships between figures. Reasoning will also be applied to the study of congruence and similarity, relationships found in circles, and real-world applications. This course provides students with the conceptual framework, practical application, and analytical skills necessary to meet the needs of strong mathematics students and support their future study in mathematics and science. CR 5, YO 9, 10, 11 Suggested PRE: Algebra 1 with an average of 90 or higher and a teacher recommendation. NCAA

Geometry (3308) – This course integrates algebraic and geometric concepts as students discover relationships between two and three dimensional geometric figures, study transformations and reason logically in a step-by-step approach in order to solve geometric proofs and real-world applications. Logical reasoning is also applied in finding measurements, including area and volume, length of segments, degrees of angles, area and perimeter of polygons, and applications of the distance and slope formulas. Transformations are applied in the study of congruent and similar figures, including the completion of geometric proofs. CR 5, YO 10,11,12, Suggested PRE Algebra 1 with an average of 75 or higher NCAA

Geometry Concepts and Applications (3310) – This course reinforces algebraic concepts while students examine the relationships between two and three dimensional geometric figures. Logical reasoning and constructions are used to help students discover relationships between parallel and perpendicular lines, as well as triangle, quadrilateral, polygon and circle relationships. Transformations are applied in the study of congruent and similar figures. Skills development within meaningful contexts helps students connect geometry to real life applications. CR 5, YO 10,11,12, PRE Algebra 1 with an average less than 75

Honors Algebra 2 (3325) – This rigorous course is designed for the strong mathematics student in preparation for Honors Pre-Calculus. Topics covered include linear, quadratic, polynomial, rational, exponential and logarithmic functions, systems of equations, polynomial and rational expressions, and sequences and series, with an emphasis on modeling and real-world applications. Students also study radicals, irrational numbers, complex numbers, quadratic relations and systems, exponents and logarithms, conic sections, trigonometry, and probability and statistics. Throughout this course, students will use technology to facilitate their understanding of the topics being studied. CR 5, YO 10,11, Suggested PRE Algebra 1 and Geometry with averages of 90 or higher and a teacher recommendation. NCAA

Algebra 2 (3320) – Algebra 2 is the second course in the Algebra sequence, continuing the study of linear and nonlinear functions. Students will analyze and interpret polynomial, exponential, logarithmic, rational equations and functions, trigonometric functions, trigonometry, and probability and statistics, with an emphasis on modeling and problem-solving. Throughout this course, students will relate topics to real-world applications and use technology to facilitate their understanding of the topics being studied. Algebra 2 provides the framework of mathematical skills and knowledge needed for advanced courses in mathematics. CR 5, YO 10, 11, 12, Suggested PRE Algebra 1 and Geometry with averages of 75 or higher NCAA

Algebra 2 Concepts (3324) – This course builds on the concepts begun in Algebra 1, developing a deeper understanding of linear and nonlinear functions. Study includes abstract concepts and applications including real numbers, equations and inequalities, polynomials, rational expressions and functions, exponents, radicals, linear and quadratic equations, trigonometry, and probability and statistics, with an emphasis on modeling and problem solving. Throughout this course, students will use real-world applications and technology to facilitate their understanding of the topics being studied. CR 5, YO 11,12 PRE Algebra 1 & Geometry with averages less than 75

Honors Pre-Calculus (3327) – A challenging course for the strong math student stressing work with polynomial, trigonometric, logarithmic, exponential and inverse functions. Topics covered include analytic trigonometry, vectors, parametric and polar functions, matrices, and analytic geometry in three dimensions. Discrete mathematics and an introduction to Calculus then provide each student with a thorough background for the study of calculus. CR 5, YO 10, 11, 12 Suggested PRE Geometry and Algebra 2 (3320) with an average of 90 or higher or Honors Algebra 2 (3325) with an average of 85 or higher NCAA

Pre-Calculus (3326) – This course provides the essential understanding of trigonometry and the study of functions and their graphical characteristics that are needed for further coursework in mathematics. Topics include linear, quadratic and polynomial functions, exponential and logarithmic functions, analytical trigonometry, and conic sections. This course culminates with an introduction to Calculus, providing a strong background for higher level math coursework. CR 5, YO 11,12, Suggested PRE Algebra 2 (3321) with an average of 80 or higher NCAA

Calculus (3328) – A non-honors full-year course that introduces the fundamental elements of differential and integral calculus by including functions, limits, derivatives, exponential and logarithmic functions, derivatives of exponential and logarithmic functions, anti-derivatives, definite integrals, trigonometric functions, techniques of integration, and simple differential equations. CR 5, YO 12, Suggested PRE Pre-Calculus with an average of 80 or higher NCAA

AP Calculus AB (3329) – A full-year course in calculus following the AP syllabus recommended by C.E.E.B. Topics include differentiation and integration of polynomial, trigonometric, logarithmic, and exponential functions with such practical applications of the above as maximum-minimum area under a curve, and solids of revolution. Students are expected to take the AP exam. CR 5, YO 12, PRE Honors Pre-Calculus average 80 or higher or Pre-Calculus with an average of 90 or higher, completion of summer independent study project, and teacher recommendation NCAA

AP Calculus BC (3330) – An intensive full-year course in calculus following the AP syllabus recommended by C.E.E.B. It is a course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics in the areas of: Functions, Graphs, and Limits; Applications and Computation of Derivatives; Applications of Integrals; Techniques of Antidifferentiation; and Polynomial Approximations and Series. Students are expected to take the AP exam. CR 5, YO 11,12, PRE Honors Pre-Calculus with an average of 90 or higher, successful completion of summer work, and teacher recommendation. NCAA

Multivariable Calculus (3333) – This advanced calculus course is designed for students interested in majoring in science, mathematics, or engineering. The course covers vectors and the geometry of space, vector-valued functions, functions of several variables, partial derivatives, and multiple integrals. **This course is a concurrent enrollment course offered through Syracuse University (Calculus III MAT397) where students may earn college credits upon payment of a reduced tuition and successful completion of the course.** CR 5 YO 11, 12 PRE AP Calculus BC. NCAA

AP Statistics (3341) – This intensive course is designed for students planning to continue their studies in mathematics or science. This course follows the AP Statistics syllabus as outlined by the College Board. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns and statistical inference. Upon completion of the course, students should be able to design an experiment, collect appropriate data, select and use statistical techniques to analyze the data, and develop and evaluate inferences based on the data. Ideas and computations presented in this course will have immediate links and connections with actual events. Graphing calculators and computer software will be utilized as tools for data analysis. Students are expected to take the AP exam. Note: Students who are considering any math related field of study in college should not take AP Statistics In lieu of Pre-Calculus/Calculus but may wish to take AP Statistics in addition to these courses. CR 5, YO 11,12 Suggested PRE Pre-Calculus with an average of 85 or higher. NCAA

Statistics (3340) – This full year math course covers statistical concepts necessary for those planning to continue their studies in a social science, business or engineering field. The purpose of this course is to introduce students to the basic concepts and techniques for collecting and analyzing data, drawing conclusions from data, and making predictions about data. The emphasis in this course will be on concepts and practical uses of statistics in research studies and the media, rather than in-depth coverage of traditional statistical methods. Students will work on projects involving hands-on gathering and analysis of real-world data with applications that may be drawn from a variety of disciplines, including the social sciences of psychology and sociology, education, business, economics, engineering, the humanities, communications, and liberal arts. Graphing calculators and computer software will be utilized as tools for data analysis. Note: Students who are considering any math related field of study in college should not take Statistics in lieu of PreCalculus/Calculus but may wish to take Statistics in addition to these courses CR 5, YO 11, 12, Suggested PRE Algebra 2 with an average of 80 or higher or Algebra 2 Concepts with an average of 85 or higher NCAA

IB Mathematics SL (3374) – This is an intensive course which builds on students' knowledge of Algebra 2 and Pre-Calculus. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The major topics studied in this course are: Differential Calculus, Integral Calculus, and Statistics. Sequences, Series, Binomial Expansion, and Vectors will also be studied in more depth than students encountered previously. For the IB internal assessment, an independent 8-12 page mathematical paper will be completed on a topic covered in the course. The course culminates with the IB External Assessment, consisting of Paper 1, which does not allow a calculator, and Paper 2, which does allow a calculator. Both papers are made up of both short-response and extended-response questions on the whole syllabus, which includes knowledge from Pre-Calculus topics. CR 5, YO 11,12, Suggested PRE Honors Pre-Calculus or Pre-Calculus with an average of 85 or higher. NCAA

IB Mathematical Studies SL (3370) – This rigorous course is a survey of mathematics designed for 4-year university bound students whose primary concentration of study is not STEM areas. The focus of this course is the relationship of mathematics to other subjects of study and to the world around us. The primary purpose is to develop the critical thinking skills of students and to give them an appreciation of the many ways that mathematics can be used to better understand natural phenomena and current events. The material covered in this course will help prepare students to solve problems dealing with the following areas: Introductory Differential Calculus, Numbers and Algebra, Sets and Logic, Probability, Statistics, Functions, Geometry and Trigonometry, and Financial Mathematics. The course culminates with the IB Exam, consisting of two Papers, the first comprising on short-answer responses and the second with extended-responses. Both papers allow use of a graphing calculator. The course also requires students to write an IB Internal Assessment, an independent 7-10 page mathematical paper on a topic covered in the course. CR 5, YO 12 Suggested PRE: Algebra 2 & Geometry with an average of 80 or higher. NCAA

CP Mathematics 12 (3355)- This full year course extends algebraic operations in order to strengthen math skills for college-level mathematics. Studies will focus on algebraic operations, solving equations and inequalities (linear and nonlinear), coordinate geometry, and trigonometry. In addition, the applications of the following types of functions will be explored: linear, quadratic, polynomial, rational, radical, exponential, and logarithmic. Problems in the course are approached from graphical, numerical, and algebraic perspectives. Preparation for college placement exams is integrated throughout the course.

CR 5, YO 12 PRE: Algebra 2

PHYSICAL EDUCATION & HEALTH/ DRIVER TRAINING COURSES

Physical Education 9 (8000), 10 (8010), 11 (8020), 12 (8030) – Physical Education is a required four-year course in which students will improve their physical fitness and develop an awareness of lifetime physical activities. Freshmen and sophomore classes provide an introduction to team sports and the Adventure Education program, the junior and senior classes focus on lifetime activities. Team sports may include football, soccer, lacrosse, softball and basketball and the lifetime sports that include volleyball, badminton, pickleball, tennis, as well as weight training and fitness. Students are graded on participation, skill development and a written final is taken for each activity to assess their knowledge of the activity. CR 3.75, YO 9,10,11,12

Health 9 (8001) – Health Education in grade nine is a required course in which students are scheduled for a marking period from their physical education class. The course examines the topics of wellness, signs of suicide, relationships, sexual reproduction, alcohol and tobacco and sexually transmitted diseases. Activities include individual and group projects, tests, quizzes, and homework assignments. CR 1.25, YO 9.

Health 10 – Driver’s Ed (8011) – Health Education in grade ten is a required course in which students are scheduled for a marking period from their physical education class and is focused on driver education. Topics include signs of suicide, documents and licensing, drinking and driving, rules of the road, safe and defensive driving, driving techniques and attitudes. Students will be given the NJ Motor Vehicle Commission written test at the conclusion of the course. A grade of 80% or greater on this state test is required to begin the process of obtaining a driving permit and license. Activities include homework assignments, quizzes, and projects.

Health 11 (8021) – Health Education in grade eleven is a required course in which students are scheduled for a marking period from their physical education class. The course examines the topics of family management, signs of suicide, diseases, nutrition, drug education, stress management and mental illness. Activities include projects, tests, quizzes, and homework assignments. CR 1.25, YO 11

Health 12 – CPR/First Aid (8031) – Health Education in grade twelve is a required course in which students are scheduled for a marking period from their physical education class. Topics include skills in CPR certification for adult, child and infant, first aid, dating violence, signs of suicide and drug education. The American Red Cross test will be administered at the conclusion of the course and students may become certified. Activities for the course include quizzes, tests and homework assignments. CR 1.25, YO 12

Foundations of Exercise Science and Wellness (8050) -- This course offers an introduction to wellness through investigation of lifestyle and other critical issues in fitness, sports, exercise science and wellness. Changing philosophies and basic concepts are introduced. **This is a concurrent enrollment course offered through Georgian Court University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.** CR 2.5, YO 12. Recommended PRE Biology and Chemistry with an average of 80.

