

# **Perth Amboy High School**

## **Perth Amboy, NJ**

### **Academic Planning Guide**

### **Program of Studies**



***Effective September 2011***  
Grades 9-12

***Please Note:***

- ❖ Program of Studies books will be given to each incoming student **ONE TIME ONLY**
- ❖ Please note that the Program of Studies is on our website and will be updated accordingly

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Dr. Vivian Rodriguez

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Mr. Derek Jess

#### **Assistant Business Administrator\Board Secretary**

Mr. Richard Grobelny

#### **Director of Human Resources**

### **High School Administration**

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Mr. Christopher Garrick, Vice Principal  
Mr. Michael Heidelberg, Vice Principal  
Ms. Sylvia Leon, Vice Principal

### **Curriculum Supervisors Grades 9-12**

Ms. Lilliane Cruz-Argemill, Director of Bilingual Education and World Languages  
Mr. Robert Dahill, Science/ROTC/Business/Applied Technology/Family & Consumer Sciences  
Supervisor  
Ms. Angela Durso, Director of Special Services  
Mr. Gregory Ficarra, Physical Education/Health Supervisor  
Dr. Vivian Rodriguez, Fine Arts/Performing Arts/Technology  
Ms. Lavetta Ross, Language Arts/Social Studies  
Dr. Nancy Samaha, Special Services Supervisor  
Mr. Thomas Smith, Mathematics Supervisor

### **Counseling Staff Grades 9-12**

Ms. Mary J. McAdam, Director of Guidance  
Ms. Luz Malave, Head Counselor

Ms. Norma Bavosi	Ms. Maria Cepin
Ms. Vanina Gimenez	Ms. Haren Kahn
Ms. Jere Karnilaw	Ms. Alicia Nunez
Ms. Jennifer Osborne	Ms. Melissa Otterbine
Ms. Kimberly Slizewski	Ms. Lori Zaretsky

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## INTRODUCTION

The Perth Amboy High School Community is committed to academic excellence and preparing our students for life after high school. This Program of Studies booklet has been created to assist students and parents in the selection of appropriate courses that meet graduation requirements as well as the student's individual interests and future plans.

The program of studies that a student selects in high school should reflect his or her interests, goals and aptitudes. Beyond high school graduation and college requirements, students are encouraged to select courses that will be stimulating and personally meaningful. Each student must read the Program of Studies carefully and then select those courses which will best provide them a rewarding high school experience. The student's school counselor and parent/guardian are encouraged to work together with the student in selecting their courses for the upcoming school year.

The Program of Studies is arranged as follows; courses are grouped by subject areas, which are organized alphabetically. The information about each course in each department gives the grade level, length of course, number of credits awarded, number of academic units, a brief description of the course, and any prerequisites to be completed prior to the start of the course. Some courses may not always be available or accommodate a student's schedule.

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# Comprehensive Graduation Requirements

## Credit Hour Completion

A minimum of 120 credit hours are required for graduation. 30 credits are required for sophomore status, 60 credits for junior status, and 85 credits for senior status.

## Curriculum Proficiency

A specific Graduation Requirement Checklists for each year of graduation are provided at the end of the Program Studies. As per NJAC 6:8, the following are the curriculum requirements for graduation from high school with a state endorsed diploma:

	Number of Classes
English	4
United States History	2
World History	1
Science	3
Mathematics	4
Visual and Performing Arts	1
21 <sup>st</sup> Century Life and Careers/Career Tech Education	1
Physical Education and Health	4
World Languages	1
Financial, Economic, Business and Entrepreneurial Literacy (Students entering 9 <sup>th</sup> grade in 2010 and after)	.5
Academic Electives	6.5

## Testing Requirements

High School Proficiency Assessment (HSPA)  
Biology Competency Test (BCT)  
End of Course Algebra Test

## Adequate Attendance

As outlined in NJAC 6:8 and the Perth Amboy Board of Education Policy 501-A.



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## Grading and Reporting

### Grade Point Average (GPA)

Each student at Perth Amboy High School receives a decile rank. This decile rank is used to determine class rank. The class ranking at the end of the third semester is used to determine the final class rank for graduation. Advanced Placement and Honors courses are weighted at the completion of the course. If a student takes an Advanced Placement class and earns an A grade which is assigned a weighted value of 5.0, that student's GPA gets a boost compared to an A that equals 4.0 in a regular academic class. A student must complete and pass the course in order to receive credit/weight for the course. If a student takes an Honors class and earns an A grade which is assigned a weighted value of 4.5, that student's GPA gets a boost compared to an A that equals 4.0 in a regular academic class. A student must complete and pass the course in order to receive credit/weight for the course. A cumulative decile range for the past four years is included on transcripts.

### Grading Scale

Letter Grade	Grading Scale	College Prep Courses Quality Points	Honors Courses Quality Points	AP Courses Quality Points
A+	98-100	4.7	5.2	5.7
A	94-97	4.4	4.9	5.4
A-	90-93	4.0	4.5	5.0
B+	87-89	3.7	4.2	4.7
B	84-86	3.4	3.9	4.4
B-	80-83	3.0	3.5	4.0
C+	77-79	2.7	3.2	3.7
C	74-76	2.4	2.9	3.4
C-	70-73	2.0	2.25	3.0
D	65-69	1.0	1.5	2.0
F	0-64	0.0	0.0	0.0

### Report Cards

Report Cards will be mailed to the student's home at the end of each marking period. In addition, a progress report will be mailed home in the middle of each marking period.

### Transcripts

Unofficial transcripts will be distributed to all seniors in September denoting courses taken freshman through junior and the proposed senior schedule.

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# College Preparation

## Planning for College Education

Each college has its own admissions requirements regarding high school courses. Beyond specific course requirements most colleges emphasize the following important factors in making a decision on applications for admissions:

- Four year academic record
- Strong academic program composed mainly of classes in the Core subject areas
- Scores on the College Entrance Examination Board tests (SAT Reasoning, ACT, and SAT Subject tests)
- Teacher/Counselor Recommendations
- Essays and interview when required
- Extracurricular record

## Suggested Programs of Study

The following is a chart of suggested college preparatory study and can be used to help in developing your four year plan of courses. The content areas outlined are those in which colleges are looking for specific preparation. Colleges considered to be most competitive generally look for students to take several Advanced Placement courses. Since students will have ample opportunity for other course work, they are encouraged to select from the wide array of offerings in the fine art, business, industrial arts, contemporary living, and performing art departments. These courses will provide a well rounded background for possible career and vocational interests.

NUMBER OF YEARS RECOMMENDED<sup>1</sup>

	Community College/Career Colleges	Less Competitive Colleges	Competitive Colleges	Highly and Very Competitive Colleges	Most Competitive Colleges
ENGLISH	4	4	4	4	4
SOCIAL STUDIES	3	3	3	3-5	3-5
COLLEGE-PREP MATH**	2-4	3-4	3-4	4-5	4-5
LAB SCIENCE	2	2-3	2-3	3-4	4-5
WORLD LANGUAGE	0-2	1-2	2-4	3-4	4-5
ACADEMIC UNITS***	12-15	16	16-18	17-20	18-22

\*\* Algebra I, Geometry, Algebra II, etc are considered college prep math courses.

\*\*\* An Academic Unit is defined as a core academic course. Colleges ordinarily require that prospective students earn a certain number of academic units for admittance into their institution.

**Consult individual college websites for specific information about admission requirements.**

<sup>1</sup>Titles correspond to Barron's Profiles of American Colleges

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## COLLEGE ADMISSION TESTING INFORMATION

Consult your counselor for specific information on each of these tests.

### PSAT

This exam is given in October, it is required for all sophomores and recommended for all juniors. This is a preliminary SAT Reasoning Test designed to acquaint students to the SAT. It is used by the National Merit Scholarship Corporation in order to identify highly qualified juniors for recognition. Students will receive registration materials in homeroom. They should consult with their school counselors for more information.

### SAT I (Reasoning Test)

This is a three and one-half hour test, divided into three sections, which measure Mathematical, Verbal, and Writing abilities. The score ranges from 200-800 for each section. Students should plan to take the SAT for the first time in the spring of their junior year and consult their school counselors to determine the number of times the test should be taken. Students should consult [www.collegeboard.com](http://www.collegeboard.com) for registration information.

