STUDENTS OF TODAY…LEADERS OF TOMORROW

March 21, 2016
BOARD OF EDUCATION

Mr. Bruce Hanelt, President
Mr. Eugene Woznicki, Vice President
Ms. Grace Acosta
Mr. Robert Brandt
Dr. Kevin Brennan
Mr. Frederick Cook
Ms. Anne Drescher
Mr. John Nause
Dr. Bethany Summers

DISTRICT ADMINISTRATION

Ms. Sarah Bilotti, Superintendent
Mr. Christopher Heagele, Business Administrator
Mr. Jeff Louw, Technology Systems Coordinator
TBD, Director of Student Personnel Services
Ms. Janet Wright, Director of Special Education
Mr. Matthew DeLaRosa, Supervisor of Building and Grounds

SCHOOL ADMINISTRATION

Ms. Susan Kappler, Interim Principal
Mr. Louis Sylvester, Vice Principal
Mr. John Simonetti, Director of Athletics, Supervisor of Health, Physical Education, and Visual and Performing Arts
Mr. James Haupt, Supervisor of 21st Century Life and Careers, Gifted and Talented, Science, and Social Studies
Kevin Morley, Supervisor of English, Math, and World Languages; Cluster Curriculum Coordinator

WEBSITE

www.northwarren.org

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Office</td>
<td>908-362-5285</td>
</tr>
<tr>
<td>Business Office</td>
<td>908-362-8384</td>
</tr>
<tr>
<td>Child Study Team Office</td>
<td>908-362-5236</td>
</tr>
<tr>
<td>Main Office</td>
<td>908-362-8211, ext. 1303</td>
</tr>
<tr>
<td>School Counseling Office</td>
<td>908-362-8211, ext. 1501</td>
</tr>
<tr>
<td>Superintendent’s Office</td>
<td>908-362-9342</td>
</tr>
<tr>
<td>Fax</td>
<td>908-362-7353 or 908-362-8744</td>
</tr>
</tbody>
</table>
MISSION STATEMENT

The North Warren Regional School District of rural, northwest New Jersey, in partnership with the community, aspires to provide a positive and supportive learning environment and enable our students to achieve competency in the New Jersey Core Curriculum Content Standards. Through a variety of academic and extracurricular experiences, every young man and woman will be empowered to acquire the skills necessary to become productive, responsible citizens who embrace learning as a lifelong process.

BELIEFS

We believe learners need to be able to apply and transfer knowledge and skills into life experiences.

We believe in the value of technology to successfully compete and contribute positively within a dynamic global community.

We believe in recognizing, understanding, and respecting diversity and the uniqueness of others.

We believe in inspiring creativity and innovation as keys to success in the 21st century.

We believe education is the shared responsibility of the school, student, family, community, and government.

We believe all learners should have the opportunity to reach their full potential.

We believe in a safe and supportive environment.

We believe that learners need to develop their own clear, challenging goals.

GOALS

- Foster the further development of the Professional Learning Community (PLC) as a framework for the growth of students and staff in the learning process, with the goal of increasing student achievement.

- Support and expand a climate of mutual respect based on positive reinforcement encompassing students, staff, and communities.

- Prioritize district facility needs and develop alternative recommendations to finance the recommendations. An action plan may include updating the long-range facility plan.

- Demonstrate increased student achievement as measured by multiple assessment tools, including, but not limited to: PSAT, SAT, ACT, PARCC, department exams, a reading assessment tool, and end of course assessments.
LEARNING PRINCIPLES

1. Learners need to be able to transfer and apply knowledge/skills across the curriculum/grade levels/community into life experiences.

2. Engaged and sustained learning, a prerequisite for understanding, requires that learners constantly see the value of their work and feel a growing sense of efficacy when facing worthy challenges.

3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills, and experiences so that new challenges can be met and new experiences understood.

4. Understanding must be engineered to allow learners to discover the power of an idea and see the sense of things.

5. Learners need to understand how clear, challenging goals and expectations are the means to their mastery.

6. Learners require regular, timely, and useful feedback in order to understand goals, to produce quality work, and to meet high standards.

7. Learning requires regular reflection and self-assessment, as this is necessary to apply knowledge to new situations.

8. Constructivist learning experiences will enable learners to grow and expand their knowledge and understanding in a safe and supportive environment.

9. A safe and supportive environment enables learners to take intellectual risks and refine their approach in moving beyond their comfort level.

10. Learning is enhanced when it is personalized – when the learners’ interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored.

These learning principles were collaboratively developed by the entire North Warren Regional School faculty based on the following question: “What do we believe about learning?” These principles apply to all members of the educational community, staff as well as students. These principles serve as standards against which any proposed reform of schools should be judged.

COMMON CORE CURRICULUM STANDARDS

Building on the excellent foundation of standards states have laid, the Common Core State Standards (CCCS) are the first step in providing our young people a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Teachers, parents, and community leaders have all weighed in to help create the Common Core State Standards. The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

With students, parents, and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern work force.
ACCREDITATION

The North Warren Regional School District holds national accreditation from the Middle States Commission on Secondary Schools.

AFFIRMATIVE ACTION STATEMENT

The North Warren Regional School District declares that the intent of this Affirmative Action Statement is to ensure educational equality for all students regardless of race, ethnicity, religion, affection or sexual orientation, gender, nation of origin, or disability. This includes, but is not limited to testing, interviewing, transferring in or out of district, grade promotion, social activities, and recreational programs the District sponsors and supports.

EQUITY IN EDUCATION POLICY NOTICE

The North Warren Regional School District does not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socio-economic status.

The North Warren Regional Board of Education has established policies pursuant to the state equity code, Managing for Equality and Equity in Education (N.J.A.C. 6A:7). This administrative code specifies standards for district boards of education in establishing policies and procedures for the provision of educational programs and services for all students pursuant to all applicable laws, codes, and regulations, which include but are not limited to:

State
- Article I, Paragraph 5 of the New Jersey State Constitution
- New Jersey Law Against Discrimination (N.J.S.A. 10:5)
- Equality in Educational Programs (N.J.S.A. 18A:36-20)

Federal
- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Equal Pay Act of 1973
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (IDEA) of 1997

The North Warren Regional Board of Education has approved a three-year Comprehensive Equity Plan to address equality in school and classroom practices, equality in employment and contract practices, and professional development in equity issues. This document, as well as all relevant Board policies, is available to the public in the District office.

The District has established a grievance procedure for addressing discrimination complaints which may be found on the District website, www.northwarren.org. The Affirmative Action Officer is the District’s focal point of contact for equity issues and serves as the compliance officer for the laws, codes, regulations, and guidelines referenced above. The designated school district Affirmation Action Officer is Mr. Kevin Morley, kmorley@northwarren.org or 908-362-8211, ext. 1129.
NOTICE OF RIGHTS
SECTION 504
1973 REHABILITATION ACT

1. Section 504 of the 1973 Rehabilitation Act is a non-discrimination statute barring discrimination on the basis of one’s disability.

2. It is the policy of the school district not to discriminate on the basis of disability in its educational programs, activities, or employment policies as required by the Act.

3. The Act requires the school district to locate, evaluate, and determine if the student is a qualified individual requiring accommodations necessary to provide access to educational programs.

4. Parents are entitled to have the opportunity to review relevant educational records under the Family Education Rights and Privacy Act (FERPA).

5. Parents or guardians disagreeing with the decisions reached by school staff for accommodations necessary for access to educational programming and/or facilities may request a hearing before an impartial hearing officer by notifying the school principal. This procedure may be found on the District website, www.northwarren.org.

6. Within five days of a hearing, all parties will be advised of the outcome of the complaint process.

7. The designated school district Section 504 Coordinator is (not identified at present).

HARASSMENT, INTIMIDATION, AND BULLYING

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe and disciplined environment.

Harassment, Intimidation, and Bullying Definition

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or

2. By any other distinguishing characteristic; and that

3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

5. Has the effect of insulting or demeaning any student or group of students; or

- 6 -
6. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Anti-Bullying Coordinator and Anti-Bullying Specialist

The district Anti-Bullying Coordinator shall:

a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;

d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

The school Anti-Bullying Specialist shall:


b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

INSTRUCTIONAL SERVICES

English Language Services

English Language Services is designed to meet the needs of the non-native speakers of English in our community. The curriculum and texts vary with the needs of the population served in any year. The course provides individual instruction in reading, writing, and speaking American English.

Gifted and Talented Program

Gifted programming for high school and middle school students is offered through the College and Career Center. This program reflects the tenets of the Betts Model for Gifted Education with an emphasis on the cognitive and affective domains. Offerings include participation in academic competitions, convocation programs, academic interest lectures, and professional career speaker seminars.

Students are evaluated for this program in the 7th grade. Criteria assessed for admission include subject grades, standardized test scores, and former/current teacher recommendations. Students assessed in the areas of performing or visual arts will provide a performance or portfolio of their work for evaluation. For more information, contact Mrs. Amy Horn, Gifted Coordinator, at extension 1139, or email at ahorn@northwarren.org. Mrs. Horn is located in HS Room 34.
Math, Language Arts, Reading, and Writing Intervention
Intervention classes are provided to assist students in remediating skills when they are identified as being at-risk for passing state proficiency assessments (PARCC). Students are identified through a combination of standardized test scores, course grades, and staff recommendations. Parent and student referrals are accommodated when possible. This is a mandatory course for students identified as needing remediation. The instruction emphasizes remediation and reinforcement of basic skills in reading, writing, and mathematics, as well as promoting good study skills.

Special Education
The North Warren Regional School District provides a comprehensive array of special education services as mandated by federal and state law. The Child Study Team consists of a school psychologist, school social worker, and learning disabilities teacher consultant.

Members of the CST consult with classroom teachers, administrators, and parents regarding instructional methods and/or counseling necessary to meet the specific needs of individual students. CST members:

- Participate in the evaluation of students who may need special education programs and services;
- Participate in the determination of eligibility of students for special education programs and services;
- Deliver appropriate related services to students with disabilities (e.g., school-related counseling);
- Provide appropriate preventive and support services to non-disabled students;
- Provide services to the school staff regarding techniques, materials, and programs for students experiencing difficulties in learning;
- Consult with school staff and parents in order to optimize learning for students; and
- Assist with designing, implementing, and evaluating techniques to prevent or remediate educational difficulties.

The Child Study Team’s focus centers on developing creative ways to help students realize their potential in school. This focus is not to be restricted to diagnosis, labels, or categories, but to look at students as individuals, and to involve students, parents, and teachers in a problem-solving process leading to student success. The speech and language specialist provides instruction for communication-based learning needs which include the areas of articulation, fluency, voice, and language. The majority of the language instruction is curriculum-based and is delivered as a supplement to the student’s general classroom assignments.

The special education teachers effectively deliver instruction designed to meet the individualized needs of the student with educational disabilities. Instructional programs include separate classroom settings and in-class resource room instruction.

STUDENT ASSISTANCE SERVICES

Health Services
The Health Office is designed to assist any student who becomes ill in school or needs to take medication prescribed by their doctor. Parents can assist by keeping their child home when they are ill. In the event that your child become ill in school, please make sure that your contact and medical information is current.

Specific health screenings are routinely conducted. For example, hearing and vision screenings are performed in the 8th and 10th grades. Scoliosis screenings are performed in the 7th, 9th, and 11th grades. For more information about health services, please visit the North Warren Regional School District website.

Intervention and Referral Services (I&RS)
The Intervention and Referral Services Team uses a proactive approach to create resources and implement action plans for students struggling with academic, social, or emotional challenges. If you have concerns regarding your child, please contact your child’s school counselor for a pre-referral conference. Further information about I&RS may be found on the school’s website.
School Counseling Services
The focus of the counseling department is to insure quality school counseling services for each student in the North Warren Regional School District. To fulfill this, counselors will assist students to:

- Assess their strengths, aptitudes, and interests
- Plan their educational program
- Develop decision-making and problem-solving skills
- Identify their career options
- Build a foundation for a fulfilling life

Student Assistance Counseling
Students and parents may access the services of the Student Assistance Counselor (SAC) for any social or emotional issues that go beyond the ability of the family to address. These types of issues may include drug and alcohol abuse, grief over personal loss, self-esteem/self-image issues, and/or interpersonal concerns. The SAC provides individual and group counseling services and makes referrals to community agencies when appropriate. The SAC also works on providing preventative strategies to help the entire school community address social issues.

COLLEGE AND CAREER CENTER
The College and Career Center is an extension of the services provided by the school counseling department. A primary goal of the College and Career Center is for students to utilize its resources to identify their interests and talents as they prepare for post-secondary educational opportunities and productive careers. Students can research both college and career information and will develop their college/career portfolio either at the Center or by using online web-based programs from home. Students work on various levels of career education including work release and independent projects during senior year.

Scholarship information, financial aid information, voter registration, and registration forms for the Selective Service are available in the Center (or online at http://www.sss.gov/). All males turning 18 years old must register with the Selective Service.

FACTORS IN COLLEGE ADMISSIONS

Academic Record: The academic record includes an evaluation of the number of academic units a student has completed in high school, the levels of these courses, and the grades earned. All of this data is combined to determine a student’s GPA and class rank.

Testing Data: Testing data may include the Scholastic Aptitude Test (SAT), Scholastic Aptitude Subject Tests (SAT II), the American College Test (ACT), and any Advanced Placement exams that were taken. Many two-year colleges and career/technical schools do not require SAT scores. If planning to attend one of these schools, please contact the admissions office of the school.

Recommendations: Recommendations are typically requested by students from their school counselor and/or classroom teacher.

Resume: The student’s resume should include all experiences beyond the classroom curriculum which may be invaluable towards the college admissions process.

Recommended College Academic Units:

- English (most challenging level feasible) 20 credits
- Mathematics (at least through Algebra II) 20 credits
- Science (laboratory courses) 20 credits
- Social Studies 15 credits
- World Languages (three consecutive years) 15 credits
STUDENT ORGANIZATIONS

Clubs and student activities provide students an opportunity to develop their interests and “round out” their school experience. Students are encouraged to take advantage of the many activities and services available during the school year. Extracurricular activities are under the direct leadership and supervision of interested members of the staff who take pride in providing a meaningful extracurricular experience. These activities present opportunities to participate in both competitive and non-competitive organizations. Activities provide an opportunity for students to socialize with their classmates while contributing to the development of their interests and serving the school community.

ATHLETICS

Middle School

**Fall**
- Cross Country—boys and girls
- Field Hockey
- Soccer—boys and girls

**Winter**
- Basketball—all
- Cheerleading
- Winter track—all
- Wrestling

High School

**Fall**
- Cheerleading
- Cross Country—all
- Field Hockey
- Football
- Soccer—all

**Winter**
- Basketball—boys and girls
- Cheerleading
- Track—boys and girls
- Wrestling

**Spring**
- Baseball
- Golf
- Lacrosse—all
- Softball

CLUBS AND ACTIVITIES

Middle School

- Chess Club (grades 7-12)
- Class Officers
- FFA (grades 7-12)
- Friends of Rachel (grades 7-12)
- Indoor Guard (grades 7-12)
- Interact (grades 7-12)
- Jazz Band (grades 7-12)
- LEO Club (grades 7-12)
- Marching Band (grades 7-12)
- Middle School Play
- Newspaper (grades 7-12)
- Pep Band (grades 7-12)
- Ski Club
- Student Ambassadors
- Student Council
- Technology Student Association
- Yearbook (grades 7-12)

High School

- Astronomy
- Chess (grades 7-12)
- Chorus
- Fall Play
- Friends of Rachel (grades 7-12)
- FBLA
- FFA (grades 7-12)
- Indoor Guard (grades 7-12)
- Interact (grades 7-12)
- Jazz Band
- Junior Statesman of America
- LEO Club (grades 7-12)
- Marching Band (grades 9-12)
- Math League
- Mock Trial
- Mu Alpha Theta Math National Honor Society
- National Honor Society
- National Art Honor Society
- Newspaper
- Peer Leadership
- Pep Band (grades 7-12)
- Science League
- Ski Club
- Spanish Honor Society
- Spring Musical
- Student Council
- Technology Student Association
- Tri-M Music Honor Society
- WNWR
- Yearbook
ATHLETIC ELIGIBILITY

In order to be eligible to participate in high school athletics, students must meet the following NJSIAA criteria:

- All incoming ninth grade students are automatically eligible for athletic competition during the first semester (fall and winter sports seasons) of ninth grade.