Introduction to Sports and Entertainment Marketing (8016) – The students will receive an introductory look at the components of a marketing plan, primarily the marketing mix. Students will identify the similarities and differences between sports and entertainment and other products, with the primary focus on gaining an understanding of the four components of the marketing mix. In addition, the students will be responsible for designing a new product, as well as, analysis of various pricing and distribution considerations and strategies. The students are introduced to market research techniques and general market segmentation categories. The importance of the branding process and the various branding strategies are implemented to differentiate the products. Methods used to create additional revenue streams, such as licensing and sponsorship agreements, are also discussed. Lastly, the students are responsible for the promotional planning of their new products through the marketing plan. Completion of this course AND Introduction to Sports Management will satisfy 2.5 credits toward the 21st Century Life and Careers requirement / CR. 2.5, YO 10, 11, 12 – Sports Medicine & Management

Introduction to Sports Medicine (8015) – This course will introduce the student to the fields of allied health care and sports medicine. Career exploration will include athletic training, medicine, physical therapy, emergency medicine, nursing, exercise physiology, nutritionist/dietician, personal fitness training. Topics will include but are not limited to: care, prevention, and rehabilitation of sports related injuries, basic anatomy and physiology, emergency care, strength and conditioning, nutritional aspects, fitness and wellness. Students will have opportunities to develop their skills and knowledge through the use of various text, visual, and hands-on experiences. Guest lecturers and field trips will also be utilized in this course. Completion of this course AND Introduction to Sports Management will satisfy 2.5 credits toward the 21st Century Life and Careers requirement. CR 2.5, YO 10, 11, 12

Nutrition in Exercise, Wellness & Sports (8051) – This college-level course will examine why nutrition is significant and its relationship to the human body. Students will acquire a general body of nutrition knowledge based on scientific principles. Students will explore a variety of controversial issues related to food and nutrition and explain the importance of balancing nutrition with physical fitness. **This is a concurrent enrollment course offered through Georgian Court University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.** CR 2.5, YO 12 **Juniors may take this course with the instructor's approval.** Recommended PRE Biology and Chemistry with an average of 80.

Introduction to Sports Administration (8052) – This course will provide an overview of the issues, trends and concerns of the industry. Students will learn current practices and procedures used by practitioners in the field. Students will be introduced to different occupations and job titles currently in place. Students are expected to begin developing the skills and experiences necessary to be successful as a sports executive. **This is a concurrent enrollment course offered through Fairleigh Dickinson University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.** CR 5, YO 12.

Sports & Hospitality Marketing Management (8018) – This course is an extension of the introductory course and expands upon the research process as well as and operational aspects of event management. This course is designed to allow students to apply their understanding of general marketing concepts to create a fictitious sports franchise, where responsibilities will include market research and analysis for a new stadium location, as well as planning of a particular event and identifying sources of revenue generators. Through project-based learning assignments, the students are exposed to all elements of the Marketing Mix and conduct market research and analysis to assist in the evaluation and selection of a potential site during the product planning phase for their franchise. The students are introduced to the market segmentation process and the various methods used to target potential consumers. The students learn about the branding process, the role of product licensing and their agreements as well as development and maintenance of the product mix and will be responsible for creating the branding strategy and image for their newly developed franchise. In addition, students will gain an understanding about the facility design and operations through activities such as, ticket pricing, sponsorship and concession agreements, event staffing, and security issues and concerns. CR: 5, YO: 11, 12 Pre: AOF - Intro to Marketing, SMM – Intro to Sports and Entertainment Marketing

Sports Medicine 2 (8017) – This course will further introduce the student to the fields of allied health care. Students will gain practical knowledge in the care, prevention, and rehabilitation of sports related injuries, basic anatomy and physiology, emergency care, strength and conditioning, nutritional aspects in sports, fitness/wellness and sports performance. Students will have opportunities to develop their skills and knowledge through the use of various text, visual, and hands-on experiences. Entry level college/university degree programs look favorably upon students who have had previous experience in the allied health care fields. Recommended PRE Intro to Sports Medicine with an average of 80. CR 5, YO 11

SCIENCE COURSES

Exploratory Science (4401) – Exploratory Science combines the study of chemistry and biology with the development of student analytical skills. Topics of study include scientific processes, atomic structure and arrangement, chemical bonding, biochemistry, and cell structure and function with a focus on data analysis and written applications. Emphasis is placed upon the development of scientific methods, analysis and evaluation based on observation, experimentation, and class discussions. Laboratory experiences and demonstrations are constantly utilized throughout the course, providing the opportunity for students to collect and use data in a scientific setting. CR 5, YO 9

Biology (4403 Grade 9, 4405) – This course provides an understanding of structure and function of living things. It examines the chemistry of life, cells, genetics and heredity, evolution, classification and diversity, and ecology. Emphasis is placed upon the development of scientific methods and analysis and evaluation based on observation, experimentation, and class discussions. Laboratory experiences and demonstrations are constantly utilized throughout the course. CR 5 or 6, YO 9,10,11,12, PRE 9th grade or completion of Exploratory Science (4401)
NCAA

AP Biology (4410) – This intensive course examines molecular, cellular, organism, and population biology through the study of chemical basis, cells, enzymes, energy transformation, cell division, chemical nature of gene, origin of life, plant structure and function with emphasis on angiosperms, plant reproduction and development, animal structure and function with emphasis on vertebrates, animal reproduction, development, heredity, evolution, ecology, behavior. The course follows the CEEB guidelines including labs. Students are expected to take the AP exam and participate in dissections. CR 6, YO 11,12 Suggested PRE 90 or higher in Biology (4403, 4405) and Chemistry (4430, 4440), completion of summer work, and teacher recommendation. NCAA

IB Biology SL (4490) - The intent of this rigorous course is to provide students with a holistic approach to the study of living things. The specific emphasis is on a practical approach through experimental work where students should become aware of how scientists work and communicate with each other. Topics of study include cellular biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, along with an additional option. Students will have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. All students enrolled in the course are required to complete a 10-hour investigation resulting in a research paper (internal assessment) as well as the IB exam (external assessment), integral parts of the certificate and diploma processes. CR: 6, YO 11, 12 PRE 85 or higher in Biology & Chemistry, and teacher recommendation. NCAA

Biomedical Science (4485) - This course is intended for college-bound students who are pursuing a career in the medical or health science field. Students will explore medical terminology, medical professions, clinical laboratory assessments, and pathology associated with several areas of specialty, including but not limited to emergency medicine, cardiology, neurology, dermatology, and infectious disease. CR 5, YO 11, 12 PRE 85 or higher in Biology.
NCAA

Chemistry (4430) – This course will provide students with a comprehensive up-to-date approach to an extensive study of matter. Topics studied include those traditionally taught in an introductory course in chemistry such as atomic structure, periodic table, chemical composition, gas laws, and solutions and their behavior. Emphasis is also placed on performing and understanding stoichiometric calculations. Laboratory experiences and demonstrations are constantly utilized throughout the course. CR 5 or 6, YO 10,11,12 PRE Biology and Algebra 1. NCAA

Honors Chemistry (4440) – This rigorous course stresses the relations between structure and properties of matter, but also demonstrates the relation of chemistry to mathematics and physics. This math-intensive course is designed to give students an understanding of the fundamental principles of inorganic chemistry throughout the development of the laws and theories that give a logical interpretation of chemical phenomena while emphasizing the mathematical foundation of modern chemical theory. Emphasis is also placed on the relationship of atomic structure and bonding to the physical and chemical properties of substances. Laboratory experiences and demonstrations are constantly utilized throughout the course. This class will prepare students who are interested in taking AP Chemistry. CR 5 or 6, YO 10,11, Suggested PRE Biology and Algebra 1 with a grade of 90 or higher and teacher recommendation. NCAA

Honors Advanced Topics in Chemistry (4445)- This course is a continuation of the development of fundamental chemistry principles and their application. The topics that will be covered include science and ethics, acids and bases, oxidation-reduction reactions, equilibrium reactions, reaction kinetics, thermodynamics, nuclear chemistry, and an introduction to organic chemistry. Emphasis will be placed on problem solving skills to better prepare students for careers in chemistry and/or related science fields. CR 6, YO 11, 12 Suggested PRE Chemistry with a grade of 90 or higher or Honors Chemistry with a grade of 80 or higher and Algebra I with a grade of 80 or higher. NCAA

AP Chemistry (4450) – This fast-paced, intensive course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. It is intended for those students whose academic needs are directed towards careers in medicine, engineering, pharmacy and related fields of similar demands. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices (curricular requirements), which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. The course investigates advanced concepts in atomic structure, chemical bonding, electrochemistry, thermodynamics, chemical kinetics, equilibrium, group analysis, and qualitative analysis of organic chemistry. A minimum of 25% of instructional time will be spent performing hands-on lab experiments. Students are expected to take the AP exam. CR 6, YO 11,12, Suggested PRE Honors Chemistry with a grade of 90 or higher, Algebra I with a grade of 90 or higher, completion of summer assignments and teacher recommendation. NCAA

Physics (4460) – This algebra-based course introduces the traditional topics found in physics: motion, heat, light, kinetic theory, wave motion, gravitation, electromagnetism, and optics. Laboratory experiences and demonstrations are constantly utilized throughout the course. CR 5 or 6, YO 11,12, Suggested PRE Biology, Chemistry and Algebra 2 with a grade of 80 or higher NCAA

AP Physics 1/2 (4466) – This course integrates the topics in AP Physics 1 and AP Physics 2 into a one-year intensive study of Physics, following the CEEB guidelines. Students develop an understanding and appreciation of Physics, applying their knowledge through inquiry labs. This course covers, among other topics, Newtonian mechanics; work, energy and power; mechanical waves and sound, fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. The course will provide a challenging, interesting and intellectual atmosphere. Students are expected to take the AP Physics 1 and AP Physics 2 exams. CR 6, YO 11,12, Suggested PRE Biology, Chemistry and Algebra 2 with a grade of 90 or higher, completion of summer work, teacher recommendation, and concurrent enrollment in Honors Pre-Calculus or AP Calculus. NCAA

AP Physics C (4464) – This course investigates advanced concepts in physics and follows the CEEB guidelines including labs. Topics include mechanics and electricity & magnetism at a level traditionally encountered in first or second years of college. Methods of calculus studied at the AP Calculus levels are applied extensively. The course will provide a challenging, interesting and intellectual atmosphere. Students will be prepared to take the AP C Level Physics exam. CR 6, YO 12, Suggested PRE AP Physics 1/2, completion of summer work, teacher recommendation, and concurrent enrollment in AP Calculus. NCAA

Honors Anatomy and Physiology (4470) – This course for college-bound students is a study of the anatomy and physiology of the major systems of the human body. The focus will be on the relationship of structure and function in the normal condition. There will also be some discussion of the common pathologies in the systems covered. Laboratory experiences and demonstrations are constantly utilized throughout the course. Student responsibilities include dissections, lab reports, reading assignments, research and presentations. CR 5 or 6, YO 11,12, Suggested PRE Biology and Chemistry with averages of 80 or better **This is a concurrent enrollment course offered through Fairleigh Dickinson University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.** NCAA

IB Environmental Systems and Societies SL (4494) – The prime intent of this rigorous course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of

environmental issues. The approach therefore is conducive to students evaluating the scientific, ethical and socio-political aspects of issues. Students meet for mandatory sessions over the summer. The purpose of these meetings is to complete the topic 1 material as well as take the topic 1 assessment. An independent research paper is due to complete the IB Internal Assessment, an integral component to the diploma process. CR 6, YO 11,12, Suggested PRE Chemistry with an average of 75 or higher. NCAA

Environmental Science (4480) – This course is designed to introduce students to major ecological concepts and the environmental problems which affect the world in which they live. Students explore the impact of technology, examine social issues, and explore possible solutions. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Laboratory experiences and demonstrations are utilized throughout the course. CR 5 or 6, YO 10, 11,12, PRE Biology and Chemistry (Chemistry may be taken concurrently) NCAA

Forensic Science (4468) – Forensic Science combines Biology, Chemistry and Physics in this rigorous course to provide an introduction to understanding the science behind crime detection. Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon science, law enforcement and the entire criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis is placed upon understanding the science underlying the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, fingerprints, hair analysis, DNA, drug chemistry, forensic medicine, forensic anthropology, toxicology, fiber comparisons, soil comparisons, and fire and engineering investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations. CR 5 or 6, YO 11, 12, Suggested PRE Biology, Chemistry and Algebra 2 with an average of 85 or higher. **This is a concurrent enrollment course offered through Syracuse University (Chemistry 113) where students may earn 4 college credits upon payment of a reduced tuition and successful completion of the course.** NCAA