### ACT

This test is an alternative to the SAT Reasoning Test. The test can be taken during the student's junior and/or senior years. The ACT is divided into four parts: Math, English, Science Reasoning, and Reading. While optional, the Writing section is strongly recommended for the purpose of college admissions. The student will receive a composite score from 1-36. Students with a solid course background may take the ACT as an alternative or in addition to the SAT I Reasoning Test. Students should consult [www.act.org](http://www.act.org) for registration information.

### SAT II (Subject Tests)

Students applying to competitive colleges may be required to take the SAT II Subject Test(s). The SAT Subject Tests are one hour tests designed to measure students' knowledge in specific subject areas. Each subject score ranges from 200-800. Most students taking the SAT II Subject Tests do so at the end of their junior year or beginning of their senior year. Students should consult [www.collegeboard.com](http://www.collegeboard.com) for registration information.

**\*\* Please note that colleges now require SAT I, SAT II, and ACT test scores be sent to them directly from the College Board and American College Test programs. Students must, therefore, make their requests directly to the testing services asking that their scores be sent to the appropriate college(s), scholarship program(s), and/or National Collegiate Athletic Association (NCAA), if applicable.**

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## Special Programs

### **The University at Perth Amboy High School**

The University at Perth Amboy High School is a four year selective program for highly motivated students. These students apply during their eighth grade year. These students are required to take an Advanced Placement class each year. In addition they attend Saturday programs, seminars and field trips. Parents and students must agree to the requirements of the program.

### **The Perth Amboy High School Accelerated Program**

The Perth Amboy High School Accelerated program is for the student who has not been academically successful at Perth Amboy High School and is not on track to graduate within four years. The program gives these students the opportunity to accelerate their course of study. Students must demonstrate that they have the motivation to succeed in this program. These students may apply for at the beginning of the first or third marking period

### **Independent Study Program**

A program of independent study may be pursued in any area. In order to be admitted to the program, an independent study proposal must be prepared by the student in cooperation with a faculty member. Independent study may be pursued for a full year for five credits or for one semester for two and one half credits. The deadline for submission of applications is the first two weeks of the first semester for a five credit course and the first two weeks of the second semester for a two and one half credit course. Independent Study for current high school courses will be denied.

### **Three-Year Graduation Program**

Consideration is given to students who request, and are able, to graduate high school in three years. Four years is the preferable length of time for high school, however, permission to enter this program may be granted. The requirements include student screening by the principal and guidance counselor, and parent conferencing. Students accepted into this program will be given a designed course of study to accommodate the three year cycle. Scoring below minimum levels on any part of the HSPA precludes students from entering this program.

### **Basic Skills Proficiency**

Prior to graduation from high school, all students must demonstrate a minimum level of competency in reading, writing, and computation. The District will administer standardized state examinations in these skills in the 11th grade (pursuant to NJAC 6:8).

Passage of these examinations is a requirement for graduation with a state endorsed diploma. Students who have not reached the requirement by the end of the 11<sup>th</sup> grade will have the succeeding high school year to achieve competency as demonstrated by passing the HSPA or successfully completing an alternative assessment: Alternative High School Assessment (AHSA), Portfolio Assessment or Meeting of Just Proficient Means in each cluster of a content area.

Students who score below the minimum levels of proficiency on the tests used for placement purposes will be placed in classes for English, Reading and/or Mathematics where specialized instruction is utilized. Placement in these courses is required, not optional.

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## **Bilingual Education**

**Director:** Mrs. Lilliane Cruz- Argemill ext.:30-261

The Bilingual/ESL Program follows all regulations and procedures required by Title III of the No Child Left Behind Act and by the NJ Dept. of Education as listed in the New Jersey Administrative Code (N.J.A.C. 6A:15). The Bilingual Education Program is a full-time program of instruction in all the subjects which a child is required by law or rule to receive, given in Spanish and also in English depending in the student's level of English Language Proficiency. The curriculum for the Bilingual Program parallels the General Program curriculum in all the content areas Language Arts, Mathematics, Science, Social Studies, Health and Physical Education. The program includes instruction in Spanish and English language arts (listening comprehension, speaking, reading and writing). Students also receive a daily period of ESL instruction. Students are placed and grouped according to their grade and English proficiency level. Bilingual/ESL Program students at PAHS are prepared for the HSPA and/or the Special Review Assessment (SRA) in Reading, Mathematics, and Writing. LEP students must comply with all graduation requirements which are listed in the Curriculum Guide. For more information you may refer to the Bilingual Program Handbook.

Bilingual Education students must meet all graduation requirements. Those who do not pass the mandated test must demonstrate skills mastery through the SRA in English (for those who entered before grade 10) or in the native language (for those who entered in grades 10-12). Those students completing the SRA in their native language must also take the Maculaitis (MAC) II and meet the English fluency standard of 530 for the MAC II.

## **Students Eligible for Special Education and Related Services**

**Supervisor:** Dr. Nancy Samaha ext. 23-483

Students with disabilities must meet all graduation requirements, with modifications and accommodations to the curriculum and/or testing procedures, unless exempted as provided for in NJAC 6A:14. The Special Education Program ensures full educational opportunity is provided to all students with disabilities. To the maximum extent possible, students with disabilities are educated in the least restrictive environment and all supplementary aids and services and program modifications are implemented for the student to participate in general education programs when appropriate. Services and placement are based on the student's unique needs and not on their disability. Students with disabilities may participate in all extracurricular and non-academic activities with their non-disabled peers.

## **Equal Educational/Employment Opportunity Harassment Policy**

Perth Amboy Public Schools are committed to providing all students with an environment free from discrimination and harassment. Any type of discriminatory action or harassment on one person against another because of race, color, age, religion, sex, affectional, or sexual orientation, mental or physical disability, military status or national origin that interferes with sound educational values is a violation of the Perth Amboy Public School's policy.

Our commitment to equal educational opportunity and equal opportunity employment applies to everyone, living or working in the Perth Amboy School District and it is intended to be enforced by investigating all incidents or complaints.

Questions about policies or practices, please contact:

Director of Human Resources  
Affirmative Action  
Gender Equity Officer  
732-376-6200, Ext. 30-150

Ms. Mary J. McAdam  
Section 504 Coordinator  
(Rehabilitation Act of 1973)  
732-376-6200, Ext. 23-421

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# Course Selection and Planning

## DEFINITION OF COURSE LEVELS

### Advanced Placement (AP)

These courses follow criteria of the Advanced Placement Program. Students of very high academic ability are recommended by teachers or counselors. Students in the accelerated program typically make a natural progression to the Advanced Placement offerings. Students who successfully complete the program may be eligible for college credits or advanced placement at the college level.

### Honors

Students scheduled into accelerated courses are consistently high achievers. Courses are fast-paced and more academically challenging than regular course offerings.

### College Preparatory

College preparatory subjects are standard high school courses and are available in all core subject areas.

## COURSE SELECTION AND SCHEDULING

Perth Amboy High School has a nine period day. All freshmen are required to schedule nine periods. Sophomores and juniors are required to schedule a minimum of eight periods. Seniors are required to schedule a minimum of six periods and lunch.

The Board of Education reserves the right to offer or not offer particular courses and/or programs depending upon enrollment and other conditions. The course selection process will occur early in the second half of the year. Each of our departments will offer opportunities for students to learn about their prospective courses. Students are encouraged to discuss the specifics of courses with teachers within the respective departments.

Please be sure to carefully note required course offerings, elective course offerings, prerequisites and grade levels for each course. Read carefully all course descriptions before making selections. The course selection process involves students, parents, faculty, counselors and administrators. Our primary interest is for each student to advance towards reaching his/her educational and/or career goals.

There are a number of steps in this procedure, some of which include:

1. Completion of recommendation process for AP/Honors and courses.
2. Individual meetings with counselors and students to review and assess each student's program, academic progress and secondary plan in order to choose appropriate courses.
3. Parental input in the selection of each student's selection of courses.