- To be eligible for athletic competition during the first semester (fall and winter sports seasons) in the tenth grade or higher, a student must have earned at least 30 credits.

- To be eligible for athletic competition during the second semester (spring sports season) in the ninth grade or higher, a student must have earned at least 15 credits during the preceding first and second marking periods.

Students interested in participating in college athletics are to register with the NCAA Clearinghouse Eligibility Center at the beginning of their junior year and speak with their school counselor. Athletes will not be able to participate in College Division I or II programs without NCAA Clearinghouse approval, even if you have been accepted at the school. At the end of your junior year, a transcript will be sent to the Eligibility Center from the school counseling office. Additionally, a student should have their SAT and/or ACT scores forwarded directly to the Eligibility Center (by using Code 9999) whenever they take the SAT or ACT exam.

NCAA ATHLETIC ELIGIBILITY

The North Warren Regional School District makes course recommendations based on the most appropriate academic placement. All students whose future plans include enrolling in college and participating in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. It is the responsibility of the student to obtain the most recent evaluation of North Warren Regional’s approved course list from his/her counselor or the NCAA web site at: http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#.

Course modifications and new courses are submitted to the NCAA each year. Therefore, it is very important to check yearly for any changes in course approvals and eligibility requirements. Applications, available on the web site, must be completed in order to obtain the certification. The appropriate time to file this application is at the beginning of junior year. An official transcript from the school district must accompany the request for evaluation. If this process is not followed, the student will not be permitted to participate in college athletics during their freshman year.

To be eligible for Division I, you will need to present 16 core courses in the following breakdown:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy).

To students applying for NCAA Division I and II sports:

Any credits taken outside of the North Warren School District for either remediation or original credit may not be approved by the NCAA. It is the responsibility of the student to contact the educational institution to verify whether the course falls under the approved course list for NCAA. It is also the student’s responsibility to obtain a transcript from the educational institution indicating the course, grade, and credit to include in his/her application for NCAA eligibility.

Divisions I and II Initial-Eligibility Requirements

Core Courses
- NCAA Divisions I and II require 16 core courses. See the charts below.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
  - Beginning August 1, 2016, it will be possible for a Division I college-bound, student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores
- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on the next page.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading, and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average
- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A (on the next page) to determine eligibility to receive athletic aid, practice, and competition during the first year.
- Division I core GPA required to receive athletic aid and practice on or after August 1, 2016 is 2.000 to 2.299 (corresponding test-score requirements are listed on Sliding Scale B on the next page).
- Division I core GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on the next page).
- Division II students enrolling full time before August 1, 2018, the core GPA required is a minimum of 2.000.
- Division II core GPA required to receive athletic aid and practice on or after August 1, 2018 is 2.000.
- Division II core GPA required to be eligible for competition on or after August 1, 2018 is 2.200.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I
16 Core Courses
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one year of lab if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, world language, or comparative religion/philosophy)

DIVISION II
16 Core Courses
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (one year of lab if offered by high school)
- 3 years of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, world language, or comparative religion/philosophy)
## Sliding Scale A
*Use for Division I prior to August 1, 2016*

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT Verbal and Math ONLY</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.585 &amp; above</td>
<td>460</td>
<td>87</td>
</tr>
<tr>
<td>3.525</td>
<td>440</td>
<td>88</td>
</tr>
<tr>
<td>3.500</td>
<td>420</td>
<td>89</td>
</tr>
<tr>
<td>3.475</td>
<td>400</td>
<td>90</td>
</tr>
<tr>
<td>3.460</td>
<td>380</td>
<td>91</td>
</tr>
<tr>
<td>3.455</td>
<td>370</td>
<td>92</td>
</tr>
<tr>
<td>3.400</td>
<td>360</td>
<td>93</td>
</tr>
<tr>
<td>3.375</td>
<td>350</td>
<td>94</td>
</tr>
<tr>
<td>3.325</td>
<td>340</td>
<td>95</td>
</tr>
<tr>
<td>3.300</td>
<td>330</td>
<td>96</td>
</tr>
<tr>
<td>3.275</td>
<td>320</td>
<td>97</td>
</tr>
<tr>
<td>3.250</td>
<td>310</td>
<td>98</td>
</tr>
<tr>
<td>3.225</td>
<td>300</td>
<td>99</td>
</tr>
<tr>
<td>3.200</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>3.175</td>
<td>290</td>
<td>101</td>
</tr>
<tr>
<td>3.150</td>
<td>280</td>
<td>102</td>
</tr>
<tr>
<td>3.125</td>
<td>270</td>
<td>103</td>
</tr>
<tr>
<td>3.100</td>
<td>260</td>
<td>104</td>
</tr>
<tr>
<td>3.075</td>
<td>250</td>
<td>105</td>
</tr>
<tr>
<td>3.050</td>
<td>240</td>
<td>106</td>
</tr>
<tr>
<td>3.000</td>
<td>230</td>
<td>107</td>
</tr>
<tr>
<td>2.975</td>
<td>220</td>
<td>108</td>
</tr>
<tr>
<td>2.950</td>
<td>210</td>
<td>109</td>
</tr>
<tr>
<td>2.925</td>
<td>200</td>
<td>110</td>
</tr>
<tr>
<td>2.900</td>
<td>190</td>
<td>111</td>
</tr>
<tr>
<td>2.875</td>
<td>180</td>
<td>112</td>
</tr>
<tr>
<td>2.850</td>
<td>170</td>
<td>113</td>
</tr>
<tr>
<td>2.825</td>
<td>160</td>
<td>114</td>
</tr>
<tr>
<td>2.800</td>
<td>150</td>
<td>115</td>
</tr>
<tr>
<td>2.775</td>
<td>140</td>
<td>116</td>
</tr>
<tr>
<td>2.750</td>
<td>130</td>
<td>117</td>
</tr>
<tr>
<td>2.725</td>
<td>120</td>
<td>118</td>
</tr>
<tr>
<td>2.700</td>
<td>110</td>
<td>119</td>
</tr>
<tr>
<td>2.675</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>2.650</td>
<td>90</td>
<td>121</td>
</tr>
<tr>
<td>2.625</td>
<td>80</td>
<td>122</td>
</tr>
<tr>
<td>2.600</td>
<td>70</td>
<td>123</td>
</tr>
<tr>
<td>2.575</td>
<td>60</td>
<td>124</td>
</tr>
<tr>
<td>2.550</td>
<td>50</td>
<td>125</td>
</tr>
<tr>
<td>2.525</td>
<td>40</td>
<td>126</td>
</tr>
<tr>
<td>2.500</td>
<td>30</td>
<td>127</td>
</tr>
<tr>
<td>2.475</td>
<td>20</td>
<td>128</td>
</tr>
<tr>
<td>2.450</td>
<td>10</td>
<td>129</td>
</tr>
<tr>
<td>2.425</td>
<td>0</td>
<td>130</td>
</tr>
</tbody>
</table>

## Sliding Scale B
*Use for Division I beginning August 1, 2016*

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT Verbal and Math ONLY</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.700</td>
<td>450</td>
<td>77</td>
</tr>
<tr>
<td>3.650</td>
<td>440</td>
<td>78</td>
</tr>
<tr>
<td>3.625</td>
<td>430</td>
<td>79</td>
</tr>
<tr>
<td>3.550</td>
<td>410</td>
<td>80</td>
</tr>
<tr>
<td>3.450</td>
<td>390</td>
<td>81</td>
</tr>
<tr>
<td>3.400</td>
<td>380</td>
<td>82</td>
</tr>
<tr>
<td>3.350</td>
<td>370</td>
<td>83</td>
</tr>
<tr>
<td>3.300</td>
<td>360</td>
<td>84</td>
</tr>
<tr>
<td>3.250</td>
<td>350</td>
<td>85</td>
</tr>
<tr>
<td>3.200</td>
<td>340</td>
<td>86</td>
</tr>
<tr>
<td>3.150</td>
<td>330</td>
<td>87</td>
</tr>
<tr>
<td>3.100</td>
<td>320</td>
<td>88</td>
</tr>
<tr>
<td>3.050</td>
<td>310</td>
<td>89</td>
</tr>
<tr>
<td>3.000</td>
<td>300</td>
<td>90</td>
</tr>
<tr>
<td>2.950</td>
<td>290</td>
<td>91</td>
</tr>
<tr>
<td>2.900</td>
<td>280</td>
<td>92</td>
</tr>
<tr>
<td>2.850</td>
<td>270</td>
<td>93</td>
</tr>
<tr>
<td>2.800</td>
<td>260</td>
<td>94</td>
</tr>
<tr>
<td>2.750</td>
<td>250</td>
<td>95</td>
</tr>
<tr>
<td>2.700</td>
<td>240</td>
<td>96</td>
</tr>
<tr>
<td>2.650</td>
<td>230</td>
<td>97</td>
</tr>
<tr>
<td>2.600</td>
<td>220</td>
<td>98</td>
</tr>
<tr>
<td>2.550</td>
<td>210</td>
<td>99</td>
</tr>
<tr>
<td>2.500</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td>2.450</td>
<td>190</td>
<td>101</td>
</tr>
<tr>
<td>2.400</td>
<td>180</td>
<td>102</td>
</tr>
<tr>
<td>2.350</td>
<td>170</td>
<td>103</td>
</tr>
<tr>
<td>2.300</td>
<td>160</td>
<td>104</td>
</tr>
<tr>
<td>2.250</td>
<td>150</td>
<td>105</td>
</tr>
<tr>
<td>2.200</td>
<td>140</td>
<td>106</td>
</tr>
<tr>
<td>2.150</td>
<td>130</td>
<td>107</td>
</tr>
<tr>
<td>2.100</td>
<td>120</td>
<td>108</td>
</tr>
<tr>
<td>2.050</td>
<td>110</td>
<td>109</td>
</tr>
<tr>
<td>2.000</td>
<td>100</td>
<td>110</td>
</tr>
</tbody>
</table>

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.
Warren County Technical School (WCTS) is a public school option for Warren County residents interested in a career and technical approach to secondary education. It is a full-time, four-year school that serves high school career students, post-secondary adult career students, and adults in the continuing education program. WCTS offers a career-based structure that delivers a sequence of courses within four umbrella academy programs. The academies with their associated majors are listed below:

- Automotive Technology
- Business Management
- Child Development
- Carpentry & General Construction
- Cinematography
- Commercial Graphic Arts
- Cosmetology
- Dramatics & Theater Arts
- Electrician
- Electronics
- General Engineering
- Health Science
- Hospitality & Culinary Arts
- Law, Public Safety, & Security
- Welding

Graduation requirements in Arts, English, Health & Physical Education, Math, Science, Social Students, World Languages as well as business management are integrated within the academy structure. Admission to WCTS is through an application process. Interested students should see Ms. Loughlin, the middle school counselor, by October 15 of the 8th grade.

The North Warren Regional School District assesses student academic performance using a 100 point numeric scale. Grades of 60 and above are considered passing and eligible as criteria toward promotion at the middle school level or for credit toward graduation at the high school level. Grades that fall below 60 are considered failing and are not eligible for promotion criteria or graduation credit.

Students who do not complete a course requirement may be assigned any of the following:

- INC: Incomplete work
- MED: Medical reason
- WF: Withdrawal from class due to failing
- NM: No mark was given for various reasons

Note: Grades referred to in the grading system are unweighted.

The following is the grading scale:

<table>
<thead>
<tr>
<th>Numeric</th>
<th>Standard</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-97</td>
<td>4.3</td>
<td>A+</td>
</tr>
<tr>
<td>96-93</td>
<td>4.0</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>3.9</td>
<td>A-</td>
</tr>
<tr>
<td>89-88</td>
<td>3.8</td>
<td>B+</td>
</tr>
<tr>
<td>87-83</td>
<td>3.5</td>
<td>B</td>
</tr>
<tr>
<td>82-80</td>
<td>3.0</td>
<td>B-</td>
</tr>
<tr>
<td>79-78</td>
<td>2.9</td>
<td>C+</td>
</tr>
<tr>
<td>77-73</td>
<td>2.5</td>
<td>C</td>
</tr>
<tr>
<td>72-70</td>
<td>2.0</td>
<td>C-</td>
</tr>
<tr>
<td>69-68</td>
<td>1.9</td>
<td>D+</td>
</tr>
<tr>
<td>67-63</td>
<td>1.5</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>1.0</td>
<td>D-</td>
</tr>
<tr>
<td>59-0</td>
<td>0.0</td>
<td>F</td>
</tr>
</tbody>
</table>
Students who fail a course have the opportunity to complete the course in summer school, through online courses, or private tutoring. The tutoring will consist of 30 hours of direct instruction and 30 hours of independent work. Before a student registers for one of these options, approval must be obtained from the North Warren Regional School District administration.

**ACADEMIC HONORS**

To recognize outstanding academic performance and to articulate the community’s expectation for excellence, students will be honored when their weighted grade point average in a marking period meets the stated criteria with no individual grade lower than an 80.

**High School Honor Roll requirements:**

A weighted GPA of:

- Principal’s List 93-100
- Honor Roll 87-92

**Middle School Honor Roll requirements:**

An un-weighted GPA (middle school grades are un-weighted) of:

- Principal’s List 93-100
- Honor Roll 87-92

**HIGH SCHOOL**

**Instructional Levels**

All courses at North Warren Regional High School are designed for our students to master the New Jersey Core Curriculum Content Standards and the curricular objectives established by our Board of Education. All courses are intended to prepare students for diverse types of post-secondary choices including college, technical school, military, and the workforce.

- **Level I** courses are designed for students to meet the challenges of a rigorous academic program and enhanced instructional resources may be utilized when appropriate.

- **Level II** courses are designed for students with a greater emphasis on independent learning. Students are expected to demonstrate more responsibility for their own progress.

- **Level III (Honors) and Level IV (Advanced Placement)** courses are designed for students to meet the challenges of the most demanding academic program. **Level III and IV** courses are recommended to students who have demonstrated exceptional academic performance. A student must student achieve a 90 in the pre-requisite Level II course or an 85 in the pre-requisite Level III course to be placed in a Level III (Honors) or Level IV (Advanced Placement) course. Exceptions may be made on an individual basis.

The weight assigned to each course level is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Standard Scale</th>
<th>Numeric Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Add no points</td>
<td>Add no points</td>
</tr>
<tr>
<td>II</td>
<td>Add .50 points</td>
<td>Add 5.0 points</td>
</tr>
<tr>
<td>III</td>
<td>Add .75 points</td>
<td>Add 7.5 points</td>
</tr>
<tr>
<td>IV</td>
<td>Add 1.00 points</td>
<td>Add 10.0 points</td>
</tr>
</tbody>
</table>
Grade Point Average
Grade Point Average (GPA) is a measure of a student’s academic achievement calculated by dividing the total number of grade points received by the total number of credits attempted. Grade points are calculated in each course as:

\[ \text{GPA} = \frac{\text{Sum(Grade + Weight x Credits)}}{\text{sum(credits)}} \]

Each student’s GPA is calculated at the end of each school year and printed on the report card. This is done in both the standard and numeric scale formats.