Marine Science (4481) – This course includes the history and development of marine science, the mechanisms and elements of coastal geology with a field-oriented study focused on Sandy Hook National Recreational Area. Other topics include an investigation of the chemical and physical properties of seawater, the formation and geological components of oceanic crust, and a study of marine mammals, reptiles, and ichthyology as well as shark physiology (dissections). Students are expected to participate in field trips and “hands-on” problem solving activities both individually and as a group, write lab reports based on their analysis of data collected during activities and research involving periodicals, journal publications, and internet searches. Students are expected to complete a Field Guide of local marine life. CR 5 or 6, YO 10, 11,12, PRE Biology and Chemistry NCAA

Dynamics of Healthcare in Society (4505) - Dynamics of Healthcare in Society is an orientation to healthcare and delivery, from an interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services. CR 5, YO 10, 11, 12 PRE: Biology, Algebra 1, concurrent enrollment in Chemistry **This course is a concurrent enrollment course offered through Rutgers University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course. **This 21st century elective course will not meet science graduation requirements****

Medical Terminology (4506)- Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in diagnosing and treating conditions related to all of the human body systems. CR 5, YO 11, 12 PRE: Biology, Dynamics of Healthcare in Society (completion or concurrent enrollment is required) **Pending BOE Approval: This course will be a concurrent enrollment course offered through Rutgers University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course. **This elective course will not meet science graduation requirements. ****

SOCIAL STUDIES COURSES

Global Studies (2201) – This course will focus on the key political, social, and economic movements that have shaped World History from 1400 A.D. to the present day. Study will center around six geographic areas: Europe, China, India, Africa, Latin America, and the Middle East. Students in Global Studies will also take part in extensive analysis of the Holocaust and other examples of human genocide. CR 5, YO 9 NCAA

Honors US History 1 (2205) – This course begins the first year of a three-year cycle in United States History for motivated students. Intensive study will be done in the critical aspects of historical work. Reading, analyzing, and synthesizing historical materials will be a major focus of the course. Activities will include projects, group work, oral and written reports, outside reading, essays and debates. CR 5, YO 10, Suggested PRE 90+ average in Global Studies, an average grade of 80 or above on both the Global Studies mid-term and final examinations, teacher recommendation NCAA

US History 1 CP (2203) – The course will focus on the growth and development of the United States from the colonial period through reconstruction. Topics will include the constitutional rights, obligations and privileges of citizens in the continually evolving relationship with their government. Historical facts and the examination of the early years of American history and culture will be covered. Activities include projects, group work, oral and written reports, speeches and essays. CR 5, YO 10 NCAA

AP American History (2209) – This AP program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. In addition to an interpretive text, the course utilizes supplementary readings, documents, essays and letters to provide chronological and thematic coverage of special periods in American History. Students taking the course are required to take the AP American History test. CR 5, YO 11, Suggested PRE Honors US 1 (85+ average), US 2 CP (93+ average), attendance at summer sessions and teacher recommendation NCAA

Honors US History 2 (2208) – This is the second year course in a three-year cycle. Emphasis is placed upon independent research and utilization of the tools of the historian. Students are encouraged to demonstrate competence in undertaking and completing historical studies of the United States in the twentieth century. Activities will include simulations, authentic projects, oral presentations, and independent research. CR 5, YO 11, Suggested PRE 80+ average in Honors US History 1 (2205), 90+ average in US History 1 CP (2203), teacher recommendation NCAA

US History 2 CP (2206) – This course will continue the study of the growth and development of the United States from reconstruction through the twentieth century. The social, economic, political, and international aspects of our nation will be stressed. Continued emphasis is made with regard to contributions made by women and various ethnic groups. Activities will include Native American simulation, propaganda project, journal project, oral reports, and essay tests. CR 5, YO 11, PRE US History 1 NCAA

IB History of the Americas HL 1 (2220) – This course is open to any student intending to go to college and specifically meets the IB full diploma requirement for individuals and society (social studies). History of the Americas is a comparative course, which will integrate the histories of Canada, Latin America, and the United States from the 19th Century to the present, as well as World History Topics like The Cold War and 20thC Wars. This course is designed to promote awareness and understanding of the countries in the Western Hemisphere along with a global perspective. An emphasis is placed on critical thinking, analysis of primary sources and historical research. Students in this class should have average to above average writing skills and above average or college-capable reading skills. In addition to serving as the first year of the IB curriculum for higher level Social Studies, this course counts for graduation purposes as one year of United States history. The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world. CR 5, YO 11, PRE US History 1 NCAA

Honors US History 3 (2210) – This course will continue the study of the growth and development of the United States from post World War II into the twenty-first century. The social, economic, political and international aspects of our nation will be stressed. Emphasis will be placed on the examination of the United States in its role involving global economics, technology, and international conflicts. Activities will include class projects, research, oral and written reports, and essay tests. CR 5, YO 12, Suggested PRE Honors US History 2 with an 80+ average or a 90+ average in US History 2 CP (2206) and teacher recommendation NCAA

AP European History (2211) – The goals of the Advanced Placement Program in European History are to develop an understanding of some of the principal themes in modern European history, to develop an ability to analyze historical evidence and to develop an ability to analyze and to express historical understanding in writing. Students will trace developments in European history through the examination of three central themes: Intellectual and Cultural History, Political and Diplomatic History and Social History. CR 5, YO 11,12, Suggested PRE Honors US 2 (85+ average), AP American History (85+ average), US 2 CP (93+ average), summer sessions, and teacher recommendation NCAA

IB History of the Americas HL 2 (2221) – History of the Americas is a comparative course, which will integrate the histories of Canada, Latin America, and the United States from the 19th Century to the present, as well as World History Topics like The Cold War and 20thC Wars. This course is designed to promote awareness and understanding of the countries in the Western Hemisphere along with a global perspective. An emphasis is placed on critical thinking, analysis of primary sources and historical research. Students in this class should have average to above average writing skills and above average or college-capable reading skills. The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world. Students will be expected to complete the IB Internal Assessment and the IB exams in May. CR 5, YO 12, PRE IB History of the Americas HL1 NCAA

American Legal System/Criminal Law (2237) – This course is an elective which examines the evolution of our legal system and its lawmaking process. Emphasis will be placed on the rights and liabilities as they pertain to freedom of speech, the press, religion, right to privacy, due process and discrimination. In addition, the course will concentrate on the nature of crimes, jury trials, and juvenile law and provide an understanding of basic legal terms and concepts and how law decisions affect everyday life. CR 2.5, YO 11,12 NCAA

Contemporary World Issues 1 (2230)– The courses are two semester courses which survey the major problems confronting Americans in the world today. Each problem will be studied as to its historical origins, geographic location, present status, potential implications and the exploration of possible solutions. Current political, social and economic questions will be examined utilizing reading, geographic, research and analytical skills. Activities will include multicultural projects, oral reports, debates, atlas work, editorials, essays and tests. CR 2.5, YO 10, 11,12 NCAA

AP Human Geography (2212) –The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Topics of study include: 1) Geography: Its Nature and Perspectives, 2) Population, 3) Cultural Patterns and Processes, 4) Political Organization of Space, 5) Agricultural and Rural Land Use, 6) Industrialization and Economic Development, and 7) Cities and Urban Land Use. This course will satisfy 2.5 credits toward the 21st Century Life and Careers requirement. CR 5, YO 11, 12 NCAA

IB Psychology SL (2224) & IB Psychology HL (2226) –IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior. This integrative approach helps students understand how psychological knowledge is generated, developed and applied. Through this course of study, students learn to appreciate the diversity of human behavior and explore ethical considerations when conducting psychological research. There is a focus on one or two options (key areas, such as Human Relationships or Abnormal Psychology) and the replication of a simple experiment, the Internal Assessment, is required.

The main distinction between IB Psychology SL and HL is that SL students take part in a one-year course, use descriptive statistics on the Internal Assessment and study one option. Students in HL Psychology, a two-year course, study all topics much more in depth, carry out a more complicated Internal Assessment by calculating Inferential Statistics, must study two options plus investigate qualitative research methods. CR 5, YO 11,12 NCAA

Political Science (2232) – A semester course which examines the political processes from the following points of view: (1) structure, (2) the growth, development and function of political parties, (3) the reciprocal relationships between citizens and their government. CR 2.5, YO 10, 11,12 NCAA

Psychology (2236) – This course offers an academic introduction to various areas in the study of psychology. The program topics will include: fields and careers in psychology, schools of thought to include historical and contemporary concepts, human development, key people, memory and thinking, various personality theories, dreams and sleep and psychological disorders. CR 2.5, YO 11,12 NCAA

Sociology (2234) – Introduces students to the concepts and methods of the sociologist who studies man as a social being. Emphasis is placed on analyzing and objectively viewing issues, races and cultures in their own terms. Activities will include group work, oral presentations, tests, and projects. CR 2.5, YO 11,12 NCAA

IB Theory of Knowledge 1 and 2 (9011 and 9012) – The main goal of this interdisciplinary course is designed to encourage students to think critically about knowledge itself and develop an appreciation of other cultural perspectives. Instead of only being focused on what we know, the primary purpose of TOK is to examine how we know, rather than what we know. What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? TOK activities and discussions aim to help students discover and express their views on knowledge issues, as well as explore international perspectives of knowledge. Ultimately, students will also acquire an understanding of what it means to know something as an artist, a scientist, a psychologist, an economist, a historian, a mathematician, a philosopher, etc., no matter where on the planet they are from and how the forms of knowledge acquired are interconnected. CR 5 11th grade, 2.5 12th grade.

TECHNOLOGY, INFORMATION TECHNOLOGY AND ENGINEERING COURSES

TECHNOLOGY COURSES

Computer Aided Design (CAD) (6653) – Using different drawing methods, students learn the language of drawing and how to put their ideas to paper. Cutting edge Auto-Desk software is used to allow students to design in 2D or 3D and gives the students the ability to solve design problems. The course is designed for students who have interests in areas such as engineering, interior design, architecture, computer animation, industrial design, and illustration. CR 5, YO 9,10,11,12, PRE Concurrent enrollment in Geometry

Digital Photography (6660) – This introductory course will familiarize the student with the basic principles and concepts of digital photography. Units of study consist of principles of light, black and white photography, principles of design. Students will develop proficiency in the areas of digital photography, Adobe Photoshop software, and other photo related computer enhancements. CR 5, YO 10,11,12

Invention and Innovation (6652) – The course Invention and Innovation will focus around the process involved in the development of technological products from idea to manufactured product. Through the use of technology learning activities, students will incorporate skills from all subjects to solve real-world problems by developing actual product prototypes! Units of study would include areas in Product Research and Development, Materials Science, Manufacturing, Invention/Innovation, Package Design, Patents, Manufacturing History, and Environmental Impacts of Manufacturing Innovation. CR 5, YO 10,11,12

Web Design 1 (6627) – This semester course will focus on the three basic design concepts for a Web site: information design (how to structure information); programming design (getting the site to function), and visual design (what the site will look like). A commonsense approach to design fundamentals will demonstrate how the Web homepage is a practical tool designed to capture and inform an audience. Students will be able to design their web pages using Macromedia Dreamweaver and add animations to them using Macromedia Flash and Fireworks. CR 2.5, YO 9,10,11,12

Web Design 2 (6628) – Students will learn the most important topics of HTML including creating multimedia Web pages with hypertext links, tables, frames, forms and cascading style sheets. Students will learn the basics of XML including creating XML documents and binding data. Students will design and develop wireless web pages using XHTML and WML. CR 2.5, YO 9, 10,11,12, PRE Web Page Design 1

INFORMATION TECHNOLOGY COURSES

AP Computer Science Principles (6640) – AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in Computer Science. The course involves two performance tasks and a multiple-choice exam. The programming language for the class is MIT App Inventor. CR 5 YO 9, 10, 11, 12

Honors Computer Science 2 (6641) -- In this course students will analyze and create games in the Java programming language. In this course students will go through the software design process to create these games from the requirements to working products. Students will also be creating images using Photoshop. This course will focus on teaching object oriented and event driven programming concepts, algorithm design, arrays, conditionals and lists. This will help students to prepare for the AP Computer Science A exam. CR 5 YO 10, 11, 12 PRE: AP Computer Science Principles (with a grade of 85 or higher) and supervisor and teacher recommendation.