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## COURSE DROP/ADD POLICY

### Schedule Changes

The following procedures must be adhered to when adding or dropping courses:

1. Acceptable considerations for schedule changes:
  - a. An error in the scheduling process
  - b. Assignment to a teacher in whose class student previously failed
  - c. A request in course level changes
  - d. Any other reason deemed necessary by the administration
2. Unacceptable reasons for schedule changes:
  - a. Social reasons
  - b. Lunch period preference
  - c. Personality conflicts (unless serious and documented)
  - d. Start Time Preference
  - e. Teacher Preference
  - f. Any other reason deemed unnecessary by the administration

3. After the start of the school year, schedules may not be changed or courses may not be dropped unless careful review is completed by the counselor. Changing of a schedule or dropping of a course is considered the last resort after all other measures to remediate the problem have proven unsuccessful. The final approval for a change must come from the Principal and/or the Director of Guidance.

4. Changing of Level: a student may change the level of an AP or Honors class, this change **MUST** take place prior to the distribution of the first marking period progress report.

5. All procedures and steps as outlined in the Course Change Form must be followed.

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## English/Language Arts Department

**Supervisor:** Ms. Lavetta Ross ext. 23-409

*The mission of the English Language Arts Department is to capture the language experience that all students need in order to grow intellectually, socially, and emotionally, to promote learning in language, literature and writing, and to help students acquire knowledge and develop skills that help them to be successful in the 21<sup>st</sup> century.*

**Completion of a summer reading assignment is required for these courses.**

### ENGLISH I

#### **5 Credits**

This required course for ninth grade students focuses on the study of world literature. Students will be exposed to a variety of writers from different time periods representing countries in each of the continents. In addition, students' reading, writing, language, speaking, listening, and viewing skills will be enhanced.

*Honors Option is available.*

### ENGLISH II

*Prerequisite: Successful completion of English I*

#### **5 Credits**

This course focuses on the study of American Literature up to the early 1900's. Each unit is organized thematically and includes the study of various genres of literature. While students examine the literature of this time period, they strengthen their writing skills in preparation for standardized tests such as the PSAT, SAT, and State Assessments.

*Honors Option is available.*

### ENGLISH III

*Prerequisite: Successful completion of English I and English II*

#### **5 Credits**

This course focuses on Modern American Literature. Each thematic unit incorporates literature from each genre – novel, drama, poetry, non-fiction, and short story. While studying the literature, students will continue the development of their writing skills by creating a variety of essays in response to the literature studied.

*Honors Option is available.*

### ENGLISH IV

#### **5 Credits**

*Prerequisite: Successful completion of English I, English II, and English III*

This course focuses on the study of British Literature. Students will examine each genre of literature from a variety of time periods.

*Honors Option is available.*

### AP Language AND COMPOSITION

#### **5 Credits**

The AP course is designed to help students with the skills they need to read, write and think at the college level. The course is organized thematically. Students will "explore the complexities of single issue and synthesize the different viewpoints represented." Each interesting and relevant theme Education, Gender, Politics, Popular Culture to name a few is centered around an essential question that engages students to begin thinking critically. Students will learn to read and analyze nonfiction, poetry, fiction and visual texts for rhetorical concepts, diction and syntax. Through these readings, students will gain a stronger understanding of language and composition that will assist them with their own writing. Students will learn to effectively utilize the writing process to develop multi-drafted essays that demonstrate their ability to analyze and synthesize information from a variety of thematic resources to make a solid final product

***Application and completion of a summer project is required.***



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## AP Literature AND COMPOSITION

### **5 Credits**

This course requires students to go beyond what is expected even in an honors course. Because the class is taught on the college/university level, it demands close reading, critical thinking, reflective writing, and insightful discussion. The reading selections are both demanding and intellectually stimulating. Various approaches to literacy criticism are used in analyzing a variety of works from the 16<sup>th</sup> century to the present. Students are encouraged to develop their own interpretation of each selection with well-supported, specific evidence from the text. Grammar lessons are presented as the need arises for both the class and the individual student during post-writing conferences.

***Application and completion of a summer project is required.***

## FUNDAMENTALS OF ENGLISH I

### **5 Credits**

This course is taken in conjunction with English I and is an intervention for those students whose NJASK8 score is partial proficient. Students will focus on writing skills, reading comprehension skills, and the skills needed to interpret, analyze and critique text.

## READ180

### **5 Credits**

This course is taken in conjunction with English II and is an intervention for those students whose NJASK8 score is partial proficient and SRI scores is below 850. This READ180 course is designed to improve students reading and writing skills.

Grade 10

## EXPOSITORY WRITING

### **5 Credits**

Writing skills are essential for succeeding in high school, college, and the work place. In this course, students will learn strategies to better prepare them to write the SAT essay, college admission and entrance essays, scholarship essays, and research papers.

Grade 11

## AHSA ENGLISH

### **2.5 Credits or 5 Credits**

This course is the final part of the four-year program for grade 12 students who need assistance in being successful on the HSPA in language arts. The AHSA process in Language Arts is an integral part of this course.

Grade 12

## POETRY

### **2.5 Credits**

The purpose of this course is to enhance students' reading, writing, speaking and analytical skills through the study and expression of poetry. In this course, students will see poetry as a universal language capable of transcending race, class, gender, culture and/or political affiliations. As a result, students will learn how to use poetry as a powerful method to express their thoughts, feelings, observations and opinions about the world. Students will study the craft of poetry by reading various poets and analyze the poetic styles and themes used by the poets. In addition, students will apply the poetic devices and styles studied in this course into their own poetry.

Grades 10-12

## CREATIVE WRITING

### **2.5 Credits**

This course allows students to get in touch with their creative abilities. Students will explore the freedom of expression and have fun with writing. In this course students will learn how to stretch themselves as writers and explore how to use their creative abilities to create a piece of fiction such as a short stories, dramas, and novels.

Grades 10-12

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## JOURNALISM 1

### **5 Credits**

Reviewing music or movies, expressing an opinion, writing stories - these are just some things that journalists do. In this course, students will learn how to develop reviews, editorials, and sports and news stories that are featured in various news media.

Grades 10-12

## JOURNALISM 2

*Prerequisite: Journalism 1*

### **5 Credits**

Journalism II takes students to the next level of reporting and design. Students will learn how to do more in-depth reporting, create interesting layouts and design, and explore the field of photojournalism.

Grades 11-12

## JOURNALISM 3

*Prerequisite: Journalism 1 and Journalism 2*

### **5 Credits**

Journalism III takes students to the editing phase of reporting and design. Students will learn how to do more in-depth editing and learn how to create interesting layouts and design. They will continue to explore the field of photojournalism.

Grade 12

## DRAMA

### **5 Credits**

This course is designed to provide students with an increased appreciation of and experience in theater as an art form. Students will act, direct, or be technically involved in scenes, one-act plays or full length productions. They will read, write, view and evaluate plays and live performances. Students will examine history, culture, and technology of drama.

Grades 10-12

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# Mathematics Department

**Supervisor:** Mr. Tom Smith ext. 23-406

## ALGEBRA I

### **5 Credits**

This course helps the student understand the basic structure of algebraic operations. Topics include: integers and operations, solving linear equations and inequalities, polynomials, graphing linear and quadratic equations, factoring, rational equations, radicals, and verbal problems.

#### **Honors Option**

## ALGEBRA CONNECTIONS

### **5 Credits**

This course is structured to place emphasis on the individual student's needs to meet state standards as assessed on the HSPA. Students will build on their skills in number sense, real number operations, solving linear equations, graphing linear equations and solving word problems. This course is offered in conjunction with Algebra 1.

## ALGEBRA APPLICATIONS

### **5 Credits**

This course is designed to reinforce students understanding of the fundamental concepts of Algebra. Students will build on their skills in number sense, real number operations, solving linear equations, graphing linear equations and solving word problems. Students are chosen based on their results on the Algebra-1 end of course exam.

## GEOMETRY

### **5 Credits**

This course studies points, lines, angle, shapes, and their relationships and properties. Topics include the study of triangle, quadrilaterals, congruence, parallelism, similarity, circles, area, transformational geometry, and an introduction to simple trigonometric functions.