The North Warren Regional High School computes two averages for students. The first computation is an un-weighted or “true” average for all courses attempted. The second is a weighted average to determine valedictorian, salutatorian, and honor students.

Example: Unweighted GPA Computation

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11 AP</td>
<td>90</td>
<td>5</td>
<td>450</td>
</tr>
<tr>
<td>World Cultures Level 2</td>
<td>88</td>
<td>5</td>
<td>440</td>
</tr>
<tr>
<td>Biology Honors</td>
<td>80</td>
<td>7.5</td>
<td>600</td>
</tr>
<tr>
<td>Physical Education</td>
<td>82</td>
<td>3.75</td>
<td>307.50</td>
</tr>
</tbody>
</table>

\[ \frac{1797.50}{21.25} = 84.59 \text{ Un-weighted GPA (rounded to 2 decimal places)} \]

Example: Weighted GPA Computation

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Additional Points (weighting)</th>
<th>Total Points</th>
<th>Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11 AP</td>
<td>90</td>
<td>10</td>
<td>100</td>
<td>5</td>
<td>500</td>
</tr>
<tr>
<td>World Cultures Level 2</td>
<td>88</td>
<td>5</td>
<td>93</td>
<td>5</td>
<td>465</td>
</tr>
<tr>
<td>Biology Honors</td>
<td>80</td>
<td>7.5</td>
<td>87.5</td>
<td>7.5</td>
<td>656.25</td>
</tr>
<tr>
<td>Physical Education</td>
<td>82</td>
<td>0</td>
<td>82</td>
<td>3.75</td>
<td>307.50</td>
</tr>
</tbody>
</table>

\[ \frac{1928.75}{21.25} = 90.76 \text{ Weighted GPA (rounded to 2 decimal places)} \]

CLASS RANK
Class ranks are formally determined by the weighted cumulative GPAs of each student in the class. This is performed at the end of junior year and again after the third marking period of the senior year.

VALEDICTORIAN-SALUTATORIAN
The student in the high school graduating class who has earned the highest average using the weighted computation after the completion of the third marking period of senior year is determined to be the valedictorian; the student with the second highest average using the weighted computation after the completion of the third marking period of senior year is determined to be the salutatorian. Any student so named shall have been enrolled in this school district their entire junior and senior years to be considered as valedictorian or salutatorian.

Grade point average shall be determined in accordance with Policy No. 5430 and shall, for the purpose of this recognition, be calculated at the completion of the third marking period of senior year. In the event the highest or next highest weighted grade point average has been earned by two or more students, both or all the students who have tied for first or second place shall be named co-valedictorian or co-salutatorian, as the case may be.
ADDITIONAL RECOGNITIONS
External senior class recognitions, i.e. Top Ten, etc., that require school nominees to be declared prior to the determination of the Valedictorian/Salutatorian, (at the end of the third marking period of senior year), shall be calculated at the end of the nearest marking period prior to the date of submission for the award.

ACADEMIC HALL OF FAME
Students who achieve the Principal’s List for all 16 marking periods while in high school will have their picture displayed in the Academic Hall of Fame. All grades, in all courses, will count toward eligibility for the Academic Hall of Fame.

HONORS PROGRAMS--ENTRANCE REQUIREMENTS
Honors Courses offer enrichment both in the scope of material presented and in depth of exploration. To be considered for an Honors level course, a student must demonstrate academic excellence in the specific subject as indicated by his/her performance in a Level II course during the preceding year. Academic excellence is defined as a final grade of 85 or higher.

HONORS PROGRAM--STUDENTS’ RIGHTS AND RESPONSIBILITIES
If it becomes evident that a student is unable to achieve at least a “C” average, the placement will be reviewed. If the recommendation is that the student be reassigned to the regular academic program, a conference with the student, parent, teacher and school counselor will be scheduled.

- Students receiving a grade of “F” in two consecutive marking periods will automatically be removed, following a parent conference, and placed in a regular academic course.
- Students receiving a grade of “D” in a marking period will be placed on probation. If the grade is not improved to the required standard by the next marking period, the student may be removed and placed in a regular academic course, following a parent conference.
- Students receiving a final grade of “C” or lower may lose the opportunity to continue in the Honors program within that discipline during the next school year.

NATIONAL HONOR SOCIETY
The purpose of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in high school students. To be considered eligible for applying to the North Warren Regional National Honor Society, a student needs to be a junior or senior with a weighted cumulative GPA of a 92.5 or higher, and a clean disciplinary record.
The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of 19 states working together to develop a common set of computer-based K-12 assessments in English language arts literacy (ELA) and math linked to the new more rigorous Common Core State Standards (CCSS).

Beginning with the graduating class of 2016, new competency assessments (PARCC) will be used to determine student achievement in English language arts literacy (ELA) and mathematics. The high school ELA exams will be given at the end of the grade (for grades 9, 10, and 11). The high school math exams will be given at the end of the course (Algebra 1, Geometry, and Algebra 2). In addition to the end of grade/course exam (EOY), there will be mid-year assessments and performance-based assessments (PBA) administered to students in these courses. The New Jersey Biology Competency Assessment has already replaced the science component of the HSPA.

The graduating classes of 2016, 2017, 2018, and 2019 will be able to satisfy the state requirement of demonstrating proficiency in English Language Arts and Mathematics by meeting ONE of the criteria in EACH column below. In addition, the redesigned PSAT/NMSQT was first administered to students in October 2015. As such, the previously issued threshold score of 40 in reading and mathematics is no longer application for certain students. Specifically, those students who took the redesigned PSAT/NMSQT in October, 2015, and for those students who will take the redesigned PSAT/NMSQT in the future, a score of 22 in reading and 22 in mathematics will satisfy their assessment graduation requirement.

The updated chart below details how students can satisfy their assessment graduation requirement.

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS (ELA)</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC ELA Grade 9 minimum score of 750 (Level 4) or</td>
<td>PARCC Algebra I minimum score of 750 (Level 4) or</td>
</tr>
<tr>
<td>PARCC ELA Grade 10 minimum score of 750 (Level 4) or</td>
<td>PARCC Geometry minimum score of 725 (Level 3) or</td>
</tr>
<tr>
<td>PARCC ELA Grade 11 minimum score of 725 (Level 3) or</td>
<td>PARCC Algebra II minimum score of 725 (Level 3) or</td>
</tr>
<tr>
<td>SAT Reading &gt;= 400 or</td>
<td>SAT Math &gt;= 400 or</td>
</tr>
<tr>
<td>ACT Reading or ACT PLAN Math &gt; 16 or</td>
<td>ACT or ACT PLAN Math &gt;= 16 or</td>
</tr>
<tr>
<td>Accuplacer Writer Place &gt;= 6 or</td>
<td>Accuplacer Elementary Algebra &gt;= 76 or</td>
</tr>
<tr>
<td>PSAT 10 Reading or PSAT/NMSQT Reading &gt;= 40 or</td>
<td>PSAT 10 Math or PSAT/NMSQT Math &gt;= 40 or</td>
</tr>
<tr>
<td>PSAT 10 Reading or PSAT/NMSQT Reading &gt;= 22 or</td>
<td>PSAT 10 Math or PSAT/NMSQT Math &gt;= 22 or</td>
</tr>
<tr>
<td>ACT Aspire Reading &gt;= 422 or</td>
<td>ACT Aspire Math &gt;= 422 or</td>
</tr>
<tr>
<td>ASVAB-AFQT Composite &gt;= 31 or</td>
<td>ASVAB-AFQT Composite &gt;= 31 or</td>
</tr>
<tr>
<td>Meet the Criteria of the NJDOE Portfolio Appeal</td>
<td>Meet the Criteria of the NJDOE Portfolio Appeal</td>
</tr>
</tbody>
</table>

Note:
*SAT taken prior to March 2016
**PSAT taken prior to October 2015
***PSAT taken after October 2015

The College Board will establish new ‘threshold scores’ in May 2016 for the new SAT.

IMPORTANT: Please note that it is the students’ responsibility to seek out the substitute assessments, register for the assessment, and pay all costs associated with the assessment if they do not meet the minimum scores on the PARCC assessments. At this time, only the PSAT and ASVAB will be available for students at NWR.
In addition, all students are required to have a **minimum of 125 credits** in order to earn a diploma.

- 4 years of English (20 credits)
- 4 years of Physical Education (3.75 credits/year) and Health (1.25 credits/year)
- 3 years of Mathematics (15 credits)
  The credits are to include Algebra 1 and Geometry, 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.
- 3 years of Science (15 credits) to include Biology
  The credits are to include Lab Biology, Lab Chemistry and/or Physics and/or Environmental Science; plus a third laboratory/inquiry-based science.

**Beginning with the graduating class of 2020 (current 7th grade students), AP Science classes will earn 7 credits except AP Environmental Science which will earn 5 credits. Level I, II, & III Science classes will earn 6 credits.**

- 3 years of Social Studies (15 credits)
  The credits are to include World Cultures, US History 1, and US History 2.
- 1 year of World Language (5 credits)
- 1 year of Visual or Performing Arts (5 credits)
- 1 year of 21st Century Life and Careers (5 credits)
- 1 semester of Financial Literacy (2.5 credits)

Technology literacy, consistent with the Core Content Curriculum Standards, is to be integrated through the curriculum.

The remaining credits should be selected to provide the student with a well-rounded program to prepare for post-secondary educational opportunities, immediate employment, and/or adult citizenship.

As the New Jersey Department of Education continues to disseminate information on the Core Curriculum Content Standards and the assessment strategies to measure mastery, the staff in the North Warren Regional School District will continue to review and revise local courses of study, as needed. It is possible that future communications from the Department of Education will require additions to the graduation requirements listed above or modifications of individual student schedules. In the event that any such changes are needed, students and parents will be contacted by their school counselor. The North Warren Regional School District will maintain its commitment to offer the programs necessary to all students to ensure their preparation for any mandated assessment.
ADVANCED PLACEMENT
The purpose of offering Advanced Placement courses to students is to provide opportunities for students to be challenged in college-level studies, demonstrate to college admissions officials the willingness to challenge oneself academically, and potentially reduce the number of courses need to be taken in college.

Students who enroll in Advanced Placement courses are expected to take the AP examination in the spring semester in order to receive Advanced Placement weight for the course. Students who do not take the AP examination will be awarded HONORS weight for the course. Students who achieve a score of at least a 3 will be reimbursed the AP examination fee.

Students who take the AP examination, regardless of their grade in the AP course, will be EXEMPT from taking a FINAL EXAM in the AP course. Students and teachers in AP courses will design a suitable college-level project or study to allow the class to continue the college nature of an AP course after the national examinations in May.

Students are reminded to contact their prospective college to inquire about the rules, policies, and/or expectations concerning AP exams. AP courses offered are:

- AP Art History
- AP Biology
- AP Calculus
- AP Chemistry
- AP Computer Science A
- AP English Language and Composition
- AP Environmental Science
- AP English Literature and Composition
- AP European History
- AP Macroeconomics
- AP Physics 1
- AP Physics 2
- AP Physics C
- AP Psychology
- AP Spanish Language and Culture
- AP Studio Art
- AP US History

EARLY GRADUATION
In accordance with N.J.A.C. 6A:8-5.2(e), a state-endorsed high school diploma will be awarded early to any currently enrolled student who has performed at a proficient or advanced proficient level of achievement in all sections of the New Jersey High School Proficiency Assessment or applicable High School Competency Assessments; has presented official transcripts showing at least 30 general education credits leading to a degree at an accredited institution of higher education; and has formally requested an early award of a state-endorsed high school diploma. The diploma will bear the date of issuance. The student may be permitted to participate in graduation ceremonies with his/her classmates without formal readmission to the school district on application to and approval of the high school principal.

Students interested in graduating early should speak with their school counselor by October 31 of junior year so a plan can be developed to achieve this goal.

OPTION II: EXPANDED OPPORTUNITIES FOR FULFILLING HIGH SCHOOL GRADUATION REQUIREMENTS
Option II establishes alternate pathways for students of the North Warren Regional School District to satisfy requirements for high school graduation and meet the New Jersey Core Curriculum Content Standards in accordance with the New Jersey Administrative Code (N.J.A.C. 6A:8-5.1(a)2.

The purpose of Option II is to provide educational experiences that are meaningful and relevant and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, Option II permits students to employ alternative learning experiences that are stimulating and intellectually challenging and that enable students to fulfill or exceed the expectations set forth in the Core Curriculum Content Standards.
Option II may include but is not limited to one or more of the following alternatives: student exchange programs, interdisciplinary or theme-based programs, independent study, internships, community service, accredited college coursework, meaningful research, and structured learning experiences.

Option II alternatives requested by eligible students must meet or exceed the proficiencies established by the New Jersey Core Curriculum Content Standards, receive prior approval by the principal and/or the Option II Review Committee and demonstrate satisfactory performance as measured by district-approved competency assessment instruments in order for credit to be awarded. Students interested in pursuing Option II should speak with their school counselor by October 31 of their junior year so a plan can be developed.

Transportation, personal safety and well-being, specialized equipment and any and all costs not otherwise provided by North Warren Regional School District will be the responsibility of the student and or parent/guardian.

**ARTICULATION AGREEMENTS**
Articulation Agreements with County College of Morris, Delaware Valley College, Rutgers University, and SUNY: Cobleskill have been approved in Agriculture, Horticulture, and/or Landscape Technology. Students who complete specific courses at North Warren and meet the stated criteria may be eligible to receive college credit for their coursework at North Warren. If you are interested in pursuing one of these paths, please see Ms. Wilson or your school counselor for details.

**SENIOR WORK STUDY**
Under Option II, students may opt for Senior Work Study. The following guidelines must be followed:
- Complete the application forms and return to the College and Career Center by June 1.
- Working papers must be on file in the school counseling office.
- Seniors must be in attendance at school for six periods before leaving for work.
- Students participating in an athletic program will not be permitted to participate in the work study program during that particular sports season.
- Students enrolled in the work study program must be passing all courses with a minimum average of “C” in each course in order to continue to participate in this program. The Department of Labor supports the school system in allowing the principal to revoke a student’s working papers if the work program is negatively impacting a student’s success in school.
- Students who become unemployed will be assigned to a study hall.
- Students are required to sign in and/or sign out every day at the reception desk outside the main office. Failure to do so may result in disciplinary action and/or removal from the program.
- Students may not work for a parent, guardian, or relative without a waiver.

**DUAL ENROLLMENT**
Beginning in September 2014, North Warren Regional has partnered with Warren County Community College (WCCC) to offer a Dual Enrollment Program. The purpose of the Dual Enrollment Program is to provide high school students with the opportunity to earn both high school and college credit simultaneously during regular school hours at North Warren at no cost to the student. Students will receive instruction by their high school teachers who meet community college teaching requirements. Students enrolled in approved dual enrollment courses will earn college credits documented on a Warren County Community College transcript.

Students who earn a grade of C or better in an approved dual enrollment course will receive college credit with the exception of students enrolled in high school AP courses who **MUST** take the AP exam
prior to receiving college credit as well as earning a grade of C or better in the AP course. Grades and credits will be recorded on a permanent Warren County Community College transcript.

The following courses have been approved for the Dual Enrollment Program. This list will be updated as additional courses are approved.