AP Computer Science A (6642) -- AP Computer Science A is a rigorous curriculum that requires students to learn how to solve problems using computers. AP Computer Science A puts an emphasis on problem solving techniques. Students will learn Computer Science concepts such as conditionals, looping, object oriented programming and data structures. The emphasis of the course is on the use of a logical approach and analytical thinking while using a computer to solve problems. The programming language used in this course is Java. This course prepares students to take the AP Computer Science A test and will aid them in preparing the Program Dossier and preparing for the IB HL course. YO 11, 12 PRE: Honors Computer Science 2 (with a grade of 85 or higher) or teacher recommendation.

Honors Web and Mobile Application Development (6645) -- In this course the students will be creating applications for to be used on the Internet. Students will be learning to create databases and create applications to store and access information in the database. Students will also be learning the CSS involved in making web applications available on mobile devices. Last the focus will be on creating applications for both the iPhone and Android smartphones. Students will be continuing on in their studies of and analysis of Data Structures while learning how to create Web and Mobile applications. YO 12 PRE: APCS A/ IBCS HL (with a grade of 80 or higher) and supervisor and teacher recommendation.

Introduction to Computer Systems (6690) – Course prepares students to install and modify computer systems, analyze and repair system malfunctions, and install software. Students will learn entry-level computer hardware concepts which include: review of basic electronics, diagnosing of computer systems, proper use of test equipment and tools, testing various operating systems and implementing malware solutions. The curriculum includes hands-on labs in which students design and assemble a computer from components, configure peripherals and implement home networking solutions. CR 5, YO 9,10,11,12

Honors Networking (6691) – Students in this course develop an understanding of the features and functions of networking components and will possess the skills needed to install, configure and troubleshoot basic networking hardware, protocols and services. The course includes hands-on labs which develop technical ability in the areas of media, topologies, protocols, network implementation, wireless standards and gigabit Ethernet. Course receives weighted credit as an Honors course. CR 5, YO 10,11,12, PRE Introduction to Computer Systems OR Digital Electronics. Grade of 85 or better in PRE and teacher recommendation is suggested.

Honors Cybersecurity (6692) – Coursework covers implementation and monitoring of security on network and computer systems. Students will learn how to identify and protect against security threats such as hackers, eavesdropping and network attacks, as well as the basics of cryptography. The course includes hands-on labs which provide practice in the implementation of firewalls, certificates, VLANs, and Intrusion Detection. The curriculum is based on the SUPA (Syracuse University Project Advance) Cybersecurity course which incorporates the CompTIA Security + Certification guidelines. CR 5, YO 11,12, PRE Honors Networking. Grade of 85 or better in PRE and teacher recommendation is suggested. **This is a concurrent enrollment course offered through Syracuse University where students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.**

Honors Digital Forensics (6696) – Course covers the fundamentals of cyber-crime scene analysis. Students will learn: how to use basic digital information retrieval applications and tools; best practices in securing, acquiring and examining digital data; the various laws and regulations dealing with computer forensics, including the rules of evidence and chain of custody. Students will examine how the lack of International legal standards affects the fight against cybercrime. The course includes hands-on labs with professional forensic software. Course receives weighted credit as an Honors course. CR 5, YO 12 PRE Honors Networking. Grade of 85 or better in PRE and teacher recommendation is suggested.

AOIT Help Lab (6701): Students will learn what it is like to be part of an IT team by repairing computers and interacting with students to support RBR's 1:1 Chromebook initiative. Students will be instructed on techniques to troubleshoot and repair Chromebooks, as well as other district devices. They also learn how to interact with clientele on a daily basis. This gives students a great opportunity to get hands on experience on the practical aspects of the IT industry while still in high school. **This course will be graded pass/fail.** CR 1, YO 12

ENGINEERING COURSES

Introduction to Engineering Design (IED) (6680) -Students dig deep into the engineering design process, applying math, science, and engineering standards to projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. Students will be expected to learn the foundational knowledge used by all engineers today. As a Project Lead the Way (PLTW) course, students may qualify for college credit based upon performance on the End of Course exam. This course is a prerequisite for all other PLTW engineering courses. CR 5, YO 9,10,11,12.

Digital Electronics (DE) (6681) – How does your iPod work? How does a computer’s Random Access memory save data? Digital Electronics is a full year course in which students learn about basic electricity, electronic theories, digital integrated circuits and how digital devices work in our world. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. As a Project Lead the Way (PLTW) course, students may qualify for college credit based upon performance on the End of Course exam. CR 5, YO 10,11,12. PRE: Introduction to Engineering Design or AP Computer Science Principles and Algebra (with a suggested GPA of 85) or instructor approval.

Honors Principles of Engineering (POE) (6682) – This rigorous engineering course helps students understand the necessary areas of study that are required for a post-secondary education in engineering. Emphasis is placed upon the documentation and mathematics necessary for the development of a product, through the Engineering Design Loop and analysis and evaluation based on observation, experimentation, and class discussions. Exploring various technology systems and manufacturing processes, students learn how engineers and technicians use applied physics, math, science and technology in the engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. To be successful in this intensive curriculum, students should be enrolled in college preparatory mathematics and science. As a Project Lead the Way (PLTW) course, students may qualify for college credit based upon performance on the End of Course exam. CR 5, YO 11, 12. PRE: Introduction to Engineering Design or Physics, CP/Honors Geometry (with a suggested GPA of 85), or instructor approval.

Honors Computer Integrated Manufacturing (CIM) (6683) –Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. As a Project Lead the Way (PLTW) course, students may qualify for college credit based upon performance on the End of Course exam. CR 5, YO 10, 11, 12. PRE: Introduction to Engineering Design (with a suggested GPA of 85) and enrolled in CP/Honors Geometry or instructor approval.

Honors Civil Engineering and Architecture (CEA) (6684) – Civil Engineering and Architecture is the study of Civil Engineering as it relates to the design and construction of residential and commercial building projects. The course requires a rigorous pace and commitment for a real understanding of the role, impact, and practice of civil engineering and building design as it relates to its impact on the environment. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency and careers in the design and construction industry. As a Project Lead the Way (PLTW) course, students may qualify for college credit based upon performance on the End of Course exam. CR 5, YO 10, 11, 12. PRE: Introduction to Engineering Design and CP/Honors Geometry (with a suggested GPA of 85) or instructor approval.

Honors Aerospace Engineering (6685) – Through hands-on engineering projects developed with NASA, students learn about aerodynamics, astronautics, space-life sciences, and systems engineering in this Project Lead the Way class (which includes the study of intelligent vehicles like the Mars rovers Spirit and Opportunity.) This course expands horizons with Projects developed with NASA-aerodynamics, astronautics, space-life sciences, and systems engineering. As a Project Lead the Way (PLTW) course, students may qualify for college credit based upon performance on the End of Course exam. CR 5, YO 10, 11,12. Introduction to Engineering Design and teacher recommendation (with a suggested GPA OF 85) or instructor approval.

Honors Engineering Design and Development (EDD) (6686) – “Don’t you hate it when…” is a common statement made by people that are constantly thinking of ways to improve products or situations. Engineering Design and Development (EDD) is the course that allows you to design a solution to a technical problem of your choosing. Now is the chance to eliminate one of the “Don’t you hate it when…” statements of the world. This course is an engineering course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process will be used to guide and help your team reach a solution to the problem. You and your team will present and defend your solution to a panel of outside reviewers at the end of the school year. CR 5, YO 12, Prerequisites: Introduction to Engineering Design, Digital Electronics, and Principles of Engineering (with a suggested GPA of 85) and instructor approval.

Honors Environmental Sustainability (6688) - This rigorous engineering course will introduce environmental issues and use the engineering design process to research and design potential solutions. Students will be challenged to investigate and design solutions that solve real-world problems related to clean drinking water, a stable food supply, and renewable energy. This course focuses on developing skills related to designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions. As a Project Lead the Way (PLTW) course, students may qualify for college credit based upon performance on the End of Course exam. CR 5, YO 10, 11, 12 PRE: 85 or higher in Biology and teacher recommendation. It is recommended that students have taken Introduction to Engineering Design and two years of science before enrolling in this course.

VISUAL AND PERFORMING ARTS ACADEMY COURSES

Commercial Photography 1 (7795), 2 (7796), 3 (7797), 4 (7798) – This is a vocational, four-year sequential program. In addition to learning how to operate the various pieces of photographic equipment, the following activities and projects will develop practical experience in various photographic techniques. Level 1 will be introduced to the procedure for correctly handling light-sensitive materials, chemicals and basic photographic equipment. Level 2 will focus on digital photography examining 35mm versus digital. Photoshop software will be introduced. Level 3 will work with both 35mm and digital photography. Innovative and alternative processes will be introduced. Level 4 or AP Studio Art students will work independently to create a cohesive body of work resulting in a final exhibit and portfolio possessing quality prints and overall presentation. Photo critiques and photo history will be taught throughout the year. These classes meet for a full block both A & B days. CR 10, YO 9,10,11,12, PRE Portfolio/Interview

Dance 1 (7760), 2 (7761), 3 (7762), 4 (7763) – This is a vocationally focused, four-year sequential program which includes ballet, modern, jazz and hip-hop techniques. In addition to performance, students study dance history, anatomy and physiology, nutrition, careers and cultural influences. The course includes dance field trips, concerts, and master classes run by professional dancers. After school rehearsals for concerts are required throughout the year. These classes meet for a full block both A & B days. CR 10, YO 9,10,11,12, PRE Audition

Interactive Media 1 (6662), 2 (6663), 3 (6664), 4 (6667)- This a vocationally focused sequentially program that provides students with advance training in computer applications from Level 1, also specialized training in Video and sound editing. Students will learn digital imaging for animation, use of Adobe software, digital photography, and camera usage. Students will learn advanced techniques in image capture, television production techniques and interactive media within the broadcasting industry. Students will complete electronic portfolios to highlight their work. They will also produce promotional videos for the school. CR 10 YO, 9, 10 11, 12 Prerequisite- Successful completion of previous course level.

Creative Writing 1 (7755), 2 (7756), 3 (7757), 4 (7758) – This program is a vocationally focused accelerated writing course for the serious student of writing. Taught in a genre approach in a workshop setting, the course demands that the student set individual reading and writing goals in addition to working in assigned forms. Cross-disciplinary projects, classroom visits by professional writers, competitions, publication opportunities, and field trips to readings and festivals are emphasized. These classes meet for a full block both A & B days. CR 10, YO 9,10,11,12, PRE Portfolio/Interview

Drama 1 (7765), 2 (7766), 3 (7767), 4 (7768) – This is a comprehensive, career-oriented, four-year sequential program for the serious drama student. The program covers all aspects of theatre with the focus being the refinement of the actor's skill. Course work is augmented by guest artists, productions, and field trips. After school rehearsals may be required. Students must take the elective Stage Technology prior to senior year as part of the Drama Major. This course meets for a full block both A & B days. CR 10, YO 9,10,11,12, PRE Audition

Visual Communication and Design: Studio Art 1 (7790), 2 (7791), 3 (7792), 4 (7793), AP Studio Art (7794) – This is a career vocationally, four-year sequential program for the serious art student interested in pursuing a career in the commercial and applied visual arts. In each level, general principles techniques, concepts and skills in computer imaging, color theory, technical drawing, painting, printmaking, still and life modeling and illustration are combined in the study of different commercial fields as it relates in the communication of ideas to businesses, consumer audiences and Fine Arts. In levels 3 and 4, mastery of advanced art techniques and portfolio development are required. Classes emphasize art and computer drawing skills, history, aesthetics, communication skills, multimedia applications, criticism and careers in preparation for college, advanced technical school or the workplace. Student exhibitions, interdisciplinary and community projects, professional guest artists, and museum/art-related field trips are part of the curriculum. These classes meet for a full block both A & B days. CR 10, YO 9,10,11,12, PRE Portfolio/Interview

Brass 1 (7726), 2 (7727), 3 (7728), 4 (7729) – This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. The students in this program must also register for the appropriate levels of VPA Music History, VPA Music Theory, VPA Musicianship and RBR Band. AP Music Theory is required in the third year of the program. CR 5, YO 9,10,11,12, PRE Audition

Harp 1, 2 (7731, 7732) – – This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional

technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. The student in this program must also register for the appropriate levels of VPA Music History and VPA Music Theory and VPA Musicianship and Concert Choir. AP Music Theory is required in grade 11. CR 5, YO 9,10,11,12, PRE Audition