#### **Honors Option**

## ALGEBRA II

### **5 Credits**

This course expands and builds on the fundamental skills learned in Algebra I. Topics include linear, polynomial, rational, exponential and logarithmic functions, conic sections, complex numbers, permutations, combinations, and basic probability theory.

#### **Honors Option**

## ADVANCED ALGEBRA AND TRIGONOMETRY

### **5 Credits**

This course reviews and strengthens the essential skills and concepts from Algebra needed for college placement tests. These skills are further developed and applied to rational, exponential and logarithmic functions. This course also provides students with an opportunity to develop a conceptual understanding of trigonometry functions and their applications.

Grade 12

## STATISTICS

### **5 Credits**

This course is an introductory study of statistics where students are introduced to the major concepts and tools needed for collecting, analyzing and drawing conclusions from data. Students will demonstrate the ability to model situations, solve problems and analyze and draw appropriate inferences from data. A good working knowledge of Algebra II is required.

Grade 12

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## PRE-CALCULUS

### **5 Credits**

This course provides the student with the necessary background for the study of calculus by providing an extensive study of polynomial, rational, exponential, and logarithmic functions and their graphs. It also presents an in-depth study of trigonometric functions, identities, equations, and their applications.

### **Honors Option**

## CALCULUS HONORS

### **5 Credits**

This college level course teaches students the concepts and applications of limits, differential calculus, and integral calculus.

## AP CALCULUS AB

### **5 Credits**

This college level course stresses the concepts and applications of limits, differential calculus, and integral calculus. The selection of topics follows the course outline proposed by the Calculus Advanced Placement Committee. This class prepares students to take the AB Calculus Advanced Placement Examination in May.

## AP CALCULUS BC

### **5 Credits**

This college level course stresses the concepts taught in Calculus AB along with differential equations, sequences, and series. The selection of topics follows the course outline proposed by the Calculus Advanced Placement Committee. This class prepares students to take the BC Calculus Advanced Placement Examination in May.

## COMPUTER SCIENCE I

### **5 Credits**

This course is an introduction to computer science; its primary purpose is to introduce a disciplined approach to problem-solving methods and algorithm development, emphasizing data and procedural abstraction. Using the language C++, the course teaches program design, coding, testing, debugging, and documentation.

Grades 11-12

## MATH CONCEPTS AND APPLICATIONS

### **5 Credits**

This course is structured to place emphasis on the needs of individual students in order for them to meet state standards as assessed on the NJ HSPA. These students are chosen based on their NJPASS 10 results. In this course, the students will further develop their skills in number and numerical operations, geometry and measurement, patterns and algebra and data analysis, probability, statistics, and discrete mathematics.

Grade 11

## AHSA MATH

### **2.5 or 5 Credits**

This course is structured to place emphasis on the needs of individual students in order for them to meet state standards as assessed on the AHSA. These students are chosen based on their HSPA results. In this course, the students will further develop their skills in number and numerical operations, geometry and measurement, patterns and algebra and data analysis, probability, statistics, and discrete.

Grade 12

## TRIGONOMETRY

### **2.5 Credits**

This enrichment course is offered after the regular school day. Concepts studies include functions, identities, equations, and their applications. Emphasis is placed on using connections between right triangle ratios, trigonometric functions, and circular functions.

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## Science Department

**Supervisor:** Mr. Robert Dahill ext. 23-414

### ANATOMY & PHYSIOLOGY

#### **6 Credits**

This course is a systematic study of the shape and structure of the organs of the human body and the functioning of those organ systems. It includes: cytology, histology, morphology, genetics, immunology, and pathology. Human anatomy and physiology is offered to meet the needs of our students who want an advanced level science course. It also serves to prepare students interested in entering medicine, nursing, dentistry, and other related health occupations.

Grades 11-12

### ASTRONOMY

#### **5 Credits**

This course is designed to give students a deeper understanding of astronomy, the solar system, and the universe beyond. Students will be able to increase their awareness of the scope and scale of our universe by gaining an understanding of the explorations and discoveries of astronomers and scientists from antiquity to the present.

Grades 11-12

### BIOLOGY-AP

#### **7 Credits**

The curriculum for the Advanced Placement Biology course is the equivalent of a college level biology course that is usually taken by biology majors during their first year of college. Students obtain weighted credit by successfully completing the AP Biology exam at the end of the course. This biology course differs from the typical freshman high school biology class in that the text is a college level text, the types and depth of topics covered, the laboratory work done by the students, and most importantly, the amount of time and effort that is required by the students. The main focus of this course is to help foster a better awareness of biology as an understanding of concepts, that science is a process and not just a memorization of facts. This will be achieved through personal experience gained from scientific inquiry, recognition of unifying themes that are inherent in the major topics of biology, and the practical application of biological knowledge and critical thinking to social and environmental concerns. Topics that will be covered include the chemistry of life, cells, cells use of energy, heredity, molecular genetics, evolution, the diversity of organisms, the structure and function of both plants and animals, and ecology.

Grades 11-12

### BIOLOGY

#### **6 Credits**

The college preparatory biology course of study and associated laboratory experiences is oriented to the study of life, the environment, and related interactions. Both plant and animal life will be examined from the most basic of cell structures through the interaction of life with the environment in biomes. The course will develop students' understanding of cell physiology, biochemistry, genetics, ecology, and evolution.

The successful student will be able to identify problems, form hypotheses, design and carry out experiments, and generate responsible conclusions. Theory is introduced to foster critical thinking and enable the student to apply authentic scientific research to support or refute conjecture.

*Honors Option*

### CHEMISTRY AP

#### **7 Credits**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite.

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## CHEMISTRY

### **6 Credits**

The college preparatory chemistry course of study is designed to introduce the student to the fundamental language and theories of chemistry. Chemistry is the science of matter, its properties and behaviors. Laboratory experiences will serve as the conduit connecting theory with application. Theory is introduced to foster critical thinking and enable the student to apply authentic scientific research to support or refute conjecture.

*Honors Option*

## ENVIRONMENTAL SCIENCE –AP

### **7 Credits**

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them.

Grades 11-12

## INTRODUCTION TO PHYSICAL SCIENCE

### **5 Credits**

The Introduction to Physical Science course is designed to present a complete description of the forms of matter and energy that make up the physical universe. Upon completion of the course the student will gain a more appreciative view of the important role science plays in his/her life.

## MARINE SCIENCE

### **6 Credits**

Marine Science is an advanced level laboratory course that is designed to introduce the student to the study of marine environments. This is accomplished through the application of theory introduced within the traditional classroom laboratory to field experiences utilizing the marine ecosystem available at the Perth Amboy waterfront. Theory is introduced to foster critical thinking and enable the student to apply authentic scientific research to support or refute conjecture.

Grades 11-12

## PHYSICS

### **6 Credits**

Physics is a classic study of the physical laws of nature. Dynamics, kinematics, mechanics, energy, thermodynamics, electricity, and magnetism are covered using Ohm's Law, Newton's Laws, Gibbs Free Energy Equation, and other classic equations. Equations will define these phenomena in mathematical terms. A basic knowledge of classical Physics is essential for any advanced studies in science and mathematics. Basic principles of physics are inherent in all of the natural sciences. Knowledge gained here will be the foundation for understanding the interdependency and correlation in these sciences.

Grades 11-12

## FRESHMAN PHYSICS

### **6 Credits**

Physics is a classic study of the physical laws of nature. Dynamics, kinematics, mechanics, energy, thermodynamics, electricity, and magnetism are covered using Ohm's Law, Newton's Laws, Gibbs Free Energy Equation, and other classic equations. Equations will define these phenomena in mathematical terms. A basic knowledge of classical Physics is essential for any advanced studies in science and mathematics. Basic principles of physics are inherent in all of the natural sciences. Knowledge gained here will be the foundation for understanding the interdependency and correlation in these sciences.

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## Social Studies

**Supervisor:** Ms. Lavetta Ross ext. 23-409

*The mission of the Social Studies Department is to help prepare students to be responsible citizens by studying the decision made in the past and how those decisions have helped to shape our present and possibly our future.*

### WORLD HISTORY

#### **5 Credits**

World History is offered to grade nine students as part of the general program. The purpose is to study the major historical, political, societal, cultural, economic, and geographical developments which have helped to shape the world from the earliest times to the period of exploration. A unit on world regions and cultures serves as an introduction.