<table>
<thead>
<tr>
<th>North Warren Approved Course</th>
<th>Warren County Community College Credits to be Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
<td>8 credits</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>8 credits</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>8 credits</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>8 credits</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>AP US History</td>
<td>6 credits</td>
</tr>
<tr>
<td>AP European History</td>
<td>3 credits</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>Computer Graphics</td>
<td>6 credits</td>
</tr>
<tr>
<td>Intro to Entrepreneurship</td>
<td>3 credits</td>
</tr>
<tr>
<td>Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>Web Page Design 1</td>
<td>3 credits</td>
</tr>
<tr>
<td>Web Page Design 2</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

SENIOR PROJECT
Under Option II, students may register to take the course Senior Project in the 12th grade. Projects are scheduled as a full-year course. Proposals for Senior Project are to be submitted by the end of a student’s junior year. All proposals must be approved before registration to this course is complete. Before finalizing their enrollment in this course, students and their parents will be encouraged to attend a meeting where the components and responsibilities associated with the Senior Project course will be shared.

SENIOR FINAL EXAM EXEMPTIONS
(revised April 28, 2016)

There are two ways that a senior student can be exempt from final exams.

1. “A” exempt Policy
2. Special AP Exemption

Below is a description of the criteria for the three ways to qualify for final exam exemption:

1. “A” Exempt Policy
   Any senior who has an unweighted “A” average over the four marking periods in a full-year course, or over the two marking periods in a half-year course, with no grade lower than a “B” during any marking period in the course, can be exempt only from the final exam for the course. ALL STUDENTS WILL TAKE MID-TERM EXAMS. The mid-term exam grade is not included for “A” exempt purposes.
   *The following courses are not eligible for “A” Exempt Incentive*
   - AP Courses (see special AP exemption)

2. Special AP Exemption
   Students who take the AP examination, regardless of their grade in the AP course, will be EXEMPT from taking a FINAL EXAM in the AP course. Students and teachers in AP courses will design a suitable college-level project or study to allow the class to continue the college nature of an AP course after the national examinations in May.
MIDDLE SCHOOL STANDARDIZED TESTING

Beginning with the 2014-15 school year, NJ ASK testing will be replaced by PARCC assessments. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of 19 states working together to develop a common set of computer-based K-12 assessments in English language arts literacy (ELA) and math linked to the new more rigorous Common Core State Standards (CCSS).

Students in 7th and 8th grade will be administered assessments in English language arts literacy (ELA) and math. Your child will have a mid-year assessment, performance-based assessment (PBA), and end-of-year assessment (EOY) in ELA and mathematics.

If your 8th grade child is taking the high school credit-bearing Algebra 1 course, he/she will take the Algebra 1 assessments.

For more information about PARCC, visit http://www.parcconline.org.

MIDDLE SCHOOL PROMOTION

Standards for pupil promotion are related to the New Jersey Core Curriculum Content Standards, districts goals and objectives, and accomplishment of students. A student in the 7th or 8th grade will be promoted to the next grade level when he/she has completed the course requirements for Math, Science, Social Studies, and Language Arts by earning a passing grade for the year and a combined passing average for all other courses at the current grade level.

Any student who does not meet this requirement, may choose to remediate up to two core courses over the summer through an online program, tutoring from a teacher on the approved List of Tutors, or a summer school program. Before registering for any of these options, the course and type of program must be approved by school administration. Transportation and all costs associated with the summer remediation are the responsibility of the parent/guardian. A student who successfully completes and passes the course or courses through a summer remediation program may appeal to the Principal for consideration for promotion to the next grade. All appeals must be completed by August 15.

Promotion policies and procedures will be provided to the parent/guardian at the beginning of the school year or upon enrollment. The parent/guardian shall regularly assess their child’s progress, throughout the year, towards meeting promotion standards via the school’s electronic grade book or other means. A teacher who determines that a pupil’s progress may not be sufficient to meet promotion standards shall notify the parent/guardian and the pupil to offer immediate consultation. The parent/guardian and pupil shall be notified of the possibility of retention at the beginning of the 3rd marking period. Every effort will be made jointly by the parent/guardian, pupil, and teacher(s) to remediate the pupil’s deficiencies before retention is recommended.

School attendance may be a factor in the determination of a pupil’s promotion or retention. Only extenuating circumstances should permit the promotion of a pupil who has been in attendance fewer than 160 days during the school year.

Classroom teachers will inform the school counselor, supervisor, and principal of the promotion or retention of each pupil based on student’s academic performance data. The parent/guardian may appeal a promotion or retention decision to the Principal whose decision shall be final.
MIDDLE SCHOOL COURSE OFFERINGS

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Standard Concentration      | 7th Grade Art—three marking periods  
                             | 7th Grade 21st Century Skills & Careers—one marking period  
                             | 8th Grade Art—three marking periods  
                             | 8th Grade Agriculture—one marking period |
| Music Concentration         | Chorus  
                             | Orchestral Strings  
                             | Symphonic Band |
| Language Arts               | 7th Grade Language Arts  
                             | 8th Grade Language Arts |
| Health and Physical Education| 7th Grade Health & Physical Education  
                             | 8th Grade Health & Physical Education |
| Mathematics                 | 7th Grade Mathematics  
                             | 7th Grade Accelerated Mathematics  
                             | 8th Grade Pre-Algebra  
                             | 8th Grade Algebra  |
| Science                     | 7th Grade Life Science  
                             | 8th Grade Physical Science |
| Social Studies              | 7th Grade American Perspectives  
                             | 8th Grade Western European History |
| Technology                  | 7th Grade Coding  
                             | 8th Grade Coding  
                             | 7th Grade Digital Literacy  
                             | 8th Grade Digital Literacy |
| World Language              | 7th Grade Spanish  
                             | 8th Grade Spanish  
                             | Spanish 1  
                             | German 1 |

MIDDLE SCHOOL COURSE DESCRIPTIONS

**Art—7th and 8th Grade**
This course is designed to introduce students to the foundations of visual art. Color theory, positive and negative spacing, perspective are all taught and put into practice using a variety of mediums. Students will execute works of art in scratchboard, color media, and ink. Emphasis is placed on drawing as well as thinking in the third dimension while executing works on a two-dimensional plane. Natural ability is not necessary, nor required, as students will be building their skills from the fundamentals provided in this course.

**21st Century Skills & Careers—7th Grade**
This course is designed to introduce students to a broad set of knowledge, skills, work habits, and characteristics believed to be critically important to success in today’s world. These skills can be applied in all academic subject areas and in all educational, career, and civic settings throughout a student’s life.

**Agriculture—8th Grade**
This is a fast-paced, hands-on course designed to stimulate interest in the agriculture science field and develop an appreciation of this field in our daily lives. Students are exposed to activities in the greenhouse, classroom, and outside.
Music Concentration

The Musical Performance option allows students to experience symphonic band, concert chorus, and/or orchestral string instruction in a group setting. These courses are designed to teach students how to produce good tone quality, proper phrasing, and articulation. Exposure to multiply styles of music emphasized. Small group lessons are offered in addition to the larger ensemble.

Middle School Band
In this course, students will develop a basic level of performance by actively participating. The class is focused towards developing performance and rehearsal atmospheres that are musically enjoyable, educationally worthwhile, and valid. Compositions varying in degree of difficulty and representative of all types and periods of music are used as texts. Performances are spread throughout the year to allow for proper preparation and to ensure each student adequate study time.

Middle School Chorus
This course prepares students for high school Chorus. Each day, the class begins with vocal warm ups and exercises designed to condition and strengthen the various components of the singing voice (diaphragm, vocal chords, facial, and neck muscles). These warm ups include major and minor scales, tetrachords, solfeggio, sequential, and breathing exercises. The warm ups also develop tone production and intonation. Following daily warm ups, the singing of the current repertoire is performed. This repertoire includes basic music to be prepared for performance at one of several concerts during the school year as well as for study purposes. Rehearsal of the repertoire includes musical as well as stylistic consideration. All music is rehearsed with respect to the students’ understanding of dynamics, phrasing, harmonic motion, tempi indications, and musical form.

Middle School String Ensemble
This course is designed to introduce seventh and eighth grade students to string instruments. Instruction will focus on the following string instruments: violin, viola, violoncello, and double bass. Instruction will include how to properly hold the instruments, how to read music, and how to play the instrument with correct intonation and phrasing. Additionally, instruction will teach students to appreciate the process and discipline of playing music both in an ensemble and as an individual.

LANGUAGE ARTS

7th Grade Language Arts
The focus of this course is on the development of reading and writing skills through the use of literature, written language, spoken language, and vocabulary. Students will develop reading comprehension and critical analysis skills related to reading tasks. Students will read and respond to a variety of genres including fiction, non-fiction, and poetry. Students will read literary works using novels and an anthology. Works of still visual art and film with an emphasis on observation, description, comparison, contrast, and evaluation will be viewed and analyzed. Writings skills will be further developed, as students will be required to communicate their thoughts and ideas through the construction and delivery of clear and intelligent written language. Vocabulary skills will be developed throughout the school year utilizing both vocabulary from context and vocabulary workbooks that enrich student utilization of more complex vocabulary terms. Lastly, this course will emphasize spoken language with students orally presenting their opinions and/or findings from literature or writing exercises.

8th Grade Language Arts
This course is a natural transition for students from the 7th grade program by continuing to reinforce reading, written language, spoken language, and vocabulary development. Students will continue to develop reading comprehension and critical analysis skills as they read and respond to novels and a literature anthology comprised of several genres including fiction, non-fiction, and poetry. Works of still visual art and film with an emphasis on observation, description, comparison, contrast, and evaluation will continued to be viewed and analyzed. Regarding the development of writing skills, students will experience
effective writing techniques focused on personal writing skills, paragraph writing skills, language usage
skills, as well as increasing the breadth of their essays. Students will be required to maintain a journal as an
integral part of this course. Another emphasis will be placed on the spoken language with students required
to orally present their opinions on literature and their positions taken through the writing process. Lastly,
this course will continue to emphasize the ongoing development of vocabulary with a desired goal for
students to incorporate the newly mastered language in their written and spoken language.

MATHEMATICS

7th Grade Mathematics
This course offers a broad spectrum of topics designed to integrate all aspects of the mathematics
curriculum. The course is designed to exhibit a balance between theory and application that is essential for
future study. Fundamentals will be interwoven with problem-based learning to provide a rich working
knowledge of number and numerical operations; geometry and measurement; patterns and algebraic
concepts; data analysis and probability; as well as discrete mathematics and mathematical processes.
Students in 7th grade mathematics will be assigned to one of two levels of mathematics instruction: Math 7
or Accelerated Math 7.

Some students will be eligible to take Accelerated Math based on the following criteria: (1) Standardized
Test Scores; (2) Fifth and sixth grade mathematics grades, (3) Teacher recommendations, and (4) Parent
Input.

8th Grade Mathematics
Students in 8th grade mathematics will be assigned to one of two levels of mathematics instruction: Pre-
Algebra or Algebra 1.

Pre-Algebra
This course will continue to build student skills and knowledge in the five mathematics clusters
highlighted in the 7th grade mathematics course. A particular emphasis will be placed on providing
students with fundamental structure, logic, and progression of algebraic concepts. Applications
using the computer and calculator technology are designed to enhance competency with data
analysis. The goal is to provide each student with a strong foundation for successful mathematical
study in all levels of high school algebra, geometry, and beyond.

Algebra 1 Level II 5.0 credits
This course covers the basic structure of Algebra (i.e. the real number system and the systematic
investigation of its properties). It follows this approach in as much depth as possible through
radicals and quadratic equations, preparing for a more comprehensive course in mathematics.
Students in Algebra 1 will receive high school credit upon the successful completion of this
course which will be included in their high school GPA and listed on their transcript. As
freshman, students will be placed into Geometry and Honors Biology.

PHYSICAL EDUCATION/HEALTH

7th Grade Health and Physical Education
This course is designed to meet the physical, mental, social, and emotional needs of students. In the Health
program, major topics include the concept of wellness, nutrition, non-communicable diseases, consumer
health, environmental health, and substance awareness. Self-concept, emotional needs, decision-making,
substance awareness, and stress are emphasized in relation to wellness.

8th Grade Health and Physical Education
This course is geared toward the improvement of student physical development skills. Through a variety of
physical activities, each student develops improved strength, endurance, flexibility, agility, and balance.
This course is designed to meet the physical, mental, social, and emotional needs of students. Family life and substance awareness comprise the primary areas of focus in the Health program.

**TECHNOLOGY**

**7th and 8th Grade Coding**
This course is designed to introduce students to creative computing using a design-based learning approach. Creative computing supports the development of personal connections to computing by drawing upon creativity, imagination, and interests. It emphasizes the knowledge and practices students need to create the types of dynamic and interactive computational media that they enjoy in their daily lives. Creative computing develops computational thinkers—individuals who can draw on computational concepts, practices, and perspectives in all aspects of students’ lives, across disciplines and contexts.

**7th and 8th Grade Digital Literacy**
This course is designed to prepare students for a society which continues to develop and rely upon computer technology. Each student is assigned their own computer and learns how to log onto our network, develop keyboarding skills, and utilize Microsoft Office applications.

**SCIENCE**

**7th Grade Life Science**
This basic life science course is infused with some aspects of earth science as it relates to current topics. Students will gain knowledge of life and its processes and how both relate to the environment. In addition to the information gained from textbooks and classroom discussions, students will utilize inquiry experiments to investigate and learn about basic concepts related to life and the world around us.

**8th Grade Physical Science**
An introductory overview of the field of physical science is provided in this course. Students will be provided with the background information necessary to pursue the study of science in high school. Instruction will focus on the major areas of chemistry, physics, and earth science.

**SOCIAL STUDIES**

**7th Grade American Perspectives**
This course encompasses the topical areas of the United States inclusive of political history, political structure, political process, the basic principles of the United States Constitution, and the basic principles of the United States economic system.

**8th Grade Western European History**
This course is designed to provide students with a broad perspective on Western European History and to develop an appreciation for significant events. These events included but are not limited to the Crusades, the Renaissance, the Reformation, and European expansion through the Age of Exploration.

**WORLD LANGUAGES**

**7th Grade Spanish**
This course develops the basic vocabulary, geography, and culture of Spanish-speaking countries that was started in elementary school. Grammatical structures are introduced.
8th Grade Spanish
This course is designed to provide a foundation for successive years and levels of Spanish. It provides the student with some proficiency in the four basic skills of listening, speaking, reading, and writing. The student is also exposed to the culture, history, literature and geography of the Spanish-speaking regions of the world.

Students who are not recommended for the high school credit bearing Spanish 1 will have the opportunity to take the STAMP test. Upon passing this test, students will receive high school credit and be placed into Spanish 2 as a freshman.

Spanish 1 Level I 5.0 credits
Spanish 1 is an introductory course which is designed to provide a foundation for successive years and levels of Spanish. It provides the student with some proficiency in the four basic skills of listening, speaking, reading, and writing. The student is also exposed to the culture, history, literature and geography of the Spanish-speaking regions of the world. Students taking Spanish 1 are awarded high school credit upon successful completion of this course. Students are recommended by teachers based on his/her grades and parent recommendation to take the high school credit-bearing Spanish 1 class. The final grade is included in the student’s high school GPA and listed on their transcript. These students would then take Spanish 2 as freshman.

German 1 Level I 5.0 credits
German 1 is an introductory course which is designed to provide background for successive years and levels of German. It provides the student with some proficiency in the four basic skills of listening, speaking, reading, and writing. The student is also exposed to the culture, history and geography of German-speaking regions of the world. Students taking German 1 are awarded high school credit upon successful completion of this course and take German 2 as freshman. The final grade is included in the student’s high school GPA and listed on their transcript. These students would then take German 2 as freshman.
7th GRADE SCHEDULING for the 2016-2017 SCHOOL YEAR

7th Grade students will be enrolled in each of the following four full-year courses:
- American Perspective
- Life Science
- Language Arts
- Mathematics

The remainder of their schedule will include the following courses:
- Standard Concentration: Three marking periods of Art and one marking period of 21st Century Skills & Careers
  OR
- Music Concentration: Concert Chorus, Orchestral Strings, and/or Symphonic Band
- Physical Education/Health
- Spanish every other day rotating with Digital Literacy

*Please note: the 7th grade courses in the Standard and Music Concentrations are subject to change. You will be notified in the event there is a change in the courses.*

Selecting Mathematics Course
- Students will take 7th Grade Mathematics.
- Some students will be eligible to take Accelerated Math based on the following criteria: (1) Standardized Test Scores; (2) Fifth and sixth grade mathematics grades, (3) Teacher recommendations, and (4) Parent Input.