Percussion 1 (7714), 2 (7715), 3 (7716), 4 (7717) – This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. The students in this program must also register for the appropriate levels of VPA Music History, VPA Music Theory, VPA Musicianship and RBR Band. AP Music Theory is required in the third year of the program. CR 5, YO 9,10,11,12, PRE Audition

Piano 1 (7780), 2 (7781), 3 (7782), 4 (7783) – This is a vocationally focused, performance-based, sequential course that prepares the serious piano student for the demands required to pursue music in a Conservatory, College or University. The curriculum, at each level, includes form and analysis, ear training, theory, music history, sight reading, and ensemble playing. The student is encouraged, but not required, to study privately with a piano teacher and to perform throughout the year for any of a number of programs. Each student will be required to perform in two piano concerts as a soloist, accompanist or in ensemble. The curriculum may also include guest artists and various field trips. The student in this program must also register for the appropriate levels of VPA Music History and VPA Music Theory and VPA Musicianship. AP Music Theory is required in grade 11, 12. CR 5, YO 9,10,11,12, PRE Audition

Strings 1 (7720), 2 (7721), 3 (7722), 4 (7723) – This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. The student in this program must also register

for the appropriate levels of VPA Music History, VPA Music Theory, VPA Musicianship and Orchestra. AP Music Theory is required in the third year of the program. CR 5, YO 9,10,11,12, PRE Audition

Strings: Guitar 1 (7803), 2 (7814), 3 (7815), 4 (7816) - This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. The student in this program must also register for the appropriate levels of VPA Music History, VPA Music Theory and VPA Musicianship. AP Music Theory is required in the third year of the program. CR 5, YO 9,10,11,12, PRE Audition

Vocal Music 1 (7770), 2 (7771), 3 (7772), 4 (7773) –This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. The student in this program must also register for the appropriate levels of VPA Music History and VPA Music Theory and VPA Musicianship and Concert Choir. AP Music Theory is required in the third year of the program. CR 5, YO 9,10,11,12, PRE Audition

Woodwind 1 (7710), 2 (7711), 3 (7712), 4 (7713) – This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of

spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. The students in this program must also register for the appropriate levels of VPA Music History, VPA Music Theory, VPA Musicianship and RBR Band. AP Music Theory is required in the third year of the program. CR 5, YO 9,10,11,12, PRE Audition

VPA Music Theory (7740)– This is a vocationally focused, full year course beginning a sequential program in music technology and theory for VPA music majors. Utilizing notation programs such as Finale and Sibelius, students will apply technical knowledge and skills to the composition, synthesis and performance of music. Aside from computer composition, students will hone skills needed to read and write music efficiently, as well as work with the symbolic, mathematical and analytical concepts and relationships in music's structure. . CR 5, YO 9,10,11,12, PRE Vocal, Piano, and Instrumental Majors Only

Musicianship (7741)- This is a vocationally focused, full year course which sequentially follows VPA Music Theory. Musical form, scoring for film and multimedia, software and multimedia development, computer composition will be the focus. Using tutorial software, this course will enhance essential aural skills, such as ear training, sight-singing, as well as practical application of keyboard harmony. This course is required for all music majors. CR 5, YO 10,11,12, PRE VPA Music Theory; Vocal, Piano, or Instrumental Majors Only

AP Music Theory (7778) – This is an advanced course for the student planning to continue music study in college or music school. It will prepare students for the AP Music Theory exam, which they must take in May. Topics covered include chord constructions, chord analysis, musical forms, ear training, and dictation It will prepare students for the AP Music Theory exam, which they must take in May. Topics covered include chord constructions, chord analysis, musical forms, ear training, and dictation. CR 5, YO 11, 12. Suggested PRE completed VPA Musicianship, Music Theory Elective 2, Permission of the Instructor

Advanced Music Technology (7742)— This is a vocationally focused, full year course which sequentially follows AP Music Theory for all VPA music majors. This course prepares individuals to apply technical knowledge and skills to the recording, composition and performance of music. It covers audio-visual production, recording technology, electronic music synthesis, acoustics, 3D sound and special audio, as well as various other aspects of the production of music. Students will use ProTools as well as other sequencing and creation software to achieve these goals. Students will use ProTools as well as other sequencing and creation software to achieve these goals. **This course is a concurrent enrollment course offered through Brookdale Community College. Students may earn 3 college credits upon payment of a reduced tuition and successful completion of the course.** CR 5, YO 12, PRE VPA Musicianship

VISUAL AND PERFORMING ARTS ELECTIVES

AP Art History (7709) – This course analyzes and discusses art from prehistoric cave painting to modern art exhibited today, emphasizing the historical context in which art is created. We shall consider not only the artists and works they produce, but style, purpose, and patronage of art through the ages. Alongside the traditional focus upon art in the European tradition the AP curriculum; Students will also examine non-European art and its characteristics, including art from China, India, Meso-America, and Africa. The goal of this course is to achieve understanding of all these visual arts in preparation for the AP exam in May. Summer work (reading, project, paper) may be assigned by the instructor to prepare students for the course. CR 5, YO 11,12, Suggested PRE 80 overall GPA, Summer project/paper on an Art Historical Topic assigned by instructor

AP Music Theory (7778) – This is an advanced course for the student planning to continue music study in college or music school. It will prepare students for the AP Music Theory exam, which they must take in May. Topics covered include chord constructions, chord analysis, musical forms, ear training, and dictation. CR 5, YO 11,12. Suggested PRE completed VPA Musicianship, Music Theory Elective 2, Permission of the Instructor

Art 1 (7700) – This is an introductory art course with an emphasis on design and color concepts. Using a variety of subject matter, students will study design and composition in painting, drawing and mixed media. Students will also be exposed to art history, criticism and aesthetics. This course may include trips to museums, galleries and arts events in order to develop an understanding of connections with other subject areas as stated in the NJ Core Curriculum Content Standards. CR 5, YO 9,10,11,12

Art 2 (7701) – In this course, the second year art student will experience a variety of artistic media and techniques in a wide range of subject matter. Emphasis is placed on individual expressive skills in areas such as painting, cartooning, printmaking, and study of the human figure. Students will continue to be exposed to art history, criticism and aesthetics. This course may include trips to museums, galleries and arts events in order to develop an understanding of connections with other subject areas as stated in the NJ Core Curriculum Content Standards. CR 5, YO 10,11,12, PRE Art 1

Art 3 (7702) – This advanced art course explores, through various projects, theories and techniques: sculpture, graphics and painting. The student is encouraged to develop an individual style. Further exploration of art history, criticism and aesthetics is part of the curriculum. Juniors who are interested in developing portfolios for their senior year will begin to do so in the second semester. This course may include trips to museums, galleries and arts events in order to develop an understanding of connections with other subject areas as stated in the NJ Core Curriculum Content Standards. CR 5, YO 11,12, PRE Art 2

Art 4 (7703) – This art course is designed for the more advanced student who chooses to specialize in two and three-dimensional media. Special emphasis is given to seniors who are in the process of preparing a portfolio for entrance into a college or university. This course may include trips to museums, galleries and art events in order to develop an understanding of connections with other subject areas as stated in the NJ Core Curricular Content Standards. CR 5, YO 12, PRE Art 3

Beginning Strings (7724) – This class is for any student who wants to learn violin, viola, cello, or double bass. It is a beginning course focusing on technique, solo and ensemble playing. CR 5, YO 9,10,11,12

Concert Choir (7775) – This is a general choral ensemble open to all students. No previous training is necessary. Students sing during each class period in preparation for required concerts, assemblies, and competitions. Basic musicianship skills and aesthetics are developed through study of various styles and periods of choral music. This is a performance-based class and includes field trips and concerts which will be reflected in students' grades. Students can request and receive credit for this course each year. CR 5, YO 9,10,11,12

Crafts 1 (7704) – This class introduces the students to hand building art. The students begin to explore a variety of materials and how to manipulate them in a variety of projects. The students will learn the importance of good craftsmanship and that crafts is the foundation of engineering and mass production. Projects incorporate science, math, culture and more. All projects at level 1 incorporate the elements of art and design, color theory, current events, history, fine art, reading, writing and research for idea and production development. The students will be expected to work in groups as well as individually depending on the project. This class is ideal not only for the experienced artist but also the student who is just beginning. The students will complete this course with a variety of projects which are practical and functional. CR 5, YO 9, 10,11,12

Crafts 2 (7705) – This class is for the student who has taken Crafts 1 and has developed an appreciation for hand building art. In level 2, the students will advance their understanding of materials explored in level 1. Projects will be more demanding of control, focus and time. The projects in level 2 will challenge the students to fine tune their skills, move to different materials and begin to understand how they can create product which could turn into a business – crafts as a career. CR 5, YO 10, 11,12, PRE Crafts 1

Digital Design (7802)- Digital Design is a combines Digital Photography and Graphic Design instruction into one full year class. The class focuses heavily on the digital art world and programs used in the industry: Adobe Photoshop, InDesign, Illustrator. Students will learn traditional photography, camera settings, composition, and editing. Photoshop will be introduced as an editing tool first, then as a conceptual tool. The students will begin to see how commercial art is the vehicle used in advertising, publishing, web, animation and more for all industries from medical to music to fashion. Semester Two will focus on InDesign and Illustrator. Students will combine their photos and designs together in layout while learning about typography and concept building and the difference between publishing and the web. CR 5, YO 9,10,11,12

Introduction to Guitar (7817)- Guitar class is a semester course for both students who would like to learn how to play guitar and students who already know how to play. The class will examine both strumming and plectrum techniques in various genres of music. Alternative String instruments, such as mandolin and electric strings, will be explored. Some basic music theory will be introduced throughout this performance-based course. Class size is limited to the number of instruments available (12). CR 2.5, YO 9, 10, 11, 12

IB Visual Arts SL (7799)- The standard level Visual Arts course is designed for students to experience visual arts on a personal level while exploring a global perspective. Even though this course does not require prior experience, students must be willing to approach art with an open mind. Success in this course is determined by how students have demonstrated the knowledge, skills, and attitudes they have gained and how they have developed their abilities to be creative and imaginative and to communicate through artistic form. Students are expected to create pieces of art to be shown in an exhibit taking place in mid-March, as well as photographing work done in the Research Workbook (RWB). All these will be reviewed and sent to the IB for scoring. CR 5, YO 11 or 12

IB Visual Arts HL 1 (7800) – This higher level Visual Arts course is for a student who has a serious interest in art and willing to approach art with an open mind. The purpose of this course is to allow students to explore and experiment with different visual art forms emphasizing not only a personal approach but that of other cultures. Art is a universal form of communication that is not reserved for just a few people or limited to just a few art forms. For the same reason, the focus of this class will be to encourage students to investigate, inquire and experiment with artistic approaches used by different cultures, not only in terms of media but also in concept. CR 5, YO 11

IB Visual Arts HL 2 (7801) – In the second year of IB Visual Arts HL students will continue their art exploration from a global and personal perspective but concentrating in the creation of art based on their own artistic calling and the influences they have taken from the research done the previous year. Students are expected to create pieces to be shown in an exhibit taking place in mid-March, as well as photographing work done in the Research Workbook (RWB). All these will be reviewed and sent to IB International for scoring. CR 5, YO 12, PRE IB Visual Arts 1

Introduction to Harp (7730) - This course is for any student who would like to learn to play the harp or would like to play with other harpists. Reading notes and other aspects of music will be covered. Students will play all styles of music. Students can request and receive credit for this course each year. CR 5, YO 9, 10, 11, 12

Introduction to Piano (7789) – This course is for any student who does not read music but would like to learn to play piano. Students will learn basic piano technique, how to read music, play chords, and play music of all styles. CR 5, YO 9,10,11,12

Music Industry (7804)- is a semester course that examines the growth and development of the popular contemporary music industry. Students will study Pop/Rock history with a special focus on the commercial music industry's influence on traditional western styles and 21st century musical tastes. This course includes an introduction to the recording industry and works with some music technology, such as ProTools. Careers in the music business will also be covered. CR 2.5, YO 9, 10, 11, 12

Music Technology (7779)- This is an elective course that explores the use of technology to create, understand and record music. Students will explore the basics of acoustical engineering, digital and analogue recording and other aspects of the popular music industry, including but not limited to: MIDI/music computing, notation software, sequencers, copyright, marketing, production of recorded material and current trends within record labels. Students will use the internet and tutorial programs to better their understanding of basic musicianship. This is a hands-on course that may include field trips and require additional "lab" time outside of the regular school day. CR 5, YO 10, 11, 12