*Honors Option is available.*

### UNITED STATES HISTORY I

#### **5 Credits**

The American History II course is designed to familiarize students with concepts involving our nation's founding and development. Geographical, social, economic, political and religious aspects will be examined. How these factors contributed to the mosaic which constituted the United States of America up until the Industrial Age will be the focus of this course.

*Honors Option is available.*

### UNITED STATES HISTORY II

*Prerequisite: US History I*

#### **5 Credits**

The American History I course is designed to familiarize students with concepts involving our nation's growth as an industrial giant, a world power, and as an example of a modern democracy. As such, the course will cover the time period from the Industrial Age to the present.

*Honors Option is available.*

***Completion of a summer project is required for the following courses:***

### AP US HISTORY

#### **5 Credits**

The AP US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US history. This program will prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Students will learn to assess historical materials-their relevance to a given interpretive problem, reliability, and importance and to weigh the evidence and interpretation presented in historical scholarship. This US History course will develop skills necessary to arrive at conclusion on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Grades 10-11

### AP PSYCHOLOGY

#### **5 Credits**

AP Psychology is a college level psychology course. The course covers all of the fourteen major content areas taught in an introductory course. There is an emphasis on the application of research methodologies to the study of psychology, and an attempt to enable students to critically evaluate psychological information. An understanding of numerous interactive demonstrations adds excitement to the course. Although challenging, students who receive a passing score on the national AP Psychology test in May can receive college credit for the course.

Grades 11-12

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## AP GOVERNMENT AND POLITICS

### **5 Credits**

AP Government and Politics examines civil liberties and civil rights, the rights of the accused, federalism and Supreme Court precedents. Students should be able to write at the 12th grade level and be able to argue in a logical, persuasive manner. The course also examines foreign policy and current events.  
Grades 11-12

## AP WORLD HISTORY

### **5 Credits**

AP World History is designed to provide students with a greater understanding of the global world. Students will examine international structures, how they changed, the causes and consequences of change and how major societies compare to one another. They will also focus on cultural, institutional, technological, and geographical aspects that set the human stage.  
Grade 9

## ECONOMICS

*Grades 11-12 and Honors grade 10*

### **5 Credits**

This course examines how the free enterprise system works in the United States. The course also includes content designed to increase understanding of financial literacy and the theories and practices which characterize other economic systems.  
Grades 11-12

## SOCIOLOGY

### **5 Credits**

In this course, students will use the scientific approach to understand human behavior and how people act both in their everyday lives and under extraordinary circumstances. The social context will be examined – how one's family, neighborhood, social groups, and society affect the individual. A highlight of the course is a study of American values and exactly how these values are derived from social behaviors and attitudes. Students will also be able to conduct their own "hands-on" sociological research through surveys and other research strategies.  
Grades 11-12

## PSYCHOLOGY

### **5 Credits**

Psychology examines the central issues surrounding human behavior and mental processes. Areas of studies include: research methods, influence of heredity vs. environment, the nature of consciousness, sleep and dreams, the unconscious, perception, learning, memory, intelligence, adolescence, personality testing, mental disorders, therapy, and stress.  
Grades 11-12

## CRIMINOLOGY

### **5 Credits**

This course is designed to enhance students' awareness of all aspects of criminal law. Students will examine various aspects of forensics and analyze case study of various trials and major court cases.  
Grades 11-12

## HOLOCAUST AND GENOCIDE STUDIES

### **2.5 Credits**

This course will provide students with a study of worldwide genocides during the 20<sup>th</sup> century. Students will examine literary and artistic sources concerning social prejudices and its consequences.  
Grades 10-12



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## CULTURAL STUDIES

### **2.5 Credits**

In this course, students will examine African American and Latin American cultures. Students will study the major historical, economic, social, geographic, political, and cultural developments that have helped to shape Latin America and survey important themes in the history of African Americans including African life before the slave trade, the Atlantic Middle Passage, the struggle for emancipation and the continuous struggle for civil rights.

Grades 10-12

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# World Languages Department

*Director: Mrs. Lilliane Cruz- Argemill ext.: 30-261*

## FRENCH I

### **5 Credits**

Students will be introduced to the French language in level 1. Colors, days, months, and numbers are taught by familiar classroom games and choral repetition. Exposure to French culture will be provided by videos, posters, and fascinating stories. Have you ever thought about walking down the Champs Elysees or visiting the Louvre, the Eiffel Tower, and Notre Dame?

**Honors Option is available.**

## FRENCH II

### **5 Credits**

Students will return to the French language in level 2. Basic conversation will take place and common phrases, and colloquial expressions, will be used daily. Familiar classroom games and choral repetition will enhance the students' vocabulary. Grammar is further introduced in level 2 to increase the knowledge of the language. A bientot!

**Honors Option is available.**

## FRENCH III HONORS

### **5 Credits**

An extension of French II, the amount of reading and writing increases. Reading stresses comprehension without the use of English and involves unfamiliar material: short stories, plays, novels. French customs, characteristics, and contributions are presented through textbook materials, current periodicals and newspapers, pictures and recordings.

## FRENCH IV HONORS

### **5 Credits**

Reading on a more advanced level of nineteenth and twentieth century authors and a review of grammar comprise the major part of the program. Written composition is based on questions, topic sentences, guidelines and notes provided by the teacher and discussed by the pupils.

## FRENCH AP

### **5 Credits**

Enrollment in the AP French language course will afford students the opportunity to practice and perfect listening, speaking, reading, and writing skills, with the final goal of mastering the AP French Language examination.

## ADVANCED GERMAN (ON LINE)

### **5 Credits**

Enrollment in the Advanced German language course will afford students the opportunity to practice and perfect listening, speaking, reading, and writing skills, with the final goal of mastering the AP German Language examination

## ITALIAN I

### **5 Credits**

Listening comprehension is emphasized in the beginning weeks of course. Textbook materials, including tapes, will provide reading and writing practice, pronunciation drills, and continued development of listening comprehension. Games, puzzles and oral reading acquaint students with speech patterns and teach activities and customs of Italian pupils.

**Honors Option is available.**

## ITALIAN II

### **5 Credits**

Less time is devoted to the audio-lingual phase – that is, listening and speaking – and more stress is given to reading, writing and syntax. Emphasis is on forms most essential for practical use. Conversational practice deals with specific topics.

**Honors Option is available.**

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### ITALIAN III HONORS

#### **5 Credits**

An extension of Italian II, the proportion of reading and writing increases. Reading stresses comprehension without the use of English and involves unfamiliar material: short stories, plays, novels. Italian customs, characteristics, and contributions are presented through textbook materials, current periodicals and newspapers, pictures and recordings.

### ITALIAN IV HONORS

#### **5 Credits**

An extension of Italian III, the proportion of reading and writing increases. Reading stresses comprehension without the use of English and involves unfamiliar material: short stories, plays, novels. Italian customs, characteristics, and contributions are presented through textbook materials, current periodicals and newspapers, pictures and recordings.

### SPANISH I

#### **5 Credits**

The course begins with a short period of time devoted to oral work without texts. After this initial phase, textbook materials, games, filmstrips and tapes are used in oral practice and in the development of reading and writing skills. Material dealing with the customs of Spanish-speaking peoples is provided by texts, slides, films, and recordings.

***Honors Option is available.***

### SPANISH II

#### **5 Credits**

The development of listening comprehension, oral reading and writing skills continues as described in Spanish 1. Further background materials are presented.

***Honors Option is available.***

### SPANISH III HONORS

#### **5 Credits**

Reading is increased with the emphasis on direct comprehension without the use of English, and discussion in Spanish by the pupils. Novels and short stories are used as texts. Newspapers and magazines help develop comprehension and acquaint students with everyday language, manners and customs. Vocabulary building through the study of synonyms and idioms is constantly emphasized. High points in grammar reviewed from time to time.