Selecting Electives
- Students may select the Standard or Music Concentration.

If your child is recommended to take Reading and/or Math Intervention, you will be notified before schedules are finalized.
8th GRADE SCHEDULING for the 2016-2017 SCHOOL YEAR

8th Grade students will be enrolled in each of the following four full-year courses:
Language Arts  Science
Western European History  Mathematics—Pre-Algebra or Algebra 1

Students will be recommended by their 7th grade teacher for either Pre-Algebra or Algebra 1. Students in Algebra 1 will receive high school credit upon the successful completion of this course which will be included in their high school GPA and listed on their transcript. As freshman, students will be placed into Geometry and Honors Biology/Biology.

The remainder of their schedule will include the following courses:

- Standard Concentration: Three marking periods of Art and one marking period of Agriculture
- OR
- Music Concentration: Concert Chorus, Orchestral Strings, and/or Symphonic Band

*Please note: the 8th grade courses in the Standard and Music Concentrations are subject to change. You will be notified in the event there is a change in the courses.*

- Physical Education/Health
- Spanish or German rotating every other day with Digital Literacy

The opportunity to earn high school credit for students taking Spanish 1 and German 1 will be available upon successful completion of this course. The final grade is included in the student’s high school GPA and listed on their transcript. These students would then take Spanish 2 and/or German 2 as freshman.

Selecting Electives
- Students may select the Standard or Music Concentration.

If your child is recommended to take Reading and/or Math Intervention, you will be notified before schedules are finalized.
8th to 9th GRADE SCHEDULING for the 2016-2017 SCHOOL YEAR

One of the responsibilities of your child’s school counselor and teachers includes recommending courses for your child to take over their high school career. These recommendations are based on previous and current grades, teacher recommendations, standardized test scores, and possible career and/or college major interests.

Choosing course levels and grade appropriate schedules will help reduce scheduling conflicts, provide opportunities to achieve success, and help develop a sound educational plan. If your child successfully completes Algebra 1 in 8th grade, he/she will receive high school credit and move into Geometry and Honors Biology/Biology as a high school freshman. If your child successfully completes Spanish 1 and German 1 or takes the Spanish STAMP test and receives a passing score, he/she will receive high school credit and move into Spanish 2 or German 2 as a high school freshman.

Selecting electives: There are eight available periods in the high school student schedule. Two periods are used for Integrated Science or Biology leaving six periods for English, Math, Social Studies, and World Language. For students not taking band, chorus, or strings, there are two periods available to select electives. Since band, chorus, or strings is considered an elective, students selecting one of these, will be able to have one additional elective. It is recommended that all students select six electives in the event one or more of their choices are not available. (Students who are interested in taking an additional class of music are to select only one—band, chorus, or strings. During the first weeks of school, the music teachers develop a schedule to accommodate these students.)

It should be noted that Science courses meet every day in the six-day cycle and one additional day for the lab. On the five days that the student does not have Science, he/she will be assigned to a study hall. There are some instances where students may be able to take an elective in lieu of a study hall if the master schedule allows.

Academic course recommendations will be provided to you for your review. Please return the form by December 22.
HIGH SCHOOL SCHEDULING--Grades 10-12

Master scheduling is based on student course requests. Counselors are available to guide students in selecting courses to meet stated goals and career interests as well as graduation requirements. If an elective is unavailable, every effort will be made to honor the student’s alternative choice(s). All students in grades 9-11 are required to take at least 35 credits. Students in grade 12 must take a minimum of 25 credits. 

Please note that a course(s) listed in this Curriculum Guide may not run due to low enrollment or budgetary limitations.

DROPPING AND ADDING COURSES
Changing scheduled classes is a serious decision and should not be taken lightly. Dropping a course because of low grades or to create a study hall is not an acceptable reason to consider a change in schedule.

If the course is dropped after the designated “Course Drop Deadline”, the student will receive a “WP” (Withdraw Passing) or a “WF” (Withdraw Failing). This grade will appear on the student’s transcript. Similarly, no student may enter a new course after the start of the school year without the approval of the Director of Student Personnel Services, Subject Supervisor, and counselor. Students may not drop a course or change the level of a course without a conference to include the student, parent, teacher, and school counselor.

Your child will receive their 2016-17 schedule in May. All changes must be completed by Friday, June 3. There will be no changes made to schedules over the summer.

The Course Add/Drop Deadline for the First Semester is Friday, September 16, 2016 and Friday, February 10, 2017 for the Second Semester.
## FOUR-YEAR COURSE OFFERINGS

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Course Offerings</th>
</tr>
</thead>
</table>
| **English**                 | *AP English Language and Composition  
                              | *AP English Literature and Composition  
                              | Communication Arts  
                              | Creative Writing  
                              | English 9  
                              | English 9 Honors  
                              | English 10  
                              | English 10 Honors  
                              | English 11  
                              | English 11 Honors  
                              | English 12  
                              | English 12 Honors  
                              | Filming the Novel  
                              | Foundation of Journalism  
                              | History of Pop Culture  
                              | Journalism Publication  
                              | Language Arts/Writing Intervention  
                              | Modern World Literature  
                              | Reading Intervention  
                              | SAT English Preparation  
                              | Sophie’s World: An Introduction to Philosophy |
| **Health and Physical Education** | Health 9  
                              | Health 10 (Driver’s Ed)  
                              | Health 11  
                              | Health 12  
                              | Physical Education 9  
                              | Physical Education 10  
                              | Physical Education 11  
                              | Physical Education 12 |
| **Mathematics**             | *AP Calculus  
                              | Algebra 1  
                              | Algebra 2  
                              | Algebra 2 Honors  
                              | Calculus Honors  
                              | Discrete Math  
                              | Financial Literacy  
                              | Introduction to College Math  
                              | Math Intervention  
                              | Plane Geometry  
                              | Plane Geometry Honors  
                              | Pre-Calculus/Trigonometry  
                              | Pre-Calculus/Trigonometry Honors  
<pre><code>                          | SAT Mathematics Preparation |
</code></pre>
<table>
<thead>
<tr>
<th>Science</th>
<th>*AP Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*AP Chemistry</td>
</tr>
<tr>
<td></td>
<td>*AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td>*AP Physics 1</td>
</tr>
<tr>
<td></td>
<td>*AP Physics 2</td>
</tr>
<tr>
<td></td>
<td>*AP Physics C</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Biology Honors</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Chemistry Honors</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Forensic Science</td>
</tr>
<tr>
<td></td>
<td>Introduction to Astronomy</td>
</tr>
<tr>
<td></td>
<td>Meteorology</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>*AP European History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*AP Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>*AP Psychology</td>
</tr>
<tr>
<td></td>
<td>*AP US History</td>
</tr>
<tr>
<td></td>
<td>Basic Economics</td>
</tr>
<tr>
<td></td>
<td>History and Film: Imperialism, Revolution, and WWI</td>
</tr>
<tr>
<td></td>
<td>History and Film: The 1920’s to WWII</td>
</tr>
<tr>
<td></td>
<td>Human Behavior and Sociology</td>
</tr>
<tr>
<td></td>
<td>Introduction to Law</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td></td>
<td>US History 1</td>
</tr>
<tr>
<td></td>
<td>US History 1 Honors</td>
</tr>
<tr>
<td></td>
<td>US History 2</td>
</tr>
<tr>
<td></td>
<td>US History 2 Honors</td>
</tr>
<tr>
<td></td>
<td>Western Civilization Honors</td>
</tr>
<tr>
<td></td>
<td>World Cultures</td>
</tr>
<tr>
<td></td>
<td>World Cultures Honors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Language</th>
<th>*AP Spanish Language and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>German 1, 2, 3, and 4</td>
</tr>
<tr>
<td></td>
<td>German Spanish 1, 2, 3, and 4</td>
</tr>
<tr>
<td></td>
<td>Spanish 4 Honors</td>
</tr>
<tr>
<td></td>
<td>Conversational Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Life and Careers</th>
<th>AP Computer Science A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting 1, 2</td>
</tr>
<tr>
<td></td>
<td>Agribusiness</td>
</tr>
<tr>
<td></td>
<td>Animal Science/Wildlife Management</td>
</tr>
<tr>
<td></td>
<td>Basic Foods</td>
</tr>
<tr>
<td></td>
<td>Computer Programming</td>
</tr>
<tr>
<td></td>
<td>Exploring Computer Science</td>
</tr>
<tr>
<td></td>
<td>Floriculture</td>
</tr>
<tr>
<td></td>
<td>Plant Science (formerly Horticulture)</td>
</tr>
<tr>
<td></td>
<td>Independent Living</td>
</tr>
<tr>
<td></td>
<td>International Foods</td>
</tr>
<tr>
<td></td>
<td>Agriculture, Food, and Natural Resources</td>
</tr>
<tr>
<td></td>
<td>Introduction to Architectural Design and Construction</td>
</tr>
<tr>
<td></td>
<td>Introduction to Digital Animation</td>
</tr>
<tr>
<td></td>
<td>Introduction to Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Regional Cooking of the United States</td>
</tr>
<tr>
<td></td>
<td>Robotics</td>
</tr>
<tr>
<td></td>
<td>Web Page Design 1, 2</td>
</tr>
<tr>
<td></td>
<td>Wood Technology 1</td>
</tr>
<tr>
<td></td>
<td>Wood Technology 2</td>
</tr>
</tbody>
</table>
Visual and Performing Arts

*AP Art History
*AP Studio Art 2D
Art Honors
Ceramics
Computer Graphics
Concert Choir
Drawing and Painting 1 and 2
Music Drama
Music Theory
Orchestral Strings
Symphonic Band
Three-Dimensional Design

*College Board Advanced Placement Examinations

**COURSE SELECTION PROCESS**

Students will be meeting with their school counselor to select their courses for the 2016-2017 school year in December. All course selections are to be completed by December 22, 2015 in order for the master schedule to be developed. Note: Final course selections for classified students will be determined at the annual review meeting.

Below is a description of the various “Levels” of courses:

**Level I** courses end in “1” i.e. 1201
These courses are designed for students to meet the challenges of a rigorous academic program and enhanced instructional resources may be utilized when appropriate.

**Level II** courses end in “2” i.e. 1202
These courses are designed for students with a greater emphasis on independent learning. Students are expected to demonstrate more responsibility for their own progress.

**Level III** courses end in “3” i.e. 1203 Honors

**Level IV** courses end in “4 or 5” i.e. 1204, 1205 Advanced Placement

In most instances, teachers have identified the Level of the course that a student is recommended for based on classroom performance.

For your convenience, pre-requisite and NCAA approved courses are indicated on the Course Selection forms.

*indicates a Pre-requisite course is required
+indicates NCAA approved courses

For students moving into grades 9, 10, and 11, the core courses—English, Social Studies, Science, Math, and Physical Education/Health have been entered into Infinite Campus. Your child will select only electives.

Students in grade 12 will have their English and Physical Education/Health core courses entered into Infinite Campus. Your child will select all additional courses.

After your child has completed the selection of courses, he/she will ask you to sign the courses selected. If you have any questions about this process, please do not hesitate to contact your child’s counselor.
ENGLISH

**English 9**
*Level I, II, & III  5.0 credits*
There are five elements to the English 9 curriculum: reading, writing, grammar, vocabulary, and oral expression. Literature will be studied by genre, and American literature will be introduced. Students will study at least four significant, book-length pieces of literature during the course of the year; write several significant essays, some requiring research; expand their vocabulary through a prescribed vocabulary program; practice grammar and mechanics skills; prepare and present oral reports; and apply research and technology skills to their written and oral presentations.

**English 10**
*Level I, II, & III  5.0 credits  Pre-requisite: English 9*
There are five main elements in the English 10 curriculum: reading, writing, grammar, vocabulary, and oral expression. Novels, poems, plays, and short stories from American Literature will be studied with a focus on themes related to the American Experience. Students will study at least four significant, book-length pieces of literature during the course of the year; write several significant essays; expand their vocabulary through a prescribed vocabulary program; improve their writing skills through grammar and mechanics practice; prepare and present oral reports; and apply research and technology skills to their written and oral presentations.

**English 11**
*Level I, II, & III  5.0 credits  Pre-requisite: English 10*
There are five elements to the English 11 curriculum: reading, writing, grammar, vocabulary, and oral expression. The readings consist of novels, poems, plays, and short stories from British Literature and focus on themes related to English Literature. Students will study at least four significant, book-length pieces of literature during the course of the year; write several significant essays; expand their vocabulary through a prescribed vocabulary program; improve their writing skills through grammar and mechanics practice; prepare and present oral reports; and apply research and technology skills to their written and oral presentations.

**English 12**
*Level I, II, III  5.0 credits  Pre-requisite: English 11*
Reading, writing, vocabulary, and oral expression are the four elements of this course. Literature will be studied in thematic units. Students will study at least four, book-length pieces of literature, write several signification essays, expand their vocabulary through a prescribed vocabulary program, improve their writing skills through grammar and mechanics practice, prepare and present oral reports, and apply research and technology skills to their written and oral presentations.

**ENGLISH ELECTIVES**

**AP English Language and Composition**
*Level IV  5.0 credits  Pre-requisite: English 10*
This course is designed to facilitate the growth of writing skills with the goal of helping students write effectively and confidently in their college courses across the curriculum and in their professional lives. This is a rigorous course, designed according to the requirements set forth by the AP English Course Curriculum, in which students will learn to read and to write critically. Students will read about and write on a variety of topics, including, but not limited to: public policy, politics, popular culture, social crisis, and imaginative literature. Students will prepare for the Advanced Placement Language and Composition exam.
AP English Literature and Composition

Level IV 5.0 credits  Pre-requisite: English 11
There are four elements to this course: reading, writing, vocabulary, and oral expression. The reading consists of novels, poems, plays, essays, and short stories from World Literature. Students will study at least four significant, book-length pieces of literature during the course of the year; write several significant essays, expand their vocabulary through a prescribed vocabulary program, improve their writing skills through grammar and mechanics practice, prepare and present oral reports, and apply research and technology skills to their written and oral presentations and prepare for the Advanced Placement Literature and Composition exam.

Communication Arts

Level II 2.5 credits  Pre/co-requisite: English 10
This course will explain and give students the opportunity to practice the many verbal and nonverbal skills of effective communication. The students will learn ways to better understand both themselves and others in order to better function in the communication process. This course is introduced through units on personal awareness: both individual and group projects and encompasses listening skills. The course deals with preparing and delivering speeches, debates, oral interpretations, group discussions, and preparing and participating in interviews. The final part of the course addresses media communication and may include videotaped presentations. Individual and group exercises and activities are a major part of this course.

Creative Writing

Level II 2.5 credits  Pre/co-requisite: English 10
This course provides an opportunity to students who have a particular interest in writing to pursue and develop that interest. Students will be instructed, advised, and critiqued in the writing of essays, poetry, stories, dialogues/scripts, and journals. Free choice and assigned writings will be completed.

Filming the Novel

Level II 2.5 credits  Pre/co-requisite: English 10
Students will read novels, view films, and critique both in this course. They will also be provided opportunities to express how they would film various novels. The course explores issues of structure, narrative chronology, point of view, and character development in the context of filming the novel. The contemporary trend of expanding a novella or short story via film, as well as the use of the graphic novel in film, will also be explored in this course. Students will react in writing and discussion to the material.