Music Theory 1 (7776) – This course is for the student who would like to learn to read and write music and increase their musical knowledge and vocabulary. The curriculum covers basics of music theory, ear training, and sight singing. The material is applied to various instruments, giving students the opportunity to perform. CR 5, YO 9,10,11,12

Music Theory 2 (7777) – This course is for the student who has successfully completed Music Theory 1 to continue an advanced study of music theory through composition, counterpoint and analysis. This course is for the student who already possesses basic music reading skills. Each student will write, sing, or play music as well as discover mathematical relationships in music. This is an excellent class for the student who performs or plans a career in music. Guest artists and field trips may be included. CR 5, YO 10,11,12, PRE Music Theory 1

Orchestra (7750) – This is a general orchestra ensemble open to all students that play violin, viola, cello, bass or harp. It is also required by all VPA String Majors. Students study repertoire for string orchestra and full orchestra in preparation for required concerts, assemblies, and festivals. Basic musicianship skills and aesthetics are developed through study of various styles and periods of orchestra music. This is a performance-based class and includes guest artists, master classes, field trips, concerts, and participation in after school Orchestra which will be reflected in students' grades. Students can request and receive credit for this course each year. CR 5, YO 9,10,11,12, PRE ability to play a string instrument

Percussion Ensemble (7719) – This performing ensemble is for students with previous experience with orchestral percussion instruments. The ensemble performs at both the winter and spring band concerts. Students must be able to read music. CR 5, YO 9,10,11,12 PRE ability to play a percussion instrument and read music

Piano Ensemble (7785) – Piano Ensemble is recommended for all Piano Majors and open to non-VPA students who plays piano (at the instructor's discretion) and would benefit from playing in a group setting. Students will study repertoire in preparation for concerts, assemblies and competitions and develop their skills as accompanists in collaboration with other

instrumental and vocal majors. Musicianship skills are developed through the study of various styles and periods of music. This is a performance-based class that includes guest artists, master classes, field trips and concerts which will be reflected in students' grades. CR 5, YO 9,10,11,12
PRE ability to play piano

Piano Elective (7784) – This course is designed to allow the student already able to read music to improve their existing piano skills or gain new skills in pop, Broadway, or classical styles. The course is tailored to the individual needs and ability levels of each student. Students are assigned repertoire and workbooks as well as piano technique exercises. Students can request and receive credit for this course each year. CR 5, YO 9,10,11,12, PRE demonstrates ability to read music or has taken Music Theory 1

RBR Band (7718) – This is a general band ensemble open to all students that play a brass, woodwind, or percussion instrument. This course is also required by all VPA Instrumental Woodwind, Brass or Percussion Majors. Students rehearse concert repertoire to prepare for community and school events, concerts, and festivals. Basic musicianship skills are developed through the study of various styles and periods of instrumental music. This is a performance-based class and includes field trips and concerts which will be reflected in students' grades. All freshmen are encouraged to participate in extracurricular RBR Marching Band. Students can request and receive credit for this course each year. CR 5, YO 9,10,11,12, PRE ability to play a band instrument

Songwriting (7806)- This semester course is for students interested in learning the craft and techniques of contemporary songwriting. Lyricists, rappers, musicians, vocalists and music enthusiasts are welcome. No prior music theory or instrumental experience is necessary; however, it would be helpful. All styles and genres of music will be considered for study. Some basic music theory will be introduced throughout this course. CR 2.5, YO 9, 10, 11, 12

Stage Technology (6655) – This is a full year course emphasizing the basics of stage design and development. This course is required by all Drama Majors prior to their senior year. Activities will include knowledge of safety, and the use of tools and equipment necessary for set design, scenic painting and construction, and exploration of careers. Students will be taught the basics of stage lighting and the use of sound equipment. Students will be required to construct a complete set for both the fall and spring theatre production. After-school, nights, and weekends attendance might be mandatory during construction of sets and/or during performances. They will also be expected to assist in various concerts throughout the school year and expected to participate in some after-school, nights, and weekend performances. Students should have some background in performing arts or technology related instruction. CR 5, YO 10, 11, 12

Yoga and Movement (7808)- Yoga and Movement is a full year course that will strengthen and elongate muscles and will help to develop concentration and self-awareness. Students will study different styles of yoga and perform basic movement progressions, Pilates exercises and dynamic stretching. Students will develop posture, alignment, kinetics and coordination when moving and performing yoga postures. They will practice uniting breathing and movement and relaxation meditation techniques. Students will also examine the history of yoga and movement as well as famous figures and the roles of both in culture. No experience is needed. CR 5 – FY, YO 11, 12

WORLD LANGUAGE COURSES

Italian 1 (5540) –During the first year, the student is taught to communicate orally and in writing using the fundamental patterns of the language within the constraints of the vocabulary and the language structure mastered. The student is expected to ask and answer questions and to speak briefly on a given topic using good pronunciation and correct sentence structure. The student is expected to understand simple selections about the geography and culture of Italian speaking nations. CR 5, YO 9, 10, 11, 12 NCAA

Italian 2 (5541) – In the second year, all grammar points and vocabulary from the first year are reinforced. In addition, more complex structures are added in order to prepare students for the next level. The student is presented with a view of many aspects of Italian culture through reading selections and other methods. PRE Italian 1 CR 5, YO 9, 10, 11, 12 NCAA

Honors Italian 2 (5542) --This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for material covered in the regular Italian class, students are required to write compositions and communicate orally on a more sophisticated level. The pace will be rapid, including a wider range of vocabulary and advanced media interactions. CR 5, YO 10,11,12, Suggested PRE Italian 1 with a 90 average, minimum 90 on the final exam, or teacher recommendation.

Italian 3 (5543) – In the third year, the student is taught to communicate orally and in writing on a more complex level. Major grammar points and all verb tenses are studied in depth. Italian 3 offers a wide variety of reading and writing experiences, including short novels. This course also includes the study of classic and contemporary Italian culture and civilization. CR 5, YO, 11, 12. Suggested PRE Italian 2 with an 80 average and a minimum of 80 on the final exam or teacher recommendation. NCAA

Honors Italian 3 (5544) –This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for more material covered in a regular Italian class, students are required to write longer and more complex compositions and communicate orally on an increasingly sophisticated level. The pace will be more rapid and include a wider range of vocabulary and more advanced reading. CR 5, YO, 11, 12. Suggested PRE Italian 2 Honors with a 90 average and a minimum of 85 on the final exam or teacher recommendation. NCAA

Italian 4 (5545)– The purpose of this course is to continue the sequence of language study to an advanced level. Grammatical and syntactical improvement will come about in the writing of paragraphs and compositions on selected topics. Opportunity is given for improving speaking and listening comprehension skills. Various Italian cultures are also studied. CR 5, YO 11,12, Suggested PRE Italian 3 or Honors Italian 3 with a 80 average and a minimum of 75 on the final exam or teacher recommendation. NCAA

Honors Italian 4 (5546) – The purpose of this course continues the sequence of language study to an advanced level. Grammatical and syntactical improvement will come about in the writing of paragraphs and compositions on selected topics. Honors Italian 4 also presents a variety of novels and short stories to be read and discussed. Opportunity is given for improving speaking and listening comprehension skills. Culture and major art movements of Italy are also studied. CR 5, YO 10,11,12, Suggested PRE Honors Italian 3, with a 90 average and a minimum 85 on the final exam or teacher recommendation. NCAA

IB Italian SL (5598) - This is a 1-year course designed for seniors after completion of Italian 3 or Honors Italian 3. The main focus of the course is on language acquisition and development of language skills. Mastery of language skills is developed through the study and use of a range of written and spoken material and literary texts, all of which relate to Italian culture. IB Italian is discussion-based, relies heavily on student interaction, and promotes intercultural awareness and understanding. The areas of study include: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. In addition to taking the IB examinations in May, the students complete the IB written assignment and individual and interactive oral activities throughout the year. CR 5, YO 12, PRE Italian 3 or Honors Italian 3 NCAA

IB Italian HL1 and HL2 (5603/5604): – This is a 2-year course designed for juniors and seniors after completion of Italian 3, Honors Italian 3, or Accelerated Italian. The main focus of the course is on language acquisition and development of language skills. Mastery of language skills is developed through the study and use of a range of written and spoken material and literary texts, all of which relate to Italian culture. IB Italian is discussion-based, relies heavily on student interaction, and promotes intercultural awareness and understanding. The areas of study include: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. The students also read and study two works of literature. In addition to taking the IB examinations in May of senior year, the students complete the IB written assignment and individual and interactive oral activities throughout the course. CR 5 per year, YO 11 and 12, PRE Accelerated Italian, Italian 3 or Honors Italian 3 NCAA

French 1 (5551) – During the first year, the student is taught to communicate orally and in writing using the fundamental patterns of the language within the constraints of the vocabulary and the language structure mastered. The student is expected to ask and answer questions and to speak briefly on a given topic using good pronunciation and correct sentence structure. The student is expected to understand simple selections about the geography and culture of French speaking nations. CR 5, YO 9,10,11,12 NCAA

French 2 (5552) – In the second year, all grammar points and vocabulary introduced in the first year are reinforced. In addition, more complex structures are added in order to prepare students for the next level. The student is presented with a view of many aspects of French culture through reading selections and other methods. CR 5, YO 9,10,11,12, PRE French 1 NCAA

Honors French 2 (5555) – This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for material covered in the regular French class, students are required to write compositions and communicate orally on a more sophisticated level. The pace will be rapid, including a wider range of vocabulary and advanced reading. CR 5, YO 10,11,12, Suggested PRE French 1 with a 90 average and a minimum 85 on the honors level placement exam NCAA

French 3 (5553) – In the third year, the student is taught to communicate orally and in writing on a more complex level. Major grammar points and all verb tenses are studied in depth. French 3 offers a wide variety of reading experiences. Culture and major art movements of France are also studied. CR 5, YO 10, 11, 12, PRE French 2 NCAA

Honors French 3 (5556) – This course is designed to challenge students in greater depth than in a regular class. In addition to being responsible for material covered in a regular French class, students are required to write longer and more completed compositions and communicate orally on an increasingly sophisticated level. The pace will be more rapid including a wider range of vocabulary and more advanced reading. Culture and major art movements of France are also studied. CR 5, YO 10,11,12, Suggested PRE Honors French 2 (80 average or teacher recommendation), French 2 with a 90 average and a minimum 85 on the honors level placement exam and teacher recommendation NCAA

French 4 (5554) – The purpose of this course is to continue the sequence of language study to an advanced level. Grammatical and syntactical improvement will come about in the writing of paragraphs and compositions on selected topics. Opportunity is given for improving speaking and listening comprehension skills. Various French cultures are also studied. CR 5, YO 11,12, PRE French 4 or Honors French 4 NCAA

Honors French 4 (5557) – The purpose of this course is to continue the sequence of language study to an advanced level. Grammatical and syntactical improvement will come about in the writing of paragraphs and compositions on selected topics. Honors French 4 also presents a variety of novels and short stories to be read and discussed. Opportunity is given for improving speaking and listening comprehension skills. CR 5, YO 11,12, Suggested PRE Honors French 3 (80 average or teacher recommendation), French 3 with a 90 average and a minimum 85 on the honors level placement exam and teacher recommendation NCAA

AP French (5558) – Advanced Placement French is offered to students who have completed three years of high school French and who have demonstrated competency in the language. The course will emphasize oral and written abilities in the language. In addition, the reading material will introduce works and writers of French literature to enhance appreciation and knowledge of the French language. The four skills of language learning will be emphasized; listening, speaking, reading, and writing. There will be a comprehensive study of the structure of the language including a review of the three previous years, and the introduction of advanced language and structure. There will be extensive practice in the various skills required on the Language AP test. CR 5, YO 12, Suggested PRE Honors French 4 (85 average or higher), and teacher recommendation plus summer project required NCAA

IB French SL (5599) – This is a 1-year course designed for seniors after completion of French 3 or Honors French 3. The main focus of the course is on language acquisition and development of language skills. Mastery of language skills is developed through the study and use of a range of written and spoken material and literary texts, all of which relate to the culture of France and the Francophone countries. IB French is discussion-based, relies heavily on student interaction, and promotes intercultural awareness and understanding. The areas of study include: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. In addition to taking the IB examinations in May, the students complete the IB written assignment and individual and interactive oral activities throughout the year. CR 5, YO 12, PRE French 3 or Honors French 3 NCAA