### SPANISH IV HONORS

#### **5 Credits**

Intensive reading is pursued with continued stress on comprehension, conversation and composition. Composition is controlled, that is, it is based on specific assignments on previously studied material. Vocabulary building and grammar review are continued. A unit on business Spanish is also included.

### SPANISH AP

#### **5 Credits**

Enrollment in the AP Spanish language course will afford students the opportunity to practice and perfect listening, speaking, reading, and writing skills, with the final goal of mastering the AP Spanish Language examination

### SPANISH I-SP (SPANISH-SPEAKERS)

#### **5 Credits**

Spanish 1-SP includes the development of verb tenses in the indicative, subjunctive, and conditional moods; nouns and their modifiers. Writing considers spelling, construction of individual sentences and short paragraphs. Short stories are read and discussed. Spanish is the language spoken.

***Honors Option is available.***

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### SPANISH II-SP (SPANISH-SPEAKERS)

#### **5 Credits**

The direct follow-up of Spanish 1-SP. Included in the program are reading, comprehension, and discussion of various poems and short stories by recognized Hispanic authors. Grammar study advances through practical writing of short compositions, business and/or personal letters. Spanish is the language spoken.

***Honors Option is available.***

### SPANISH III-SP (SPANISH-SPEAKERS) HONORS

#### **5 Credits**

Students should refer to the course description for regular Spanish 3. Naturally, greater fluency will allow for additional readings and more advanced lectures and discussions.

### SPANISH IV-SP (SPANISH SPEAKERS) HONORS

#### **5 Credits**

Reading and writing in Spanish is increased with an emphasis on developing knowledge of Spanish Literature through short stories, novellas and plays.

### SPANISH SPEAKERS: DRAMA THROUGH LITERATURE

#### **5 Credits**

Reading and writing in Spanish with an emphasis on developing knowledge of Spanish Literature through various Spanish novellas and plays. This course will have a culminating theatrical performance based on one of the Spanish literary works that will be studied throughout the school year.

***Pre-Requisite: Student in the Bilingual Program or Completion of Spanish II***

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# Health & Physical Education Department

**Supervisor:** Mr. Greg Ficarra ext. 23-407

## FRESHMAN HEALTH

### **1 Credit**

Freshman health promotes self-responsibility. Covered material includes reproduction, birth control, STI's, pregnancy Decision-making, Goal setting, etc.

## SOPHOMORE HEALTH

### **1 Credit**

Driver's education is the focus of this year. Covered material includes, defensive driving, DWI, Safety issues and rules, traffic Laws of the state, reading maps and signs, etc.

## JUNIOR HEALTH

### **1 Credit**

Junior health empowers students to recognize, understand, and address immediate or chronic health problems in order to prevent long-term health problems, the focus is on CPR, first Aid, and safety.

## SENIOR HEALTH

### **1 Credit**

Senior health strengthens student's ability to focus on learning, academic achievement, and preparations for the world of work, and enables students to participate in lifetime activities that promote, support, and maintain wellness.

## PHYSICAL EDUCATION

### **4 Credits**

School based PE is the most widely available resource for promoting physical activity among NJ's youth. We provide students with opportunities to explore and refine a wide range of life-enhancing physical activities that can become part of the students' daily life.

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# Visual and Performing Arts

**Supervisor:** Dr. Vivian Rodriguez, Asst. Superintendent ext. 30-111

## PERFORMING ARTS DEPARTMENT

### ACTING I

#### **5 Credits**

This course is both an introduction to drama and an introduction to the stage. A history of theatre, how to read plays, how to portray characters, improvisation and theories of acting are some of the areas included.

Grades 10-12

### ACTING II

#### **5 Credits**

This is an advanced acting course for students who took acting I and are upperclassmen who have had previous training or experience in acting. Elements of theatre Technology, directing for the theatre, set design, and advanced acting techniques are included.

Grades 10-11

### MUSIC APPRECIATION

#### **5 Credits**

In Music Appreciation, all students will be educated in the basic fundamentals of music and how to be aware of them in the music of today's and yesterday's world. Students enrolled in this course will have the opportunity to explore Orff Instruments (i.e., marimba, xylophone, vibraphone and percussion) and create original compositions either as soloists or in small ensembles. Students do not need to have a musical background in order to succeed in class, but all students must have a general interest in the topic and a desire to learn.

Grades 10-12

### BEGINNING BAND

#### **5 Credits**

In Beginning Band, students will perform on one instrument accurately and independently with good posture, proper playing position, and good breath control appropriate for each instrument. Students with no prior instrumental experience will complete book one of the Band Expressions instrumental music method series, which will provide the technical skills necessary for achieving proficiency at the beginning level. Those with prior instrumental experience will engage in enriching activities to increase their technical ability and bring their musicality to the next level.

Grades 10-12

### BAND

#### **5 Credits**

This course presents and reinforces basic music theory concepts such as ear training, basic form and analysis, performance and rehearsal etiquette, and music history before and after 1750. As band is a co-curricular class, required rehearsals and performances may take place outside the regular school day for a grade (i.e., after school rehearsals, winter and spring concerts, marching band, community celebrations, etc...). Successful students will demonstrate the ability to play the seven major scales per the All State requirements and the chromatic scale as prescribed for their instrument.

**Pre-Requisite: 1 to 2 years of experience on an instrument.**

Grades 10-12

### CHORALE

#### **5 Credits**

This course will be composed of students who can sing and are interested in developing their music abilities. Students will further their understanding of music fundamentals, score reading, and get an overview of musical periods in history as it relates to vocal music. The students' musical experiences will be further developed in all periods of choral literature with a deeper emphasis on individual growth, presentation, and understanding.

Grade 10-12

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## VISUAL ARTS DEPARTMENT

### FOUNDATIONS OF ART

#### **5 Credits**

This course is a prerequisite for all additional work in the art department. This course is to encourage the student to explore and experience many areas of art involving the study of the principles of design and the elements of art. Included will be the realms of basic drawing, crafts, pen and ink, pastel, watercolor, painting, and lettering. Foundations in Art will provide the student with a means of communication and invention so that he/she can express feelings, design, develop his/her perceptual skills, and exercise his/her creativity. It is a prerequisite for all future visual art courses.

Grades 10-12

### COMPUTER ART AND DIGITAL PHOTOGRAPHY

#### **5 Credits**

This course allows students to use computers, peripherals and digital cameras in order to create two-dimensional artwork. Through the use of industry standard software programs students will explore painting and drawing, graphics and text design, digital photography and photo image editing. The Computer Art and Digital Photography course allows the student a means of creative expression. Through this course students will identify and solve problems in visual and technology areas. Students will gain confidence, enthusiasm and a sense of achievement in the practice of art and design technology. By learning the industry standard software programs, the students can continue onto higher education in the field of computer graphics. Students can also develop a high degree of computer literacy and proficiency in order to make them ready to enter the job market upon graduation.

Grades 11-12

### COMPUTER ANIMATION

#### **5 Credits**

This course is designed to introduce the student to the fundamentals and applications associated with computer animation. Emphasis will be placed on the creation and presentation of computer generated animated projects.

Grades 11-12

### LIFE DRAWING

#### **5 Credits**

This course will teach the student to draw the human figure which is approached from two points-of-view: (1) a study of the anatomy; and (2) a recording of the contours of a figure in action which stresses the continuous flow of line denoting grace of movement. The main emphasis will be on the construction of the figure. All possible media will be used.

***Pre-Requisite: Teacher Recommendation***

### PAINTING

#### **5 Credits**

This course will include a study of the uses of local color and tonal values together with a knowledge of the "direct painting" approach. Painting in contrasting color, including composition, and the process of uniting the elements of a painting into a harmonious whole will also be studied. The course will follow emphasis on the application and mixing of color. Included is the use of color values to create volume and dimension, the study of composition, spatial relationships, and perspective; how to express mood with line, movement, and tension; and how to develop the student's own style. Various painting media will be used including oils, acrylics, and collage.

***Pre-Requisite: Teacher Recommendation***

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## GIFTED AND TALENTED ART

### **5 Credits**

This course, for students who are artistically talented, will stress advanced thinking, understanding, and knowledge of the visual arts. Students will experience and know the area of the artist, art critic, historian, and aesthethician. Development of a creative portfolio will begin upon entrance into the program in preparation of future artistic endeavors. This will include the college admission process, or if elected the submission of the portfolio for Advanced Placement.