Foundations of Journalism

Level II 2.5 credits  Pre/co-requisite: English 10
Students will be introduced to the basic concepts of journalism to include writing, reporting, and editing. Students will analyze and interact with various publications and perform assignments with them. At the end of this course, students are expected to have a solid foundation of journalism.

Journalism Publication

Level II 2.5 credits  Pre-requisite: Foundations of Journalism
The skills achieved in the Foundations of Journalism course are applied to different types of publications in this course. Students will work independently and write a variety of types of articles with a focus on publishing. Students will also engage in activities related to layout, graphic arts and design, desktop publishing, and advertising and business. Students will continue to analyze and interact with various newspapers.

History of Pop Culture

Level II 2.5 credits  Pre/co-requisite: English 10
This is a course designed to educate students about the origin and cultural significance of what can be described as “entertainment for the masses.” It is broken up into four distinct parts: the definition and history of pop culture, television, movies, and music.
Modern World Literature

Level II 2.5 credits  Pre/co-requisite: English 10

There are four elements to the Modern World Literature curriculum: reading, writing, vocabulary, and oral expression. Novels, poems, plays and short stories from World Literature will be explored. Students will study at least two significant, book-length pieces of literature during the course of the semester; write several significant essays; expand their vocabulary through a prescribed vocabulary program; improve their writing skills through grammar and mechanics practice; prepare and present oral reports; and apply research and technology skills to their written and oral presentations.

SAT English Preparation

Level II 2.5 credits  Pre/co-requisite: English 9

SAT English Preparation is a course designed to help students improve their SAT scores through the study of vocabulary and reading comprehension. Lessons are designed to help students become increasingly proficient in essay construction, written expression, sentence completions, and responding to critical reading passages.

Sophie’s World: An Introduction to Philosophy

Level II 2.5 credits  Pre/co-requisite: English 10

This course is designed to expose philosophy as an interesting and comprehensible subject. Using Jostein Gaarder’s novel, Sophie’s World as the basic text, students will also be provided with examples of the implications of various philosophies taken from literature and history, as well as compelling illustrations extracted from real life experience. Students will react in writing to the material.

Language Arts/Writing Intervention

Level I 2.5/5.0 credits

This course is designed to assist students in remediating skills when they are identified as being at-risk for passing state proficiency assessments. Students are identified through a combination of standardized test scores, course grades, and staff recommendations. Parent and student referrals are accommodated when possible. This is a mandatory course for students identified as needing remediation. The instruction emphasizes remediation and reinforcement of basic skills in language arts as well as promoting good study skills.

Reading Intervention

Level I 2.5/5.0 credits

This course is designed to assist students in remediating skills when they are identified as being at-risk for passing state proficiency assessments. Students are identified through a combination of standardized test scores, course grades, and staff recommendations. Parent and student referrals are accommodated when possible. This is a mandatory course for students identified as needing remediation. The instruction emphasizes remediation and reinforcement of basic skills in reading as well as promoting good study skills.

HEALTH AND PHYSICAL EDUCATION

Physical Education 9

Level I 3.75 credits

Physical Education in grade 9 consists of a core program involving instruction in a wide variety of activities that focus on the following areas: team sports, fitness, individual lifetime activities, and dance.

Health 9

Level I 1.25 credits

Health Education in 9th grade consists of Family Life. This course will cover making healthy choices and behaviors and on personal, family, and community wellness.
Physical Education 10
   Level I  3.75  Pre-requisite: Physical Education 9
Physical Education in grade 10 consists of a core program involving instruction in a wide variety of activities that focus on the following areas: team sports, fitness, individual lifetime activities, and dance.

Driver's Education 10
   Level I  1.25 credits  Pre-requisite: Health 9
Drivers Education in 10th grade will consist of the highway transportation system and managing risks.

Physical Education 11
   Level I  3.75  Pre-requisite: Physical Education 10
Physical Education in grade 11 consists of a core program involving instruction in a wide variety of activities that focus on the following areas: team sports, fitness, individual lifetime activities, and dance.

Health 11
   Level I  1.25 credits  Pre-requisite: Driver’s Education 10
Health Education in 11th grade consists of Family Life and making healthy choices. Students will compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life.

Physical Education 12
   Level I  3.75  Pre-requisite: Physical Education 11
Physical Education in grade 12 consists of a core program involving instruction in a wide variety of activities that focus on the following areas: team sports, fitness, individual lifetime activities, and dance.

Health 12
   Level I  1.25 credits  Pre-requisite: Health 11
Health Education in 12th grade focuses on First Aid. Students will develop personal strategies to reduce the risk of injuries and to be able to evaluate and demonstrate first aid procedures and the use of CPR, AED, and responding to emergencies.
All students are required to take Financial Literacy, a 2.5 credit course, to meet graduation requirements.
MATHEMATICS

Mathematics Intervention

Level I  2.5/5.0 credits
These courses are designed to assist students in remediating skills when they are identified as being at-risk for passing state proficiency assessments. Students are identified through a combination of standardized test scores, course grades, and staff recommendations. Parent and student referrals are accommodated when possible. This is a mandatory course for students identified as needing remediation. The instruction emphasizes remediation and reinforcement of basic skills in mathematics as well as promoting good study skills.

Algebra 1

Level I & II  5.0 credits
This course covers the basic structure of Algebra (i.e. the real number system and the systematic investigation of its properties). It follows this approach in as much depth as possible through radicals and quadratic equations, preparing for a more comprehensive course in mathematics.

Plane Geometry

Level I, II, & III  5.0 credits  Pre-requisite: Algebra 1
It is advised that students who are planning to continue in the math sequence take this course. Plane Geometry provides an introduction of basic geometric concepts and covers all sections on parallel lines and planes, congruent and similar angles, special quadrilaterals, right triangles, circles, and areas. Optional sections include surface areas and volumes. This course stresses both the basic structure and proficiency in developing proofs.

Algebra 2

Level I, II, & III  5.0 credits  Pre-requisite: Algebra 1
Algebra 2 is designed for the student who is strong in mathematics and intends to continue in the math sequence. This course builds on skills developed in Algebra 1 involving operations with real numbers, polynomials, and the solution of open sentences. Other topics covered are systems of equations, rational expressions and equations, radicals and polynomials, exponential and logarithmic functions. A unit on quadratic relations and systems is optional.

Pre-Calculus/Trigonometry

Level II & III  5.0 credits  Pre-requisite: Algebra 2
The progression of mathematics study proceeds from algebra and plane geometry to the study of analytical geometry and trigonometry. It is the purpose of this course to present analytical concepts as they relate to previously studied mathematics concepts and concepts to be studied in the future. Coordinate geometry is used to prove plane geometry concepts, graph and analyze functions, determine loci, and investigate conic sections. This course also presents the theoretical concepts of trigonometry while stressing the practical applications of trigonometry. In general, this course is presented in such a way to acquaint the students with college-like procedure for the study of mathematics.

Calculus

Level III  5.0 credits  Pre-requisite: Pre-Calculus/Trigonometry
This course is a culmination of the skills and information acquired in Algebra, Geometry, Trigonometry, and Analytic Geometry and applies them to problems that are inherently interesting. Much work is done with functions and graphing. Applications of the derivative include work with the slope of a function, maximum and minimum problems, and related rates. Applications of the integral include calculating the area under a curve and volumes of revolution.
AP Calculus AB

**Level IV**
5.0 credits  
**Pre-requisite:** Pre-Calculus/Trigonometry

This Calculus course is designed for the student who is strong in both mathematical concepts and applications. It covers the subject in greater depth with more theory and derivations than the regular calculus course. This course covers a full semester of college calculus and prepares students to take the Advanced Placement Calculus AB exam.

Discrete Math

**Level II**
5.0 credits  
**Pre-requisite:** Algebra 1, 2, and Geometry

This course is designed for the student who desires a college preparatory mathematics course but does not need calculus for further studies. Logic and problem solving applications using discrete structures such as matrices, sequences, recurrence relations, probability, linear programming, and data analysis will be emphasized.

Introduction to College Math

**Level II**
5.0 credits  
**Pre-requisite:** Algebra 1, 2, and Geometry

This course is designed as a fourth year of college preparatory mathematics for students planning on non-scientific/non-technical majors. This course is intended to provide an alternative to Pre-Calculus for the liberal arts student. Several basic concepts of mathematics designed to give liberal art majors an understanding of mathematics in areas other than computational application. It will enable students to acquire the mathematical skills and understandings that they will need to be successful in both their daily lives and college.

Financial Literacy

**Level I**
2.5 credits  
**Pre-requisite:** Algebra 1

This is a required course that does not count toward the 15-credit math requirement for graduation.

This course is designed to teach students the decision-making skills needed to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. Students will learn the fundamental, financial concepts pertaining to earning, spending, saving, and investing money. Strategies on how to plan a budget, manage checking and savings accounts, prepare income tax forms, and invest in stocks, bonds, and real estate will be presented.

This course will also expose students to the fundamental principles that will develop understanding of the relevance of economics and use in real world contexts. Money-making strategies will be presented, connections with businesses explored, financial planning will be utilized, and learned skills and concepts will be applied to the development of students’ hypothetical future endeavors. Additionally, the students will learn about economic trends and principles that have had a profound societal impact.

Students will be introduced to the process involved in purchasing a vehicle and property, life, and health insurance. Various Microsoft Office applications, including MS Word, Excel, and PowerPoint are utilized to develop career plans, presentations, and financial spreadsheets.

SAT Mathematics Preparation

**Level I**
2.5 credits  
**Pre-requisite:** Algebra 1

SAT Mathematics Preparation is a course designed to help students improve their SAT scores through the study of mathematics, word problems, and vocabulary traditionally found on the SAT exam.
SCIENCE DEPARTMENT

9TH GRADE
- BIOLOGY LEVEL I

10TH GRADE
- CHEMISTRY LEVEL I or ENVIRONMENTAL SCIENCE

11TH GRADE
- PHYSICS LEVEL I or ENVIRONMENTAL SCIENCE

12TH GRADE
- ELECTIVES

BIOLOGY LEVEL II

CHEMISTRY LEVEL II or AP ENVIRONMENTAL SCIENCE

PHYSICS

ELECTIVES

BIOLOGY HONORS

CHEMISTRY HONORS

AP BIOLOGY or AP CHEMISTRY or AP ENVIRONMENTAL SCIENCE or PHYSICS or AP PHYSICS I

AP BIOLOGY or AP CHEMISTRY or AP ENVIRONMENTAL SCIENCE or PHYSICS or AP PHYSICS 2 or AP PHYSICS C

ELECTIVES
- ASTRONOMY
- ENVIRONMENTAL SCIENCE
- FORENSIC SCIENCE
- METEOROLOGY
Beginning with the graduating class of 2020 (current 7th grade students), AP Science classes will earn 7 credits. Level I, II, & III Science classes will earn 6 credits.

**Biology**  
*Level I, II, III*  
5.00 or 7.5 credits  
This is a basic course in biological science that stresses inquiry as a means of learning biological concepts. Students study various topics, including the scientific method and metric system, historical aspects of biology, biochemistry, cytology, genetics (both Mendelian and non-Mendelian), theories of evolution, taxonomy, the characteristics of the major kingdoms (including Archaebacteria, Eubacteria, Protista, Fungi, Plantae, and Animalia), and ecology.

**AP Biology**  
*Level IV*  
7.5 credits  
**Pre-requisite:** Biology Level II/III  
**Pre/co-requisite:** Chemistry Level II/III  
AP Biology is a more in-depth continuation of those topics outlined in the prerequisite courses. The major topics of focus will be: the chemistry of living organisms, cytology, cellular energetics (cellular respiration and photosynthesis), heredity, molecular genetics, evolutionary biology, diversity of organisms, plant and animal structure and function, and ecology. A hands-on, integrative, problem-solving approach will be used to address each topic. This course prepares students take the Advanced Placement Biology exam.

**Chemistry**  
*Level I, II, & III*  
5.00 or 7.5 credits  
**Pre-requisite:** Algebra 1  
This course is designed to encourage students to learn how to solve problems and use thinking skills. Students will be asked to work together and independently to solve problems theoretically and in collaborative settings, and to apply mathematical reasoning and skills to chemistry problems. The content of the course is focused on the properties of matter and the changes that matter undergoes. The laws and principles, which govern chemical and physical change, are studied. Students will need a scientific calculator to solve problems throughout the year. Students will need to use algebra in most problem-solving activities, and have a working knowledge of percents, fractions, graphing, and exponents. Laboratory experiments and organization are an integral part of the Level II and Level III courses.

**AP Chemistry**  
*Level IV*  
7.5 credits  
**Pre-requisite:** Chemistry Level II/III and Algebra 2  
This course is designed for the students who are strong in both mathematics and science and intend to major in science in college. This course will cover in-depth all topics from first-year chemistry along with several additional chapters. Students will be prepared to take the Advanced Placement Chemistry exam in the spring.

**Environmental Science**  
*Level II*  
5.0 credits  
**Pre-requisite:** Biology  
Environmental Science is a course that focuses on the "how" and "why" of environmental topics. Students will identify the importance of responsible use of the world's resources to meet the food, fiber, and shelter needs of its inhabitants. This will be covered through a hands-on approach.

**AP Environmental Science**  
*Level IV*  
7.5 credits  
**Pre-requisite:** Two years of a Laboratory Science Integrated Science and Biology or Biology and Chemistry  
This course is a year-long examination of the inter-relationships of the natural world. Students identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. Students learn to think like environmental scientists: making predictions based on observations, writing hypothesis, designing and completing field studies and experiments, and reaching conclusions based on the analysis of data derived from these experiments. Students are taught methods for analyzing and interpreting
environmental problems and learn how to identify resolutions, prevention, and sustainability. Students apply the concepts of environmental science to their everyday experiences, current events, and issues in science, politics, and society. This course provides opportunities for guided inquiry and student-centered learning to foster critical thinking skills. Topics include: Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change.

**Physics**

*Level II*  
5.0 credits  
Pre-requisite: Algebra 1  

This course is divided into six major areas of study: mechanics, heat, sound, electricity, light, and modern physics. In all cases, topics are presented from a mathematical standpoint. Numerous problems are solved. Every attempt is made to relate the topics of physics to current everyday problems. Whenever possible, a certain amount of laboratory work is done to reinforce a concept. Each experiment performed requires a written report describing the procedure, complete with calculations and conclusion.

**AP Physics 1**  
*Level IV*  
7.5 credits  
Pre-requisite: Geometry  
Pre/co-requisite: Algebra 2  

The AP Physics 1 course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. Students will be prepared to take the Advanced Placement Physics 1 exam in the spring.

**AP Physics 2**  
*Level IV*  
7.5 credits  
Pre-requisite: AP Physics 1  
Pre/co-requisite: Pre-Calculus  

The AP Physics 2 course is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Students will be prepared to take the Advanced Placement Physics 2 exam in the spring.

**AP Physics C**  
*Level IV*  
7.5 credits  
Pre-requisites: Physics or AP Physics 1  

This course has two parts: Mechanics and Electricity/Magnetism. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus.

**Part I: Mechanics**  
The subject matter of this course is classical mechanics and includes topics in kinematics; Newton’s laws of motion, work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Use of calculus in problem-solving and in derivations is expected to increase as the course progresses. Calculus is used freely in formulating principles and in solving problems.

**Part II: Electricity and Magnetism**  
The subject matter of this course is principally electricity and magnetism. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus.
SCIENCE ELECTIVES

Astronomy

Level II  2.5 credits
This introductory course provides an in-depth exploration of the universe through descriptive studies of the solar system, stars, constellations, black holes, galaxies, quasars, and cosmology. Other topics include artificial satellites, the space program, energy problems, and the search for extraterrestrial life. Emphasis is placed on scientific reasoning and precision as well as on the importance of astronomy as an integral part of the everyday life of the individual. Actual celestial viewing will be done as part of the course, and many facets of local astronomy activities will be explored.