IB French HL 1 and HL 2 (5601/5602) – This is a 2-year course designed for juniors and seniors after completion of French 3, Honors French 3, or Accelerated French. The main focus of the course is on language acquisition and development of language skills. Mastery of language skills is developed through the study and use of a range of written and spoken material and literary texts, all of which relate to the culture of France and the Francophone countries. IB French is discussion-based, relies heavily on student interaction, and promotes intercultural awareness and understanding. The areas of study include: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. The students also read and study two works of literature. In addition to taking the IB examinations in May of senior year, the students complete the IB written assignment and individual and interactive oral activities throughout the course. CR 5 per year, YO 11 and 12, PRE Accelerated French, French 3 or Honors French 3 NCAA

Spanish 1 (5561) – During the first year, the student is taught to communicate orally and in writing using the fundamental patterns of the language within the constraints of the vocabulary and the language structure mastered. The student is expected to ask and answer questions and to speak briefly on a given topic using good pronunciation and correct sentence structure. The student is expected to understand simple selections about the geography and culture of Spanish speaking nations. CR 5, YO 9,10,11,12 NCAA

Honors Spanish 1 Immersion (5560) – This class is taught totally in Spanish and is designed for students that are native speakers or fluent non-native speakers. Concentration will be on grammar, reading, writing and expanding vocabulary as well as Hispanic culture, literature and geography. Starting in 18/19 school year, students will receive honors weight upon successful completion of this course and student should advance to Honors Spanish 2 or Spanish 3 to be determined by placement testing. CR 5, YO 9,10,11,12, PRE Placement test

Honors Spanish 2 Immersion (5577) - This class is taught totally in Spanish and is designed for students that are native speakers or fluent non-native speakers. It is a continuation of topics and concepts from Spanish Immersion 1. Concentration will be on grammar, extended reading, extended writing and enhancing vocabulary in the academic and literary realms as well as culture, literature and geography of the Spanish speaking world. Upon successful completion of this course the student should be able to advance to IB HL1. CR 5, YO 10,11,12, Teacher recommendation, placement test and / or successful completion of Spanish Immersion 1 course.

Spanish 2 (5562) – In the second year, all grammar points and vocabulary introduced in the first year are reinforced. More complex structures are added in order to prepare the student for the next level. The student is presented with a view of many aspects of Spanish Hispanic culture through reading selections and other methods. CR 5, YO 9,10,11,12, PRE Spanish1 NCAA

Honors Spanish 2 (5566) – This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for material covered in the regular Spanish class, students are required to write compositions and communicate orally on a more sophisticated level. The pace will be rapid, and include a wider range of vocabulary and advanced reading. CR 5, YO 10,11,12, Suggested PRE Spanish 1 with a 90 average and a minimum 85 on the final exam NCAA

Spanish 3 (5563) – In the third year, the student is taught to communicate orally and in writing on a more complex level. Major grammar points and all verb tenses are studied in depth. Spanish 3 offers a wide variety of reading experiences. This course also includes the study of classic and contemporary Hispanic culture and civilization. CR 5, YO 10,11,12, Suggested PRE Spanish 2 with a 75 average and a minimum of 75 on the final exam or teacher recommendation NCAA

Honors Spanish 3 (5567) – This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for material covered in a regular Spanish class, students are required to write longer and more complex compositions and communicate orally on an increasingly sophisticated level. The pace will be more rapid and include a wider range of vocabulary and more advanced reading. CR 5, YO 10,11,12, Suggested PRE Honors Spanish 2, with a 90 average and a minimum 85 on the final exam or teacher recommendation NCAA

Spanish 4 (5564) – The purpose of this course is to continue the sequence of language study to an advanced level. Grammatical and syntactical improvement will come about in the writing of paragraphs and compositions on selected topics. Opportunity is given for improving speaking and listening comprehension skills. Various Hispanic cultures are also studied. CR 5, YO 11,12, Suggested PRE Spanish 3 or Honors Spanish 3 with a 75 average and a minimum of 75 on the final exam or teacher recommendation NCAA

Honors Spanish 4 (5568) – The purpose of this course continues the sequence of language study to an advanced level. Grammatical and syntactical improvement will come about in the writing of paragraphs and compositions on selected topics. Honors Spanish 4 also presents a variety of novels and short stories to be read and discussed. Opportunity is given for improving speaking and listening comprehension skills. Culture and major art movements of Spain and other Spanish-speaking countries are also studied. CR 5, YO 10,11,12, Suggested PRE Honors Spanish 3, with a 90 average and a minimum 85 on the final exam or teacher recommendation NCAA

AP Spanish (5569) – Advanced Placement Spanish is offered to students who have completed three years of high school Spanish and who have demonstrated competency in the language. The course will emphasize oral and written abilities in the language. In addition, the reading material will introduce works and writers of Spanish literature to enhance appreciation and knowledge of the Spanish language. The four skills of language learning will be emphasized; listening, speaking, reading, and writing. There will be a comprehensive study of the structure of the language including a review of the three previous years, and the introduction of advanced language and structure. There will be extensive practice in the various skills required on the Language AP test. CR 5, YO 12, Suggested PRE Honors Spanish 4 with an 85 average and a minimum 85 on the final exam or teacher recommendation NCAA

IB Spanish SL (5590) - This is a 1-year course designed for seniors after completion of Spanish 3 or Honors Spanish 3. The main focus of the course is on language acquisition and development of language skills. Mastery of language skills is developed through the study and use of a range of written and spoken material and literary texts, all of which relate to Hispanic culture. IB Spanish is discussion-based, relies heavily on student interaction, and promotes intercultural awareness and understanding. The areas of study include: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. In addition to taking the IB examinations in May, the students complete the IB written assignment and individual and interactive oral activities throughout the year. CR 5, YO 12, PRE Spanish 3 or Honors Spanish 3 NCAA

IB Spanish HL 1 and 2 (5592/5593) - This is a 2-year course designed for juniors and seniors after completion of Spanish 3, Honors Spanish 3, or Accelerated Spanish. The main focus of the course is on language acquisition and development of language skills. Mastery of language skills is developed through the study and use of a range of written and spoken material and literary texts, all of which relate to Hispanic culture. IB Spanish is discussion-based, relies heavily on student interaction, and promotes intercultural awareness and understanding. The areas of study include: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. The students also read and study two works of literature. In addition to taking the IB examinations in May of senior year, the students complete the IB written assignment and individual and interactive oral activities throughout the course. CR 5 per year, YO 11 and 12, PRE Accelerated Spanish, Spanish 3 or Honors Spanish 3 NCAA

Chinese 1 (5580) – During the first year, the student is taught to communicate orally and in writing using modern standard Mandarin and Pinyin transcription. The student is expected to ask and answer questions and to speak briefly on a given topic using good pronunciation and correct sentence structure. The student is expected to understand simple selections about the geography and culture of Chinese speaking nations. CR 5, YO 9,10,11,12 NCAA

Chinese 2 (5581) – In the second year, students will continue the development of language skills, listening, speaking, reading and writing in Mandarin Chinese. This course maximizes the acquisition of comprehension and speaking skills necessary for practical and effective communication through hands on activities. Students will fully explore aspects of the Chinese language, be challenged to communicate with a higher level of accuracy, and be exposed to more diversified and expansive usage of the Chinese language. The understanding and appreciation of the Chinese people and their culture form an integral part of this course. CR 5, YO 9,10,11,12, PRE Chinese 1 NCAA

Honors Chinese 2 (5606) – This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for material covered in the regular Chinese class, students are required to write compositions and communicate orally on a more sophisticated level. The pace will be rapid, and include a wider range of vocabulary and advanced reading. CR 5, YO 10,11,12, Suggested PRE Chinese 1 with a 90 average, teacher recommendation and a minimum 85 on the final exam

Chinese 3 (5582) – In the third year, the student is taught to communicate orally and in writing on a more complex level. Students will continue the development of language skills, listening, speaking, reading and writing in Mandarin Chinese. This course continues to maximize the acquisition of comprehension and speaking skills necessary for practical and effective communication through hands on activities. Students will fully explore aspects of the Chinese language, be challenged to communicate with an even higher level of accuracy, and be exposed to more diversified and expansive usage of the Chinese language. This course also includes the study of classic and contemporary Chinese culture, art and civilization. CR 5, YO 10,11,12, PRE Chinese 2 NCAA

Honors Chinese 3 (5607) – This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for material covered in the regular Chinese class, students are required to write compositions and communicate orally on a more sophisticated level. The pace will be rapid, and include a wider range of vocabulary and advanced reading. CR 5, YO 10, 11,12, Suggested PRE Chinese 2 with a 90 average, teacher recommendation, and a minimum 85 on the final exam

Chinese 4 (5583) – The purpose of this course is to continue the sequence of language study to an advanced level. Students will continue the development of language skills, listening, speaking, reading and writing in Mandarin Chinese. Opportunity is given to maximize the acquisition of comprehension and speaking skills necessary for practical and effective communication through hands on activities. This course continues the study of classic and contemporary Chinese culture, art and civilization. CR 5, YO 11,12, PRE Chinese 3 NCAA

Honors Chinese 4 (5608) – This course is designed to challenge the student in greater depth than in a regular class. In addition to being responsible for material covered in the regular Chinese class, students are required to write compositions and communicate orally on a more sophisticated level. The pace will be rapid, and include a wider range of vocabulary and advanced reading. CR 5, YO 10,11,12, Suggested PRE Chinese 3 with a 90 average, teacher recommendation, and a minimum 85 on the final exam

Accelerated Language 2/3 (5584/5585/5586) –This course is designed for the student wishing to accelerate in language studies (Spanish, Italian and/or French). Supplementing work completed during the school year, this program requires after school, summer and online meetings from May of the current school year through August of the following school year. Students taking this course will complete the requirements of levels 2 and 3 over that time, thus moving to level 4 within 3 years. Students aspiring to take AP and/or IB languages who start at level 1 are prime candidates for this course. Please see the description for Honors level 2 and 3 for specific course description. CR 5 (+1.25 Summer 1, +1.25 Summer 2; Summer credits graded pass/fail) YO 10, 11

RBR ACADEMIC ENRICHMENT PROGRAMS

Summer Slam (9100) – Summer Slam is a four-week transition program for incoming freshmen designed to prepare them for the high school experience. Challenging curriculum includes: English, Math, Science and Global Studies with an emphasis on critical thinking skills, reading comprehension and test-taking strategies. Students who attend this program and meet all the requirements will receive 2.5 credits towards graduation.

ELL Summer Writing Program (9102) – RBR’s English Language Learners is a program designed to reinforce writing skills. The program is divided into two groups, one for higher performing students and the other for students in need of more intensive help. For the higher performing ELL student, this program is required in order for their participation in the Brookdale “Fast Start” program for ELL seniors. Student participants who adhere to the attendance policy receive 2.5 credits toward graduation.

TOP Program (9103) -- TOP is a Teen Outreach Program designed to teach students life skills, healthy behaviors, and a sense of purpose. TOP is an evidenced-based curriculum designed to increase academic performance and retention rates while reducing absenteeism and pregnancy rates. Interested students must have an open study period to participate. Students who are admitted to the program and adhere to the attendance policy receive 1.25 credits toward graduation through option two. CR 1.25 YO 9

SENIOR YEAR OPTIONS

In order for any student to be eligible for a senior option program or shared time program at Brookdale Community College, they must meet all graduation requirements to be a senior at Red Bank Regional High School, must have passed all sections of their standardized testing graduation requirements, have a good attendance and discipline record, a cumulative grade point average of at least an 82 at the end of their junior year and interview with a Committee for their selected option or plan. Students interested in applying for these opportunities must complete an RBR Senior Option Agreement form and submit it to Guidance by April 15, 2019.