***Pre-Requisite: Teacher Recommendation***

## AP ART HISTORY

### **5 Credits**

Art permeates human existence through the creative spirit. This Advanced Placement course reflects the art of society during a specific time period and historical context of a work of art. The course will connect literature, science, music, and economics with art history. This will provide the student with a better understanding of both art and society while pursuing college level credit completed at the secondary level.

***Pre-Requisite: Teacher Recommendation***

## TELEVISION PRODUCTION 1

### **5 Credits**

This course will familiarize students with the media production process and introduce them to a variety of career opportunities in the field. Students will learn the technical skills associated with audio, video, computer and multimedia equipment through hands on experience. They will gain "on air" experience with PATV-34, by recording various events, designing computer graphics and editing video tapes. This course combines speaking, writing, presentation, interpersonal and organizational skills, as students prepare storyboards, scripts, cue cards and interview questions as part of a team.

## TELEVISION PRODUCTION 2

### **5 Credits**

In this course students will learn advanced technical skills and techniques through hands on experience and work more independent of the teacher. They will be working with more advance equipment such as digital cameras and VCR's as well as non-linear computer controlled editing equipment. Students will expand their knowledge of editing, performing, producing, directing, and script writing skills and apply these to electronic news gathering as well as studio and field production. Programs they produce will be shown on PATV-34 and morning announcements.

***Pre-Requisite: Teacher Recommendation***



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## **Practical Arts**

### **Business, Family and Consumer Science, and Industrial Arts and Technology**

*Supervisor: Mr. Robert Dahill ext. 23-414*

## **BUSINESS DEPARTMENT**

### **ACCOUNTING /BUSINESS LAW**

#### **5 Credits**

The accounting curriculum provides instruction in the basic understanding and skills necessary to record the operations of a proprietorship and partnership type of ownership and includes: an analysis of crediting / debiting, journalizing, posting to general / subsidiary ledgers, preparing a worksheet and financial statements, maintaining a cash control system, preparing a payroll, and applying theory through working on manual and automated projects and practice sets. In the Business Law curriculum students will explore the legal aspects of contemporary business practice. Historical perspectives will demonstrate how modern legal practices have evolved as a result of constantly changing needs of society. Consumer law and advocacy will be focused on through mock student simulations.

Grades 10-12

### **INTRO TO BUSINESS**

#### **5 Credits**

Course conceptual content will expose the student to extensive coverage of finance, marketing, production, and management of business operations. The students will investigate the impact and use of technology in today's businesses. They will explore the variety of ways businesses are making use of E-commerce. The learners will look at various businesses and organizations that use business knowledge to improve the world and environmental conditions. A Business "Outside the Box" mentality offers successful examples that describe companies applying a different approach to meeting a market need in our ever changing global market place. Introductory Business developmental decision making strategies presented throughout the course will challenge students to use higher order thinking skills.

Grades 10-12

### **BUSINESS TECHNOLOGY APPLICATIONS**

#### **5 Credits**

Microsoft Office is a suite of application software. This course covers Word (the processing tool), Excel (the spreadsheet tool), and PowerPoint (the presentation tool). The students will acquire knowledge and skills enabling them to process and manage data, communicate digitally, and create professional-looking documents using Microsoft Office Software. The course will allow the student to acquire skills in a hands-on lab setting that will assist them in their pursuit of academics and life-long career potential. The Microsoft Office Specialist (MOS) interactive testing software, used for formal assessment allows the student to become familiar with the Microsoft Office Specialist Certification testing system and the level of competence required for achieving a MOS certification. Student learning is hands-on Computer Based.

Grade 9 Honors, Grades 10-12

### **CAREER EDUCATION**

#### **5 Credits**

Students will explore various career opportunities while learning how career professionals think: their processes for problem-solving, activities in which they engage, techniques for expressing solutions (verbal, written, visual, and modeling) and the strategies employed to work collaboratively. Emphasis will be placed on the roles and responsibilities of effective participation in various careers.

Grades 10-12

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## COMPUTER ESSENTIALS

### 5 Credits

This is an introductory course in developing competencies and mastery in using computers. These competencies include: understanding computer terminology, keyboard functions, storage, and printing. Skills will be developed in technology applications which will compliment other content areas of the high school curriculum.

Grades 10-12

## INTERNET TOOLS FOR THE 21ST CENTURY

### 5 Credits

This is an introductory course in developing competencies and mastery in using internet tools. The student will work with web 2.0 programs, social media, google documents and more. Skills will be developed in technology applications which complement other content areas of the high school curriculum.

Grades 10-12

## WEB PAGE DESIGN

### 5 Credits

Students will learn to apply basic technology skills to design and develop a personal and business web page. Techniques and modern software applications will be employed to enable students to launch a virtual working web page for private and commercial use.

Grades 10-12

## TOMORROW'S TEACHERS

### 10 Credits

Participants will be introduced to the fundamental elements of teaching as a career. Core content will be combined with learning styles, lesson planning, New Jersey Core Curriculum Content Standards interpretation, lesson delivery, assessment, field observation, and sample lesson delivery. Students will be exposed to the unique considerations of students who are culturally and linguistically diverse as well as those with special learning needs.

***Prerequisite: Junior or Senior with an interest in pursuing education as a career***

## WEB PAGE DESIGN

### 5 Credits

Students will learn to apply basic technology skills to design and develop a personal and business web page. Techniques and modern software applications will be employed to enable students to launch a virtual working web page for private and commercial use.

Grades 10-12

## COOPERATIVE OFFICE EDUCATION (COE)

### 5 Credits

Cooperative Office Education (COE) is a school-to-careers related work-study program designed for high school junior and senior students. Classroom instruction emphasizes personal development, professional work ethic, and an introduction to entry-level office jobs. Through a cooperative arrangement between school and employers, students receive part-time supervised paid employment. Students will have an opportunity to acquire occupational skills necessary to obtain, maintain, and progress in an entry-level employment in the business workplace.

Grade 12

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## **FAMILY AND CONSUMER SCIENCES DEPARTMENT**

### **ADVANCED FOODS**

#### **5 Credits**

Students will build on the concepts learned in Cooking 1, including careers in foods and related areas, technology in the food industry, food science and nutrition. Students will participate in a variety of activities including laboratory experiences and television production of a food/nutrition style program. This course will give students a depth of knowledge of the food industry as well as an enhanced foundation for further study.

Grade 12

### **COOKING I**

#### **5 Credits**

In this course all aspects of food are explored including, safety, food preparation, management, food science, technology, and nutrition and wellness. Concepts are taught through class work, demonstration, and lab experiences. This knowledge will assist the student in daily life as well as provide a foundation for students who wish to further their knowledge and skills in the Advanced Foods course. Students will be aware of career opportunities in foods and related fields.

Grades 11-12

## **INDUSTRIAL ARTS & TECHNOLOGY DEPARTMENT**

### **AUTO I**

#### **5 Credits**

The purpose of this course is to develop an understanding of and an appreciation for the uses of transportation as developed through the years. Exploratory experiences into the fields of aviation, rocketry, small internal combustion engines, and an introduction to the automobile will be the major consideration of the course. The opportunity exists for students to prepare themselves for ownership of an automobile.

Grades 10-12

### **ADVANCED AUTO**

#### **5 Credits**

The purpose of this course is to give students an opportunity to explore Auto Mechanics in fuller detail in order to develop the skills needed to obtain entry-level employment in the industry or pursue more comprehensive training in a trade school. The automotive power train will be discussed in further detail with the students able to make proper diagnosis, repairs and evaluation procedures used in the field today with a large emphasis on computer controlled engine management systems. Through the usage of field trips and guest speakers an attempt will be made to familiarize the students with every opportunity that is possible for them in this career field.

Grades 11-12

### **DESIGN ACADEMY: CIVIL ENGINEERING**

#### **5 Credits**

Participants will be introduced to the roles and responsibilities associated with careers in Civil Engineering (Design and Structural). Simulations and lab-scale construction projects will demonstrate the salient principles of structure planning, design, construction, and testing. AutoDesk Design Academy software products will be used to introduce the student to AutoCAD architectural plans.