Forensic Science

Level II  2.5 credits  Pre-requisite: Algebra 1, Biology, and Chemistry
This course introduces the student to the improved technological techniques used in crime solving. The analysis of evidence at the crime scene and in the laboratory has provided those in criminal justice with a greater confidence that they have prosecuted the perpetrator of the crime. The course examines the crime scene team, different types of evidence analysis, the processing of evidence, and presentation of conclusions regarding evidence from a scientific perspective.

Meteorology

Level II  2.5 credits
This course is scientific inquiry-based designed to strengthen student awareness and understanding of weather that influences their daily lives. Students will practice scientific exploration skills developing critical thinking and problem-solving capabilities. This course involves the use of an extensive scientific investigation lab environment frequently utilizing internet technology to evaluate rapidly developing worldwide weather and its impact on human activity. Topics of investigation will include atmospheric thermodynamics, air masses and fronts, worldwide weather events, severe weather, local weather phenomena, weather forecasting, atmospheric stability and cloud development, and atmospheric optical phenomena.
SOCIAL STUDIES DEPARTMENT

9TH GRADE
WORLD CULTURES LEVEL I

10TH GRADE
US HISTORY 1 LEVEL I

11TH GRADE
US HISTORY 2 LEVEL I

12TH GRADE
ELECTIVES

WORLD CULTURES LEVEL II

US HISTORY 1 LEVEL II

US HISTORY 2 LEVEL II

ELECTIVES

WORLD CULTURES HONORS

US HISTORY 1 HONORS

US HISTORY 2 HONORS and/or AP US HISTORY

ELECTIVES
AP EUROPEAN HISTORY
AP MACROECONOMICS
AP PSYCHOLOGY
AP US HISTORY
BASIC ECONOMICS
HISTORY & FILM: IMPERIALISM, REVOLUTION & WWI
HISTORY & FILM: THE 1920'S TO WW II
HUMAN BEHAVIOR & SOCIOLOGY
INTRODUCTION TO LAW
POLITICAL SCIENCE
WESTERN CIVILIZATION HONORS
SOCIAL STUDIES

World Cultures
Level I, II, & III  5.0 credits
This course considers the influence on contemporary life of the great civilizations from ancient times to the present. Attention is given to the cultures and contributions of the people of Africa, Asia, the Americas, and Europe. Such great movements in history as the development of religions, the Industrial Revolution, nationalism, communism, and the emergence of democratic governments are also considered. Two important aspects of the course are the relationship between the environment and culture and an examination of religion, family, society, and the arts.

US History 1
Level I, II, & III  5.0 credits  Pre-requisite: World Cultures
This course is designed to trace the development of the United States from its beginning as a European colonial empire, to its emergence as a world power by the beginning of the 20th Century. Geography, economics, social development, political trends, and the development of democratic ideals will be stressed with the historical events.

US History 2
Level I, II, & III  5.0 credits  Pre-requisite: US History 1
US History 2 is designed to introduce students to the period from the 1900s to the present. This course assimilates many of the basic skills and knowledge developed in US History 1. Further, the course aims to develop the effects that the formative era had on the modern era. Emphasis will be placed upon the change from a rural, isolationist and agricultural nation to an urban, industrial, and international power.

SOCIAL STUDIES ELECTIVES

AP European History
Level IV  5.0 credits
This year-long course will survey various critical developments in European history from 1300 through the late twentieth century. Whereas focus will emphasize internal economic, political, and social patterns that span the scope of modern European history, the course will examine many of the major cultural and intellectual movements including such topics as the Renaissance, the Scientific Revolution, the Reformation and Counter Reformation, absolutism, the Enlightenment, and the emergence of nationalized state systems. Likewise, analysis of the industrial, military, and imperial proceedings of the European nation-states that characterized much of global history in the late 19th and early 20th centuries will follow the review of Western advances in technological innovations that contributed significantly to Europe’s colonial pursuits in the so-called era of High Imperialism. The subsequent rivalries and escalated tensions among the imperialist powers will be addressed to determine the origins of two global conflicts in the twentieth century. With such a foundation, the course will demonstrate how the European order collapsed as the result of World War I leaving in its wake a period of increased turmoil including revolutionary impulses and alternative political arrangements. The survey of the interwar period including the global depression and World War II will follow with the various domestic and international post-war conditions that challenged the European states and shaped their history in the second half of the 20th century. Students will be prepared to take the Advanced Placement History exam in the spring.

AP Macroeconomics
Level IV  5.0 credits  Pre-requisite: Algebra 1
This year-long course 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.
AP Psychology  
**Level IV  5.0 credits**
This year-long course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Ethics and the methods psychologists use in their science and practice will also be taught. Students will be prepared to take the Advanced Placement Psychology exam in the spring.

AP US History  
**Level IV  5.0 credits  Pre/co-requisite: US History 2**
This year-long course in Advanced Placement United States History is one of the most challenging courses offered by the Social Studies Department. Following the National College Board Advanced Placement curriculum, this course is designed to give students a strong analytical experience of various documents and primary sources that revolve around selected themes determined by the College Board that are divided into time periods of American history. Some topics that will be interwoven amongst the themes include, but are not restricted to, are American Colonialism, ideology of the Revolution, Jeffersonian ideals, Jacksonian Democracy, reform movements, Civil War, Reconstruction, Populism, Progressivism, immigration, industrialization, World War I, New Deal, World War II, and the Cold War. Students will not only evaluate the historic forces that shaped the development of the United States from pre-Columbian societies to the post-Cold War world, but will also examine multiple interpretations of the past and develop new explanations that address current trends in historiography. Students will be prepared to take the Advanced Placement United States History exam in the spring.

Basic Economics  
**Level II  2.5 credits  Pre/co-requisite: US History 2**
Basic microeconomic and macroeconomics concepts and principles are analyzed and discussed by the students in this course. Students will be introduced to the issues of taxes, inflation, unemployment, as well as the many facets of the role played by the federal government. Students will also gain an understanding of the economic challenges that face our nation, the study of measuring economic performance, supply and demand, money, and monetary policy. Students will apply economic concepts and principles to current problems in the public and private sectors. The course will extend into the international arena and examine economics from a global perspective.

History and Film: Imperialism, Revolution, and World War I  
**Level II  2.5 credits  Pre/co-requisite: US History 2**
This course will survey through the medium of film, cinematic perspective, and historiographical reading and research, a number of selected themes focused on global and American history. Beginning with a brief overview of cinematic history, the course will follow with analysis of pivotal domestic and international developments and patterns spanning the period from the late nineteenth century through World War I. Amid the survey, the course will evaluate the relationship between film and history including the way filmmakers interpret historical events and portray the past to a mass audience. Commitment to specific subjects may vary in content and scope.

History and Film: The 1920’s to World War II  
**Level II  2.5 credits  Pre/co-requisite: US History 2**
This course will survey through the medium of film, cinematic perspective, and historiographical reading and research, a number of selected themes focused on global and American history. Beginning with a comparative view of the United States in the post-World War I era, the course will examine pivotal international developments and trends that marked the interwar period. The course will conclude with a comparative analysis of World War II, the Jewish Holocaust, and the changes in the cinematic portrayal of war during the twentieth century. Amid the course survey, students will evaluate the relationship between film and history including how filmmakers interpret historical events and portray the past to a mass audience. Commitment to specific subjects may vary in content and scope.
**Human Behavior and Sociology**  
*Level I*  
*2.5 credits*

This course is an introduction to both human behavior and sociology. The first half of the course will focus on the social, biological, and psychological factors that determine personality and behavior. An emphasis will be placed on determining how early childhood, learning styles, and consciousness affect behavior. Additionally, significant time will be given to psychological disorders and the various treatment methods available to people with these disorders. The second half of the course will be devoted to sociology and group behavior. The instructor will expand upon knowledge gained during the first half of the course to further examine how individual behavior is influenced by others, culture, and society. The causes of social deviance and society's responses to deviants and their behavior will be discussed in depth.

**Introduction to Law**  
*Level II*  
*2.5 credits*

In this course, students will explore and become acquainted with legal rights and responsibilities, the relationship between the law and its role in day-to-day activities, and general terminology. The students’ ability to analyze the law and apply critical thoughts to specific situations will be performed. Technology will be incorporated through online mediums to search for applicable case law and current events.

**Political Science**  
*Level II*  
*2.5 credits*  
*Pre/co-requisite: US History 2*

This course is an in-depth study of the workings of the American Government, both in a historical and modern context. Study will focus on the three branches of government, the checks and balances of each, and the political arenas in which important decisions have been made. Significant attention will be given to landmark Supreme Court cases and the rights and responsibilities of American citizens. Students will be challenged to broaden their knowledge of local, state, and federal government by becoming active participants in town meetings and election campaigns. Students will be encouraged to analyze their political viewpoints and formulate opinion on controversial topics of the past and those facing our nation’s future.

**Western Civilization**  
*Level III*  
*5.0 credits*  
*Pre/co-requisite: US History 2*

The course will survey the heritage of Western civilization with emphasis on the ancient world, particularly the Greco-Roman period, and the subsequent cultural and intellectual developments that provided the foundation of European history. In addition, the course will examine many of the critical advances in the early civilizations of the Western world with emphasis on the ideological and philosophical developments of the societies that emerged amid the ancient Mediterranean basin. Following a brief introduction into the late Paleolithic era and the Neolithic revolution, the course will shift focus to the Aegean and survey a myriad of Greek contributions to the region's heritage. Such topics as pre-Greek migration and later Greek settlements, the polis, philosophy, art and architecture, Homeric writing, mythology, and hoplite warfare will follow with the examination of episodic history in the Greek experience including the Persian and Peloponnesian wars, the Macedonian conquest of eastern Mediterranean, and the subsequent legacies of the Hellenistic age. Attention will then turn to encapsulate the history of Rome tracing the pre-Republic period through the developments that contributed to the rise of the Roman Empire. Upon examination of Rome's heirs, including Christianity, Islam, and Byzantium, the course will conclude with an introduction to the early medieval period in European history. Commitment to specific subjects may vary in content and scope.
WORLD LANGUAGE DEPARTMENT

9TH GRADE

SPANISH I LEVEL 1

10TH GRADE

SPANISH 2 LEVEL II

SPANISH 3 LEVEL II/III

11TH GRADE

SPANISH 4 LEVEL II/III

12TH GRADE

SPANISH 2 LEVEL II

SPANISH 3 LEVEL II/III

SPANISH 4 LEVEL II/III

AP SPANISH LEVEL IV

GERMAN 1 LEVEL I

GERMAN 2 LEVEL II

GERMAN 3 LEVEL II

GERMAN 4 LEVEL III

GERMAN 2 LEVEL II

GERMAN 3 LEVEL II

GERMAN 4 LEVEL III
WORLD LANGUAGES

**German 1**  
*Level I*  
5.0 credits  
German 1 is an introductory course which is designed to provide background for successive years and levels of German. It provides the student with some proficiency in the four basic skills of listening, speaking, reading, and writing. The student is also exposed to the culture, history and geography of German-speaking regions of the world.

**German 2**  
*Level II*  
5.0 credits  
Pre-requisite: German 1  
Communication skills will be further developed in German 2. The basic skills of listening, speaking, reading, and writing are further developed, with an emphasis placed on more advanced grammatical principles, as well as on aspects of the culture, history, geography, and literature of German-speaking regions of the world.

**German 3**  
*Level II*  
5.0 credits  
Pre-requisite: German 2  
This course series is designed to facilitate conversation and comprehension of the German language. This course provides students with practical vocabulary of real life in the modern German world. Additionally, an intensive review of grammar and the introduction of new language structures will be implemented. Finally, the course includes an overview of the general geography, culture and customs of German-speaking regions of the world.

**German 4**  
*Level III*  
5.0 credits  
Pre-requisite: German 3  
German 4 is designed to provide students with advanced proficiency in the skills of listening, speaking, reading, and writing with an emphasis on more complex paragraph and essay writing. Students will continue to study various types of German language literature.

**Conversational Spanish**  
*Level I*  
5.0 credits  
Teacher recommended  
This course is designed to increase and improve conversational techniques, expand basic vocabulary and grammar, and improve spoken fluency. The main emphasis of this course will be oral practice. Various topics of interest will be researched, discussed, and presented.

**Spanish 1**  
*Level I*  
5.0 credits  
Spanish 1 is an introductory course which is designed to provide a foundation for successive years and levels of Spanish. It provides the student with some proficiency in the four basic skills of listening, speaking, reading, and writing. The student is also exposed to the culture, history, literature and geography of the Spanish-speaking regions of the world.

**Spanish 2**  
*Level II*  
5.0 credits  
Pre-requisite: Spanish 1  
Communication skills will be further developed in Spanish 2. The skills of listening, speaking, reading, and writing are further developed, with an emphasis on more advanced grammatical principles as well as aspects of culture, history, literature and geography of the Spanish-speaking regions of the world.
Spanish 3

**Level II/III**  5.0 credits  **Pre-requisite: Spanish 2**

Spanish 3 is designed to further enhance communicative skills in the Spanish language. This course provides students with practical vocabulary via vignettes of life experiences of modern day Spanish-speaking regions of the world. The stimulating stories are intended to develop language proficiency. Additionally, an intensive review of grammar and the introduction of new language structure will be implemented.

Spanish 4

**Level II/III**  5.0 credits  **Pre-requisite: Spanish 3**

Spanish 4 is designed to expand the student's communication skills through thematic readings. Conversational fluency by means of practical vocabulary, reading comprehension, oral exercises, conversation, translation, photographs, proverbs, jokes, cultural information, and classroom discussions will be facilitated. Intensive review of grammar and expansion upon new structure will be implemented.

AP Spanish Language and Culture

**Level IV**  5.0 credits  **Pre-requisite: Spanish 4**

This course is designed for students who have mastered the basics of Spanish. The course enriches the vocabulary through exercises that introduces new vocabulary, dialogue, narrative photographs, topics for discussion, and themes for written development. To facilitate oral proficiency and communication skills in the target language, role-playing activities, questions for discussion, critical thinking, audiovisual aids, and cultural information are employed. Students will be prepared to take the Advanced Placement Spanish exam in the spring.
INTRODUCTION TO ARCHITECTURAL DESIGN & CONSTRUCTION

WOOD TECHNOLOGY I

WOOD TECHNOLOGY II

ROBOTICS

INTRODUCTION TO DIGITAL ANIMATION
ARTICULATION AGREEMENTS

Articulation Agreements with County College of Morris, Delaware Valley College, Rutgers University, and SUNY: Cobleskill have been approved in Agriculture, Horticulture, and/or Landscape Technology. Students who complete specific courses at North Warren and meet the stated criteria may be eligible to receive college credit for their coursework at North Warren. If you are interested in pursuing one of these paths, please see Ms. Wilson or your school counselor for details.

AGRICULTURE AND HORTICULTURE PATHWAY

Agriculture, Food, and Natural Resources (formerly Introduction to Agriculture)

**Level II** 5.0 credits
Introduction to Agriculture, Food, and Natural Resources (AFNR) is the introductory course in the CASE sequence of courses. It is designed to introduce students to the four pathways that will be offered through CASE. In addition to a brief overview of animal science, plant science, natural resources, and agricultural technology and systems, students will explore FFA, leadership, and science in agriculture. Students will be prepared for both college-level courses and the workforce.

Plant Science (formerly Horticulture)

**Level II** 5.0 credits  
Pre-requisite: Agriculture, Food, and Natural Resources
This course is intended to serve as a foundation course within the CASE™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Students will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and producers, and plant research specialists face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program. Students will be prepared for both college-level courses and the workforce.