Senior Year Student Option (1010) – Senior options are opportunities for our students to work in internship positions or to participate in community service projects, without pay, for credit their senior year. In order to meet Committee approval criteria, RBR must be unable to offer any comparable course or opportunity through curriculum or extracurricular offerings. The time out of school would be limited to a maximum of two sequential blocks per school day. Rising seniors must meet above criteria for senior year options and obtain Committee approval for their Senior Year Student Option by the end of their junior year. Single semester requests would only be approved if the schedule allows. CR 5-15 YO 12

Brookdale Community College Shared Time Program (1020) – RBR has an articulation agreement with Brookdale Community College that will allow seniors to take 2 courses per semester (for 6 college credits) on Brookdale Community College campus. In order to meet Committee approval criteria, RBR must be unable to offer any comparable course or opportunity through curriculum or extracurricular offerings. The time out of school would be limited to a maximum of two sequential blocks per school day. Rising seniors must meet above criteria for senior year options and obtain Committee approval for their Brookdale Community College Shared Time Program by the end of their junior year. Single semester requests would only be approved if the schedule allows. All fees and transportation are the responsibility of the student. We have recommended pre-approved courses of study by Brookdale and Red Bank Regional. CR5-10 per semester with a passing grade from Brookdale Community College. YO 12

ELL Brookdale Community College Shared Time Program (1022) -- Seniors are eligible for the “Puente al Futuro” program, or “Bridge to the Future,” a “Fast Start” college program at Brookdale Community College. This program offers ELL seniors the opportunity to take six college credits in their senior year of high school. Grants may be available to supplement the cost of students to participate in this program, and may include book costs and transportation. Students successful in the program may then apply for a full scholarship upon graduation from Red Bank Regional and continue their college education at Brookdale Community College. In order to meet Committee approval criteria, RBR must be unable to offer any comparable course or opportunity through curriculum or extracurricular offerings. The time out of school would be limited to a maximum of two sequential blocks per school day. Rising seniors must meet above criteria for senior year options and obtain Committee approval for their ELL Brookdale Community College Shared Time Program by the end of their junior year. Single semester requests would only be approved if the schedule allows. YO 12

INDIVIDUALIZED LEARNING OPPORTUNITIES (ILO)

Red Bank Regional High School District is committed to providing individualized learning opportunities to meet all students and learners in our school in accordance with Option 2 *N.J.A.C. 6A:8-5.1 (a) 2*. Accordingly, the school staff promotes and encourages students to discover and apply for opportunities to meet graduation requirements, earn credits and demonstrate mastery of curricula outside of the traditional classroom setting. Students interested in these opportunities should apply to the ILO/Option 2 Committee by April 15th, 2019 deadline for 19/20 scheduling consideration.

As part of the ILO application (available in the Guidance Department or on the website), students must provide 1) details of individualized learning opportunity, 2) learning goals and objective of the ILO 3) NJ Learning Standards Addressed 4) Duration/timeline of completion 5) Evaluation and assessment measures.

Additionally, students and parents must acknowledge and agree to:

- 1. Participation in an ILO as set forth herein will be graded on a Pass/Fail basis. Approved ILO courses will not be calculated in a student's grade point average.*
- 2. The Red Bank Regional School District to be harmless from, and waive any and all claims against the school/district for, any injury or damages of any kind incurred during the completion of the ILO in any non-school sponsored activity.*
- 3. Non-school sponsored ILO programs are not funded or operated by the school district. All costs incurred in completing an ILO are the responsibility of the student and/or their parents/guardians. Information for Online Health Options that meet district and state requirements can be provided by counselor.*
- 4. Failure to successfully complete the ILO for a high school graduation requirement will result in an inability to receive credit and can impact graduation timelines.*
- 5. ILO opportunity must meet criteria pursuant to N.J.A.C.6A:8-5.1 adopted in June 2009 by NJ Department of Education*

ILO PFL: For the 2019-20 school year, Red Bank Regional will continue to provide opportunities for students to meet the state Personal Financial Literacy requirements online utilizing Everfi.com. More information on this opportunity can be provided by contacting the Guidance Department or Ms. Lauren D'Amico (ldamico@rbrhs.org).

Students may submit Additional Course Request Form (available in the Guidance Department or on the website) and an ILO application to complete their physical education and health curriculum requirements outside of the school day. ILO Timesheets to track prior approved completion of these requirements are also available in the Guidance Department or online. Both forms are due by April 15, 2019 for 19/20 scheduling consideration. Additional course requests will only be considered based on course availability.

VISUAL AND PERFORMING ARTS ELECTIVES

A few elective courses can apply to either the VPA requirements or the 21st Century Life and Careers requirement, but the same course cannot count towards both requirements. Also, consult with your counselor regarding your Academy major's elective course meeting this requirement.

Course Code		Credits	9	10	11	12	Page Number
1155	Advanced Graphic Novels & Visual Literacy	5			X	X	25
7742	Advanced Music Technology (majors only)	5				X	57
7709	AP Art History	5			X	X	58
7778	AP Music Theory	5			X	X	57
7700-7703	Art 1, 2, 3, 4	5	X	X	X	X	58 & 59
6679	Baking Arts	5		X	X	X	29
7724	Beginning Strings	5	X	X	X	X	59
7726-7729	Brass 1, 2, 3, 4 (majors only)	10	X	X	X	X	54
7795-7798	Commerical Photography 1, 2, 3, 4 (majors only)	10	X	X	X	X	53
6653	Computer Aided Design	5	X	X	X	X	48
7775	Concert Choir	5	X	X	X	X	59
7704, 7705	Crafts 1, 2	5	X	X	X	X	59
7755-7758	Creative Writing 1, 2, 3, 4 (majors only)	10	X	X	X	X	53
7760-7763	Dance 1, 2, 3, 4 (majors only)	10	X	X	X	X	53
7802	Digital Design	5	X	X	X	X	59
6660	Digital Photography	5		X	X	X	48
7765-7768	Drama 1, 2, 3, 4 (majors only)	10	X	X	X	X	54
6670	Fashion 1, Art and Design	5		X	X	X	29
6678	Fashion 2	5			X	X	29
1152	Film Studies	2.5			X	X	24
7803, 7814-6	Guitar 1, 2, 3, 4 (majors only)	10	X	X	X	X	56
7731, 7732	Harp 1, 2 (majors only)	5	X	X			54
6641	Honors Computer Science 2	5		X	X	X	49
7799	IB Visual Arts SL	5			X	X	60
7800, 7801	IB Visual Arts HL 1, 2	5			X	X	60
6662-6667	Interactive Media 1, 2, 3, 4 (majors only)	10	X	X	X	X	53

VISUAL AND PERFORMING ARTS ELECTIVES (continued)

Course Code		Credits	9	10	11	12	Page Number
6680	Intro to Engineering Design	5	X	X	X	X	51
7817	Intro to Guitar	5	X	X	X	X	60
7730	Intro to Harp	5	X	X	X	X	60
7789	Intro to Piano	5	X	X	X	X	60
7804	Music Industry	2.5	X	X	X	X	61
7779	Music Technology	5	X	X	X	X	61
7776-7777	Music Theory 1, 2	2.5		X	X	X	61
7741	Musicianship (majors only)	5		X	X	X	57
7750	Orchestra	5	X	X	X	X	61
7714-7717	Percussion 1, 2, 3, 4 (majors only)	10	X	X	X	X	55
7719	Percussion Ensemble	5	X	X	X	X	61
7780-7783	Piano 1, 2, 3, 4 (majors only)	10	X	X	X	X	55
7784	Piano Elective	5	X	X	X	X	62
7785	Piano Ensemble	5	X	X	X	X	61
7718	RBR Band	5	X	X	X	X	62
7806	Songwriting	2.5	X	X	X	X	62
6655	Stage Technology	5		X	X	X	62
7720-7723	Strings 1, 2, 3, 4 (majors only)	10	X	X	X	X	55
7790-7794	Studio Art 1, 2, 3, 4, AP (majors only)	10	X	X	X	X	54
7770-7773	Vocal Music 1, 2, 3, 4 (majors only)	10	X	X	X	X	56
7740	VPA Music Theory (majors only)	5	X	X	X	X	57
6627, 6628	Web Design 1, 2	2.5	X	X	X	X	48
7710-7713	Woodwind 1, 2, 3, 4 (majors only)	10	X	X	X	X	56
7808	Yoga and Movement	5			X	X	62

21ST CENTURY LIFE AND CAREERS ELECTIVES

A few elective courses can apply to either the VPA requirements or the 21st Century Life and Careers requirement, but the same course cannot count towards both requirements. Also, consult with your counselor regarding your Academy major's elective course meeting this requirement.

Course Code		Credits	9	10	11	12	Page Number
6610	Accounting 1	5		X	X	X	20
2237	American Legal Systems/Criminal Law	2.5			X	X	46
6642	AP Computer Science A	5			X	X	49
6640	AP Computer Science Principles	5	X	X	X	X	49
6639	AP Macroeconomics	5			X	X	20
6637	AP Microeconomics	5			X	X	20
6623	Applied Finance	2.5			X	X	20
6620	Business Economics	5			X	X	21
6622	Business in the Global Economy	2.5			X	X	21
6601	Business Software Solutions	2.5	X	X	X	X	21
6676	Child & Personal Development	5	X	X	X	X	29
6675	Commercial Foods	5				X	29
6653	Computer Aided Design	5	X	X	X	X	48
6674	Creative American Cuisine	2.5			X	X	29
7802	Digital Design	5	X	X	X	X	59
6681	Digital Electronics	5		X	X	X	51
6660	Digital Photography	5		X	X	X	48
4505	Dynamics of Healthcare in Society	5		X	X	X	43
6625	Ethics in Business	2.5		X	X	X	21
6670	Fashion 1, Art and Design	5		X	X	X	29
6678	Fashion 2	5			X	X	29
6630	Financial Planning, Investment & Insurance	5			X	X	22
6671, 6672	Foods 1, 2	2.5		X	X	X	30
8050	Foundations of Exercise Science & Wellness	2.5				X	36
6669	Global Citizenship in 21st Century	5	X				30
6611	Honors Accounting 2	5			X	X	22

21ST CENTURY LIFE AND CAREERS ELECTIVES (continued)

Course Code		Credits	9	10	11	12	Page Number
6685	Honors Aerospace Engineering	5		X	X	X	52
6684	Honors Civil Engineering & Architecture	5		X	X	X	52
6683	Honors Computer Integrated Manufacturing	5		X	X	X	51
6641	Honors Computer Science 2	5		X	X	X	49
6692	Honors Cybersecurity	5			X	X	50
6696	Honors Digital Forensics	5				X	50
6686	Honors Engineering Design & Development	5				X	52
6688	Honors Environmental Sustainability	5		X	X	X	52
6691	Honors Networking	5		X	X	X	50
6682	Honors Principles of Engineering	5		X	X	X	51
6645	Honors Web & Mobile Application	5				X	49
6629	IB Business Management SL	5			X	X	22
2224, 2226	IB Psychology SL & HL	5			X	X	46
6673	International Culinary Experience	2.5			X	X	30
6690	Intro to Computer Systems	5	X	X	X	X	50
6680	Intro to Engineering Design	5	X	X	X	X	51
8016	Intro to Sports Entertainment & Marketing	2.5		X	X	X	37
8015	Intro to Sports Medicine	2.5		X	X	X	37
8052	Introduction to Sports Administration	5				X	37
6652	Invention & Innovation	5		X	X	X	48
4506	Medical Terminology	5			X	X	43
8051	Nutrition in Exercise, Wellness & Sports	2.5				X	37
6677	Pre-School Lab	10		X	X	X	30
2236 & 2234	Psychology & Sociology (Semester Courses)	5			X	X	47
1154	Public Speaking	2.5		X	X	X	25
8018	Sports & Hospitality Marketing Management	5			X	X	38
6655	Stage Technology	5		X	X	X	62
9011 & 9012	Theory of Knowledge 1& 2 (IB students only)	5			X	X	47
2255	Tomorrow's Teachers	5				X	30
6627, 6628	Web Design 1, 2	2.5	X	X	X	X	48

**FINANCIAL, ECONOMIC BUSINESS, AND
ENTREPRENEURIAL LITERACY ELECTIVES**

Course Code		Credits	9	10	11	12	Page Number
6603	Personal Financial Literacy	2.5	X	X	X	X	22
6604	Principles of Financial Success (AOF students)	5	X	X			20
6606	ILO Personal Financial Literacy	2.5			X	X	72

ADDITIONAL ELECTIVES

*The below electives are open to students based on the below grade level and pre-requisites in the course description. Although they are not currently approved to meet any **specific** elective graduation requirements, they do count towards the 140 credits required for graduation.*

Course Code		Credits	9	10	11	12	Page Number
2212	AP Human Geography	5			X	X	46
2230	Contemporary World Issues 1	2.5		X	X	X	46
2200	Honors Philosophy	5			X	X	25
1159	Intro to Philosophy	2.5		X	X	X	25
2232	Political Science	2.5		X	X	X	46
8017	Sports Medicine 2	5			X	X	38