Grades 11-12

### **DIGITAL EDUCATOR**

#### **10 Credits**

The Student Digital Educator consists of two components, a technology integration piece and a technical support piece. In the technical support component students will identify and resolve basic technical issues. In the technology integration component students will provide hands-on support to teachers and students. There is a class and lab component to this class.

***Pre-Requisite: Teacher Recommendation***

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## TECHNO CAREERS

### **5 Credits**

In Techno Careers, students will experience the thinking and strategies of a professional, while emulating the practical activities a professional can encounter. By studying and performing in each of the following modules: Aeronautics, Electrical Engineering, Fiber Optics and Lasers, Automation and Robotics, and Mechanical Engineering (Machines and Mechanisms) students will establish a knowledge base of each area, learn what professionals in that career area have to know as a knowledge set, and be judged by similar performance standards by which these professionals operate. The focus of content will be on technology-rich careers.

Grades 10-12

## A+ COMPUTER TECHNICAL CERTIFICATION PREPARATION

### **5 Credits**

A full year course that focuses on the identification, function, diagnostics, and repair of computer hardware components. Students will be introduced to the hardware structure of modern computer systems and be instructed on the systematic process used in diagnosing hardware malfunctions. The successful participant will be eligible to receive the industry recognized credential "A+ Technical Certification".

Grades 11-12

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# **NJ ROTC**

**Supervisor:** *Mr. Robert Dahill ext. 23-414*

## **NAVAL SCIENCE I, II, III, IV**

### **NAVAL SCIENCE I NAUTICAL SCIENCE I -THE INTRODUCTION AND CADET FIELD MANUAL**

#### **5 Credits**

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course is designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the role of sea power will be important in America's future, and develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

### **NAVAL SCIENCE II MARITIME HISTORY, NAUTICAL SCIENCES AND CADET FIELD MANUAL**

#### **5 Credits**

The purpose of this course is designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future.

### **Naval Science III**

#### **5 Credits**

The purpose of this course is to further develop the trait of leadership in students and introduce cadets to the vital importance of military justice, international law, and continue with the instruction of Naval Science to include astronomy, meteorology, weather, and the maneuvering board, and to provide an understanding of the facets of sea power, national security, and naval history.

### **Naval Science IV**

#### **5 Credits**

The purpose of this course is to build on the basic qualities of a good follower and an effective leader provided in Naval Science I, 2, and 3, and to take a more in-depth look at what leadership is, and how to maximize your abilities in the leadership area.

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## Class of 2012 Graduation Requirement Check List

### TEST SCORES

#### HSPA (score)

- ☐ Language Arts \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### PSAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### SAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### English:

- ☐ English 1
- ☐ English 2
- ☐ English 3
- ☐ English 4

#### World Language:

- ☐ Year One

#### Mathematics:

- ☐ Algebra 1
- ☐ Algebra EOC
- ☐ Year Two
- ☐ Year Three

#### Science:

- ☐ Biology
- ☐ Biology EOC
- ☐ Chemistry
- ☐ Year Three

#### Social Studies:

- ☐ World History
- ☐ US History 1
- ☐ US History 2

#### 21<sup>st</sup> Century Life & Career or Career -Technical Education (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### Visual & Performing Arts (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### PE/Health:

- ☐ ☐ 9<sup>th</sup> Grade
- ☐ ☐ 10<sup>th</sup> Grade
- ☐ ☐ 11<sup>th</sup> Grade
- ☐ ☐ 12<sup>th</sup> Grade

#### CREDITS:

Grade 9 _____	TOTAL AS OF 6/2009 _____
Grade 10 _____	TOTAL AS OF 6/2010 _____
Grade 11 _____	TOTAL AS OF 6/2011 _____
Grade 12 _____	TOTAL AS OF 6/2012 _____

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## Class of 2013 Graduation Requirement Check List

### TEST SCORES

#### HSPA (score)

- ☐ Language Arts \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### PSAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### SAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### English:

- ☐ English 1
- ☐ English 2
- ☐ English 3
- ☐ English 4

#### World Language:

- ☐ Year One

#### Mathematics:

- ☐ Algebra 1
- ☐ Algebra EOC
- ☐ Geometry
- ☐ Year Three

#### Science:

- ☐ Biology
- ☐ NJBCT
- ☐ Chemistry
- ☐ Year Three

#### Social Studies:

- ☐ World History
- ☐ US History 1
- ☐ US History 2

#### 21<sup>st</sup> Century Life & Career or Career -Technical Education (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### Visual & Performing Arts (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### PE/Health:

- ☐ ☐ 9<sup>th</sup> Grade
- ☐ ☐ 10<sup>th</sup> Grade
- ☐ ☐ 11<sup>th</sup> Grade
- ☐ ☐ 12<sup>th</sup> Grade

#### CREDITS:

Grade 9 _____	TOTAL AS OF 6/2010 _____
Grade 10 _____	TOTAL AS OF 6/2011 _____
Grade 11 _____	TOTAL AS OF 6/2012 _____
Grade 12 _____	TOTAL AS OF 6/2013 _____

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## Class of 2014 Graduation Requirement Check List

### TEST SCORES

#### HSPA (score)

- ☐ Language Arts \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### PSAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### SAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### English:

- ☐ English 1
- ☐ English 2
- ☐ English 3
- ☐ English 4

#### World Language:

- ☐ Year One

#### Mathematics:

- ☐ Algebra 1
- ☐ Algebra EOC
- ☐ Geometry
- ☐ Year Three

#### Science:

- ☐ Biology
- ☐ NJBCT
- ☐ Chem, Physics or Env Sci
- ☐ Lab Science

#### Financial Literacy:

- ☐ 2.5 credits

#### Social Studies:

- ☐ World History
- ☐ US History 1
- ☐ US History 2

#### 21<sup>st</sup> Century Life & Career or Career -Technical Education (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### Visual & Performing Arts (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### PE/Health:

- ☐ ☐ 9<sup>th</sup> Grade
- ☐ ☐ 10<sup>th</sup> Grade
- ☐ ☐ 11<sup>th</sup> Grade
- ☐ ☐ 12<sup>th</sup> Grade

#### CREDITS:

Grade 9 _____	TOTAL AS OF 6/2011 _____
Grade 10 _____	TOTAL AS OF 6/2012 _____
Grade 11 _____	TOTAL AS OF 6/2013 _____
Grade 12 _____	TOTAL AS OF 6/2014 _____



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## Class of 2015 Graduation Requirement Check List

### TEST SCORES

#### HSPA (score)

- ☐ Language Arts \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### PSAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### SAT:

- ☐ Verbal \_\_\_\_\_
- ☐ Math \_\_\_\_\_

#### English:

- ☐ English 1
- ☐ English 2
- ☐ English 3
- ☐ English 4

#### World Language:

- ☐ Year One

#### Mathematics:

- ☐ Algebra 1
- ☐ Algebra EOC
- ☐ Geometry
- ☐ Year Three

#### Science:

- ☐ Biology
- ☐ NJBCT
- ☐ Chem, Physics or Env Sci
- ☐ Lab Science

#### Financial Literacy:

- ☐ 2.5 credits

#### Social Studies:

- ☐ World History
- ☐ US History 1
- ☐ US History 2

#### 21<sup>st</sup> Century Life & Career or Career - Technical Education (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### Visual & Performing Arts (5 Credits):

- ☐ 5 Credits: \_\_\_\_\_

#### PE/Health:

- ☐ ☐ 9<sup>th</sup> Grade
- ☐ ☐ 10<sup>th</sup> Grade
- ☐ ☐ 11<sup>th</sup> Grade
- ☐ ☐ 12<sup>th</sup> Grade

#### CREDITS:

Grade 9 _____	TOTAL AS OF 6/2012 _____
Grade 10 _____	TOTAL AS OF 6/2013 _____
Grade 11 _____	TOTAL AS OF 6/2014 _____
Grade 12 _____	TOTAL AS OF 6/2015 _____