Floriculture

**Level II** 5.0 credits  
Pre-requisites: Agriculture, Food, and Natural Resources, and Plant Science
This course focuses on floriculture production and floral design. This class will help students develop skills in the design and construction of floral arrangements, along with providing background knowledge of the industry. Students will be exposed to greenhouse operations and management practices that will prepare the students to produce commercial plant species in a controlled environment and to manage commercial and experimental greenhouse operations.

Agribusiness

**Level II** 5.0 credits  
Pre-requisites: Agriculture, Food, and Natural Resources, Plant Science, and Floriculture
Agribusiness is an applied course of study integrating the principles of economics, business, and management. It involves solving operational problems of farms and agribusiness firms with modern decision making aids, as well as forecasting and strategic planning to meet the rapid changing economic conditions. Career opportunities exist with various private, industries, and governmental agencies involved in agricultural marketing, financing, processing, distribution, management, and farm supplies.
**Animal Science/Wildlife Management**  
*Level II*  
5.0 credits  
*Pre-requisite: Biology*

This course is intended to serve as one of two foundational courses within the CASE™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program.

**BUSINESS and INFORMATION TECHNOLOGY**

** Accounting 1**  
*Level I*  
2.5 credits

This course teaches students how to apply accounting procedures for the complete accounting cycle for a service business organized as a proprietorship. Career opportunities in accounting and educational requirements for entry-level positions will be covered as well. Accounting is for those students seeking to expand their personal economic education and who have a variety of career objectives in the business field.

**Accounting 2**  
*Level II*  
2.5 credits  
*Pre-requisite: Accounting 1*

This course reinforces the accounting cycle and continues the study of accounting for a corporation. The course includes study and use of special journals for recording purchases, cash payments, sales, and cash receipts. Also covered are accounts receivable and uncollected accounts receivable, plant assets and depreciation, inventory, notes and interest, accrued revenue and expenses. The course ends with the preparation of dividends, financial statements, and end-of-fiscal period entries. It is the basis for further advanced accounting study and provides skills for entry-level employment.

**Marketing**  
*Level I*  
2.5 credits

The Marketing class will take students on a step-by-step journey through the world of sports and entertainment marketing. Students will encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment. Each function is incorporated throughout each lesson and discussed how they are used in the marketing process. Integration assessment activities throughout will help students reinforce key functions and highlight interesting aspects of marketing in sports and entertainment today.

**Introduction to Entrepreneurship**  
*Level I*  
2.5 credits

This course provides students with the information needed to be a successful business owner. All aspects of entrepreneurship (risk and reward) will be explored. Students will select a business of their choice, and through research, develop a comprehensive business plan.

**Computer Programming**  
*Level II*  
5.0 credits  
*Pre-requisite: Algebra 1*

This course introduces and emphasizes the structured programming method. Students are taught to solve problems and program their solutions using top-down design and modular programming with QBASIC. Problems covered include a wide range of subject areas, including mathematics, science, program control loops, sorts, searches, arrays, files, records, graphics, and sound. If time allows, students will have an opportunity to explore Visual Basic, a graphical user interface employing event driven object-oriented programming.
Exploring Computer Science  
**Level II**  
2.5 credits  
**Pre-requisite:** Algebra 1  
This course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course will focus on the central ideas of computing and computer science and help students understand why certain tools or languages might be utilized to solve particular problems.

AP Computer Science A  
**Level IV**  
5.0 credits  
**Pre-requisite:** Algebra 1  
This introductory course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and reusable (when appropriate). At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The responsible use of the systems is an integral part of the course.

Web Page Design I  
**Level I**  
2.5 credits  
This course will provide students with an introduction to Web Page Design concepts and principles. Students will be introduced to the basic fundamentals of coding in Hypertext Markup Language ("HTML") and Extensible Hypertext Language ("XHTML").

Web Page Design 2  
**Level II**  
2.5 credits  
**Pre-requisite:** Web Page Design I and Algebra 1  
This course will provide students with advanced skills in Web Page Design. Projects will include advanced HTML, including Cascading Style Sheets (CSS), JavaScript, DHTML, and XML documents. Students will learn how to format web pages, graphics, pop-up windows, scrolling messages, and validate forms.

**FAMILY AND CONSUMER SCIENCE**

Basic Foods  
**Level I**  
2.5 credits  
The students will develop basic cooking and meal planning skills, complete individual and group activities, learn to handle food and equipment safely, cook using a wide variety of methods, and create healthful and interesting foods.

International Foods  
**Level I**  
2.5 credits  
**Pre-requisite:** Basic Foods  
The students will have the opportunity to explore cuisines from around the world, learn managerial skills through the planning and preparation of a wide variety of ethnic recipes, gain an appreciation of cultural diversity, learn how the difference in foods influence people and their relationship to the environment, modern technology, and to one another. Current nutrition issues will also be investigated, as well as the daily food choices and nutritional needs of the students.

Regional Cooking of the US  
**Level I**  
2.5 credits  
**Pre-requisite:** Basic Foods  
Students will have the opportunity to study the cuisine that Americans have inherited and developed. This course will concentrate on the many factors of each region plus Hawaii and Alaska that produce American cooking as we know it today. The students will improve cooking skills and nutritional outlook as they gain knowledge about various cooking methods and techniques traditional to each region of America.
Independent Living

Level I 2.5 credits
Students will gain an understanding of themselves, the influences on their behavior and their relationships. Communication, leadership, and citizen skills are emphasized as well as career planning. Preparing for family life will also be covered.

TECHNICAL EDUCATION

Introduction to Architectural Design and Construction

Level II 5.0 credits
In this course, students will study the world’s greatest architectural structures, examine how they were built, and why each is particularly important for its contribution to engineering. Students will then apply this knowledge of architectural engineering to design their own great works of architecture through model building and computer-aided design.

Introduction to Digital Animation

Level II 5.0 credits
In this course, students will study how movies and video games are created from a technical point of view. Students will study how the digital assets of these media are created and use computer modeling and animation software to create their own virtual environments and animations.

Wood Technology 1

Level I 5.0 credits
This introductory course teaches students the safe and proper use of most common hand tools and woodworking machines that would be found in a well-equipped home workshop or small contractor's shop. This course will delve into many facets of the woodworking field from hand tools to power tools; from manufacturing procedures to residential home construction. Emphasis is placed on safety, cooperation, and learning; not production. Much of the work is of an individual nature employing the project method as they complete a variety of projects.

Wood Technology 2

Level II 5.0 credits Pre-requisite: Wood Technology 1
This course includes the safe and proper use of most common hand tools and woodworking machines that would be found in a well-equipped home workshop or small contractor's shop. Emphasis is placed on safety, cooperation, and learning; not production. Most of the work is of an individual nature employing the project method as students complete a variety of projects of their choosing.

Robotics

Level II 5.0 credits
Robotics is becoming a larger part of the world in which we live. This course provides students the next step through building and programming basic VEX robots. Students will utilize the scientific method and problem-solving processes involving science, math, technology, and engineering skills in an interdisciplinary manner.
VISUAL & PERFORMING ARTS DEPARTMENT

ART

CERAMICS

THREE-DIMENSIONAL DESIGN

DRAWING & PAINTING 1

DRAWING & PAINTING 2

ART HONORS

ELECTIVES

AP ART HISTORY
AP STUDIO ART 2D
COMPUTER GRAPHICS
CONCERT CHOIR  
ORCHESTRAL STRINGS  
SYMPHONIC BAND  
ELECTIVES  
MUSIC DRAMA  
MUSIC THEORY
VISUAL AND PERFORMING ARTS

ART

Art—Honors

Level III  5.0 credits  Pre-requisite: Drawing and Painting 1 & 2

The focus of this course is to expand the understanding and application of the elements of art and the principles of design, thus preparing students to be able to meet the challenges of advanced art instruction. A major component of this course is the preparation and building of a visual art portfolio. Drawing and painting from observation, figure drawing, and original compositions will be covered utilizing a wide variety of media. Stretching a canvas and executing an original acrylic painting will be taught. Individual direction, experimentation with materials and techniques, and student-initiated projects is also a part of the curriculum. Sketch books will be kept with regular entries. All work will be evaluated through group critiques with an emphasis on the development of an art vocabulary. Art history will also be surveyed.

AP Art History

Level IV  5.0 credits

AP Art History is a college-level survey course for both art and non-art majors who would like to receive college credit in the humanities. The primary goal of this course is to familiarize students with works of art in relation to their time period, genre, philosophical, social, and cultural contexts. This course will help increase students abilities to think critically through the analysis of artwork. Written reports and verbal assignments will sharpen students’ ability to articulate their thoughts and formulate judgments about visual literacy and aesthetic theory. By placing works of art in their proper historical framework, students are able to reinforce both their chronological knowledge of events as well as their contextual nature. An examination of the aesthetic properties of artwork opens up discussion and promotes students learning as it relates to the philosophies that have helped to shape our modern world view. This course provides an opportunity for students to further their understanding of art as it relates to studio practice. Students will be prepared to take the Advanced Placement Art History exam in the spring.

AP Studio Art 2D

Level IV  5.0 credits  Pre-requisite: Drawing and Painting 1 & 2

Computer Graphics (If the student wishes to use digital design within the portfolio, they should have adobe prior knowledge.)

AP Studio Art 2D is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition, and executive in 2D design. This course is based on a student creating a body of work that demonstrates quality, concentration, and breadth. This portfolio will be submitted to College Board for college credit. This is a full-year course. As in any college-level course, students will be expected to spend a considerable amount of time outside of class completing assignments, homework, and sketchbook assignments.

Ceramics

Level I  5.0 credits

This course is designed to introduce students to clay as a viable medium often utilized in the fine arts. Students will explore various construction techniques, surface decoration, and glazing and become familiar with its properties. They will be exposed to contemporary directions in ceramics and prominent ceramicists.
Computer Graphics
Level I  5.0 credits
Computer Graphics will introduce students to art and design through technology. Photoshop, InDesign, Illustrator, and other programs from the Adobe Software will be utilized to create projects with digital photography, book jacket design, logo/packaging, and an introduction to animation, while gaining an understanding of art fundamentals. Students will learn the computer graphic design concepts and programs which will result in personal portfolios for each student. Whereas the course is designed to encourage creativity and individuality, the hands-on approach provides students the opportunity to engage in valuable and career-oriented skills.

Drawing and Painting 1
Level I  5.0 credits
Drawing and Painting, a foundation course, will begin the year by developing the fundamental principles of drawing and perception. Skills are introduced through rendering techniques with a greater emphasis placed on drawing from observation and advancing to life drawing through a variety of media. Painting will be introduced midyear with emphasis on watercolor and acrylic painting. Different styles and periods of art history will be examined.

Drawing and Painting 2
Level II  5.0 credits  Pre-requisite: Drawing and Painting 1
This course will begin by sequentially exploring the observational drawing skills learned in Drawing and Painting 1. Students will work more in depth with drawing technique and with a variety of materials, such as charcoal and ink, while mastering value and contrast of shadow and light. Students will gain a greater vocabulary which will enable them to critique the works of others as well as those in art history. Painting will be introduced midyear with emphasis on oil paint, but will include watercolor and acrylic as well. Emphasis will be on designing creative solutions to new ideas and solutions using a visual artistic language with a concentration on traditional exploration. This class will prepare them for an honors level course and help them understand true composition and the elements and principles of art and design.

Three-Dimensional Design
Level II  5.0 credits  Pre-requisite: Ceramics and/or Sculpture
This course is designed to provide students with the opportunity to develop “in depth” knowledge of applied skills in the art of ceramics and sculpture. Students will be exposed to as well as developing three-dimensional art forms and utilizing various sculptural techniques and mediums along with advanced glaze techniques. A wide exposure to materials and sculptural concepts will evolve student work to standing forms. Projects are both material based and conceptual, employing multimedia solutions. Students will complete figurative and abstract projects with an understanding of their origins in an art historical context.

MUSIC
Concert Choir
Level I  5.0 credits
Each day, vocal warm-ups and exercises designed to condition and strengthen the various components of the singing voice (diaphragm, vocal chords, facial and neck muscles) are performed. These warm-ups include major and minor scales, tetrachords, solfeggio, sequential, and breathing exercises. Tone production and intonation are also developed. Singing of the current repertoire follows the daily warm-ups. This repertoire includes music to be prepared for performance at one of several concerts during the school year as well as for study purposes. Rehearsal of the repertoire includes musical as well as stylistic consideration. All music is rehearsed with respect to student understanding of dynamics, phrasing, harmonic motion, tempi indications, and musical form. Period music (Baroque, Classical, Contemporary, and Romantic) is studied with historic consideration.
Orchestral Strings
  Level I  5.0 credits
Students will build upon the skills that they learned in 7th and 8th grade on the violin, viola, cello, and bass. This is a performance class that culminates in required student participation in several concerts throughout the school year. Students will develop advanced bowing articulations, two octave scales and arpeggios in keys up to four sharps and flats, and shifting to higher positions on the fingerboard. An understanding of time signatures and rhythmic patterns will be developed. An emphasis will be placed on proper posture for both the bow hand and left hand. Students will learn concert etiquette and how to follow a conductor during rehearsal of etudes and compositions of varying difficulty. Performance repertoire includes music from the Baroque, Classic, Romantic and Contemporary Eras, as well as music from popular, film, and show genres.

Symphonic Band
  Level I  5.0 credits
Students will develop a high level of performance by actively participating in this course. The course is focused toward developing performance and rehearsal atmospheres that are musically enjoyable, educationally worthwhile, and valid. Compositions varying in degree of difficulty and representative of all types and periods of music are used as texts. Performances are spread throughout the year to allow for proper preparation and to insure each student adequate study time.

Music Drama
  Level II  5.0 credits
Music Drama is introduced with the study of the genres of the dramatic musical arts. This is designed to provide students with a better understanding of what is available in the media, entertainment, and music world.

Music Theory
  Level I  5.0 credits
Music Theory is designed for the student who wishes to learn the fundamentals of basic music language, techniques of musical analysis, development of aural, vocal, and keyboard skills, and understanding of how music is constructed. This course is designed to provide opportunities for the development of student creativity and offer insights into ways to improve musical performance.
**COURSE SELECTION PROCESS**

Students will be meeting with their school counselor to select their courses for the 2016-2017 in December. All course selections are to be completed by December 22, 2015 in order for the master schedule to be developed. Note: Final course selections for classified students will be determined at the annual review meeting.

Below is a description of the various “Levels” of courses:

**Level I** courses end in “1” i.e. 1201
These courses are designed for students to meet the challenges of a rigorous academic program and enhanced instructional resources may be utilized when appropriate.

**Level II** courses end in “2” i.e. 1202
These courses are designed for students with a greater emphasis on independent learning. Students are expected to demonstrate more responsibility for their own progress.

**Level III** courses end in “3” i.e. 1203  **Honors**

**Level IV** courses end in “4 or 5” i.e. 1204/1205  **Advanced Placement**

In most instances, teachers have identified the Level of the course that a student is recommended for based on classroom performance.

For your convenience, pre-requisite and NCAA approved courses are indicated on the Course Selection forms.

*indicates a Pre-requisite course is required
+indicates NCAA approved courses

For students moving into grades 9, 10, and 11, the core courses—English, Social Studies, Science, Math, and Physical Education/Health have been entered into Infinite Campus. Your child will select only electives.

Students in grade 12 will have their English and Physical Education/Health core courses entered into Infinite Campus. Your child will select all additional courses.

After your child has completed the selection of courses, he/she will ask you to sign the courses selected. If you have any questions about this process, please do not hesitate to contact your child’s counselor.
Celebrate Patriot Pride!